



University of Fort Hare
Together in Excellence

THE RELATIONSHIP BETWEEN THE QUALITY OF EMPLOYEE TRAINING AND
DEVELOPMENT ON SERVICE DELIVERY: A CASE STUDY OF BUFFALO CITY
MUNICIPALITY, EASTERN CAPE

BY

MTHOKOZISI MPOFU

Submitted in fulfillment of the requirements for the degree

Master of Commerce (Industrial Psychology)

in the

Department of Industrial Psychology

in the

Faculty of Management and Commerce at the University of Fort Hare

SUPERVISOR: Mr. A. Nel.

CO-SUPERVISOR: Mr. C. Murugan.

Running head: EMPLOYEE TRAINING AND DEVELOPMENT

Abstract

Service delivery, by local municipal authorities, has proved to be a significant problem. One of the main problems affecting the efficient provision of basic services by municipalities has proven to be the poor performance of municipal employees. Municipalities are faced with the problem of how best to improve the provision of basic services within their communities. One way of improving the efficient and effective provision of basic services is through improved employee performance, which can be achieved through quality employee training and development programmes.

This study seeks to investigate the relationship between the quality of employee training and development and service delivery in the Buffalo City Municipality. Thus the perceptions and opinions of both employees and residents of Buffalo City Municipality were investigated, in relation to service delivery issues and the quality and effect of training and development programmes on those who are employed by the Buffalo City Municipality.

Using a quantitative design, structured questionnaires were distributed to a sample of respondents, which was comprised of residents and employees of Buffalo City Municipality. Stratified random sampling was used to select the sample through the organization of the population into homogenous subsets. The data was subjected to a number of statistical analyses, including the Analysis of Variance (ANOVA) tests, to determine the differences in perceptions of the groups under study.

Findings from this study reveal that quality employee training and development leads to improved employee performance. This, in turn, leads to improvements in the provision of basic services to communities. The findings also indicate that residents have an important role to play in the efficient and effective provision of basic services by municipalities in their communities.

Declaration

I, Mthokozisi Mpofu, declare that this research report on “The relationship between the quality of employee training and development and service delivery in the Buffalo City Municipality, Eastern Cape, South Africa” is a result of my own work. All sources that have been used, and/or quoted, have been acknowledged by means of appropriate and complete references. This dissertation has not previously been submitted for any degree or examination at any other university or learning institution. This dissertation is submitted in fulfillment of the requirements for the degree: Master of Commerce in Industrial Psychology at the University of Fort Hare, Alice Campus.

.....
Signature

...../...../2011

Date

Acknowledgements

I wish to express my sincere appreciation to;

- God my provider, for your patience and love. You have taught me that even in the quiet and stillness you are still the Lord my God. I thank you.
- My supervisor Mr. Andre Nel, and my co-supervisor Mr. Chan Murugan, for your commitment, encouragement, and professional guidance. I enjoyed working with you both.
- The staff members and my fellow colleagues in the Department of Industrial Psychology at the University of Fort Hare, for your support and the contribution that you have all made towards my successful completion of this project.
- The employees and residents of Buffalo City Municipality who took part in the study. I wish and hope for better basic services for those residing in your municipal area and for the prosperity and growth of the municipality. Thank you again for being a part of this study.
- Mr. R.T Chiruka and Mr. I. Jubane, the statisticians who helped me with the data analysis in the project. A special thank you to you both for your efforts in this regard.

Dedication

This research project is dedicated to my family members, Mr. and Mrs. Mpofu, my sisters Tshengi, Thamu, Noma, Sonie, Samu, Zane, and to my brother B.K. Girlie, Farie, Munya, Kingstone, Drossila, Gogo, this one is for you, thank you for the love and care.

Table of Contents

ABSTRACT	i
DECLARATION	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	xv
LIST OF FIGURES	xvi
 CHAPTER 1: INTRODUCTION, PROBLEM STATEMENT AND OUTLINE OF THE STUDY	
1.1 Background of the study	1
1.2 Statement of the problem	3
1.3 Objectives	3
1.4 Hypothesis	4
1.5 Significance of the study	4
1.6 Delimitations of the study	4
1.6.1 Size of the organisation	4
1.6.2 Type of organisation	5
1.6.3 Geographical demarcation	5
1.6.4 Units of analysis	5
1.6.5 Subject of evaluation	6
1.7 Outline of the study	6
1.8 Concluding remarks	

CHAPTER 2: THE RELATIONSHIP BETWEEN EMPLOYEE TRAINING AND DEVELOPMENT ON SERVICE DELIVERY

2.1 Introduction	8
2.2 Theoretical base of the study	8
2.2.1 Social learning theory	8
2.2.2 Motivation theory	9
2.2.3 Social exchange theory	9
2.3 Definition of key terms	10
2.3.1 Employee training and development	10
2.3.2 Service delivery	11
2.4 An overview of employee training and development and service delivery	12
2.4.1 The relationship between employee training and development on service delivery	12
2.4.2 Employee training and development	14
2.4.3 Employee training and development and service delivery in South Africa	15
2.5 Service delivery in the Buffalo City Municipality	19
2.5.1 Housing	20
2.5.2 Electricity	20
2.5.3 Water	21
2.5.4 Sanitation	22
2.5.5 Service delivery: Obstacles and problems	22
2.6 Conclusion	24

CHAPTER 3: THE HUMAN RESOURCES MANAGEMENT SYSTEMS AND SERVICE DELIVERY IN THE BUFFALO CITY MUNICIPALITY

3.1 Overview of the Buffalo City Municipality	25
3.1.2 Area description	25
3.2 Buffalo City Municipality Human Resources department	26
3.2.1 Personnel and labour division	26
3.2.2 Development and performance appraisal division	27
3.3 Service delivery departments in the Buffalo City Municipality	27
3.3.1 Housing Division	28
3.3.2 Department of Water and Scientific Services	28
3.3.3 Construction, Roads & Projects department	29
3.3.4 Department of Electricity Services	31
3.3.5 Revenue Management Department	31
3.4 Integrated Development Plan (I.D.P)	32
3.4.1 Electricity	33
3.4.2 Water	33
3.4.3 Sanitation	34
3.4.4 Housing	35
3.4.5 Roads	35
3.5 Conclusion	35

CHAPTER 4: EMPLOYEE TRAINING AND DEVELOPMENT

4.1 Introduction	36
4.2 Employee training and development policy	36
4.3 Role of employee training and development in improving service delivery	37

4.4 Training and development models	38
4.4.1 Das's model	38
4.4.2 Nadlers's model	39
4.4.3 Bennet and Leduchowicz's model	40
4.5 A systems approach to Employee training and development	41
4.6 Employee training and development designs	41
4.7 Training and development delivery approaches	42
4.7.1 Off-the-job training	43
4.7.8 On-the-job training	44
4.8 Training and development delivery methods	44
4.8.1 In-basket exercise	44
4.8.2 Assessment centre	44
4.8.3 Membership of professional organisations	44
4.8.4 Wilderness training	45
4.8.5 Behaviour modelling	45
4.8.6 Sensitivity training	45
4.8.7 E-learning (online learning)	46
4.8.8 Computer based training	46
4.8.9 Coaching and mentoring	47
4.8.10 Job rotation	47
4.8.11 Junior boards	48
4.8.12 Job instruction training	48
4.8.13 Understudy	48
4.8.14 Interactive video	49

4.8.15 Internet and intranet-based training	49
4.8.16 Virtual reality	49
4.8.17 Mix mode training	49
4.8.18 Outsourcing	50
4.9 Employee/staff development methods	50
4.10 Evaluating employee training and development	50
4.11 Conclusion	54

CHAPTER 5: PERFORMANCE EVALUATION AND PERFORMANCE MANAGEMENT

5.1 Introduction	55
5.2 Performance management	55
5.3 The purposes of the performance management process	57
5.4 The performance management process	57
5.4.1 Performance planning	58
5.4.2 Performance coaching and mentoring	59
5.4.3 Performance measurement and evaluation	58
5.4.4 Performance feedback and documentation	58
5.5 Performance evaluation	59
5.5.1 Determining the evaluator	59
5.5.2 The immediate supervisor	60
5.5.3 Peers	60
5.5.4 Self appraisal	60
5.5.5 Customer appraisals	61
5.5.6 360 degrees feedback	61

5.5.7 Team appraisals	61
5.6 Rating the performance	62
5.6.1. Forced ranking	62
5.6.2 Forced distribution	63
5.6.3 Critical incidents	63
5.6.4 Graphic rating scales	63
5.6.5 Behaviourally-Anchored Rating Scales (BARS)	63
5.6.6 Management by Objectives (MBO)	64
5.7 Conclusion	64

CHAPTER 6: EMPLOYEE TRAINING, DEVELOPMENT AND LEGISLATION

6.1 Employee training and development and the law	65
6.2 Skills development Act (No. 97)	65
6.3 South African Qualifications Authority Act, Act 58 of 1995	66
6.4 Investment in training	67
6.5 Funding mechanisms in South Africa	68
6.6 Levy-grant scheme	69
6.7 Sector Education and Training Authorities (SETA's)	69
6.8 South Africa's strategic Human Resource Development	70
6.9 Skills Development Planning Unit (SDPU)	71
6.10 Conclusion	71

CHAPTER 7: RESEARCH DESIGN AND METHODOLOGY

7.1 Introduction	73
7.2 Overview of research methodologies	73
7.2.1 Qualitative approach	73
7.2.2 Quantitative approach	75
7.3 Population of the study	76
7.4 Sample, sampling procedure and technique	77
7.4.1 Sampling procedure	77
7.4.2 Non probability sampling	77
7.4.3 Probability sampling methods	79
7.5 Dependent and Independent variables	81
7.6 Data collection	81
7.7 Research questionnaire of the study	82
7.8 Pretesting the questionnaire	83
7.9 Administering the questionnaire	84
7.10 Validation of the instruments	85
7.11 Reliability of the instrument	86
7.11.1 Questionnaire for the employees of Buffalo City Municipality	86
7.11.2 Questionnaire of the residents of Buffalo City Municipality	87
7.12 Data analysis	87
7.13 Delimitations of the study	88
7.13 Ethical considerations	88
7.14 Concluding remarks	90

CHAPTER 8: PRESENTATION OF RESULTS AND DISCUSSION

8.1 Introduction	91
8.2 Descriptive statistics	91
8.3 Demographic variables of Buffalo City Municipality employees and residents	91
8.3.1 Gender of Buffalo City Employees	92
8.3.2 Gender of Buffalo City Residents	93
8.3.3 Age range of Buffalo City Employees	94
8.3.4 Age range of Buffalo City Residents	95
8.3.5 Race of Buffalo City Employees	96
8.3.6 Race of Buffalo City Residents	97
8.3.7 Educational levels of Buffalo City Employees	98
8.4 Results on the perceptions of Buffalo City Municipality residents to service delivery issues	103
8.4.1 Perceptions of residents on issues of service delivery (effectiveness and efficiency) in the Buffalo City Municipality	103
8.4.2 Perceptions of residents of Buffalo City Municipality on issues of service deliverance to specific departments in the Municipality	106
8.5 Results on employee perceptions of quality employee training and development programmes in the Buffalo City Municipality	115
8.5.1 Employee perceptions of the implementation and evaluation of employee training, development and performance management	118
8.6 Inferential statistics	122
8.6.1 Analysis of Variance report- One way Anova	122

8.6.2. Employees of Buffalo City Municipality Analysis of Variance report - One way	
Anova	123
8.6.3 Residents of Buffalo City Municipality Analysis of Variance report - One way	
Anova	126
8.7 Discussion of results	131
8.7.1 Employee perceptions of employee training, development, performance	
management and evaluation systems in the Buffalo City Municipality	133
8.7.2 Perceptions of residents on issues of service delivery in the Buffalo City	
Municipality	137
8.7.3 Relationship between quality employee training and development and service	
delivery	139
8.8 Concluding remarks	141

CHAPTER 9: CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS AND FUTURE RESEARCH

9.1 Introduction	142
9.2 Conclusions	142
9.3 Recommendations	143
9.3.1 Recommendations to the Buffalo City Municipality management	144
9.3.2 Recommendations to the residents of Buffalo City Municipality	145
9.4 Limitations	145
9.5 Directions for future research	146
9.6 Concluding remarks	146

Reference list	147
APPENDICES	
Appendix A	158
REQUEST FOR GRANTING OF ACCESS TO CONDUCT RESEARCH	158
Appendix B	159
RESEARCH QUESTIONNAIRE FOR THE RESIDENTS OF BUFFALO CITY MUNICIPALITY	159
Appendix C	168
RESEARCH QUESTIONNAIRE FOR THE EMPLOYEES OF BUFFALO CITY MUNICIPALITY	168

LIST OF TABLES

Table 4.1 Bennet and Leduchowicz’s model	40
Table 4.2 Garret Engine training evaluation method	52
Table 7.1 Reliability analysis for Buffalo City Municipality employees’ questionnaire	86
Table 7.2 Reliability analysis for the Buffalo City Municipality residents’ questionnaire	87
Table 8.1 Perceptions of residents on issues of service delivery (efficiency and effectiveness)	103
Table 8.2 Perceptions of residents on issues of service delivery in the revenue, water & scientific and communications departments	107
Table 8.3 Perceptions of residents on issues of service delivery in the electricity department	111
Table 8.4 Perceptions of employees on employee training and development issues in the Buffalo City Municipality	115
Table 8.5 Perceptions of employees regarding issues of implementation and evaluation of employee training, development and performance management in the Buffalo City Municipality	119
Table 8.6 Employees of Buffalo City Municipality Analysis of Variance report - One way Anova	123
Table 8.7 Residents of Buffalo City Municipality Analysis of Variance report - One way Anova (general service delivery issues)	126
Table 8.8 Residents of Buffalo City Municipality Analysis of Variance report - One way Anova (service delivery issues in specific departments)	130

LIST OF FIGURES

Figure 8.1 Gender of Buffalo City Municipality employees	92
Figure 8.2 Gender of Buffalo City Municipality residents	93
Figure 8.3 Age of Buffalo City Municipality employees	94
Figure 8.4 Age of Buffalo City Municipality residents	95
Figure 8.5 Race of Buffalo City Municipality employees	96
Figure 8.6 Race of Buffalo City Municipality residents	97
Figure 8.7 Educational levels of Buffalo City Municipality employees	98
Figure 8.8 Service delivery departments in Buffalo City Municipality	99
Figure 8.9 Level of responsibility of Buffalo City Municipality employees	100
Figure 8.10 Area of residence of Buffalo City Municipality residents	101
Figure 8.11 Income levels of Buffalo City Municipality residents (in ZAR) per month	102
Figure 8.12 Perceptions of residents on issues of service delivery (efficiency and effectiveness)	104
Figure 8.13 Perceptions of residents on issues of service delivery in the revenue, water & scientific services and communications departments	108

Figure 8.14 Perceptions of residents on issues of service delivery in the electricity,
housing and construction departments 112

Figure 8.15 Perceptions of employees on employee training and development issues in the
Buffalo City Municipality 116

Fig 8.16 Perceptions of employees regarding the implementation and evaluation of employee
training, development and performance management 120

CHAPTER ONE

INTRODUCTION, PROBLEM STATEMENT AND OUTLINE OF THE STUDY

1.1 Background of the study

Service delivery by local municipal authorities has proven to be a significant problem in South Africa. Problems associated with service delivery have been highlighted by the widespread protests that characterized the country in the past few months, for example the service delivery protests at Embalenhle in Secunda in the Limpopo Province (“Service delivery Protests,” 2011).

The South African Constitution (1996), in reference to the functions and roles of municipalities, highlights that municipalities must structure and manage their administration, budgeting, and planning processes in order to prioritise the basic needs of the community and to promote the social and economic development of the community. Thus, the provision of basic services to the masses has proven to be a significant priority of the municipalities’ charter, including that of the Buffalo City Municipality. Municipalities are, therefore, faced with the challenge of how best to improve the provision of basic services to their communities.

Poor performance and corruption by the employees of municipalities has been established as one of the major problems in the efficient provision of basic services by municipalities; the performance and conduct of municipal employees will thus need to be improved so as to improve the provision of basic services to the masses. Improving an employee’s performance and conduct is one, amongst many, solutions towards the efficient and reliable provision of basic

services by municipalities to the public, as highlighted by Stredwick (2005). He contends that the most important role in human resources is to help employees improve their performance (through employee training and development) and, by so doing, improve the performance of the organisation.

Employee training and development has become one of the key aspects in improving employee performance in organizations, thus leading to improved organizational performance and growth. Marquardt, Nissley, Ozag, and Taylor (2000) highlight the importance of employee training and development and the resultant benefits for the organization when they note that, in future, organizations will depend on well trained employees who will perform tasks and successfully operate in the global environment. Kuvaas and Dysvik (2009) add that when organizations offer organizational inducements in the form of developmental opportunities, employees become motivated to expend their efforts in order to benefit the organization.

The provision of essential services by local municipalities has been in the spotlight for a long period of time, with many municipal employees caught in the snare. Municipal employees have come under fire for poor performance and conduct in their work as some engage in corruption and others are not qualified enough to discharge their duties to the required levels. This is supported by Burger (2010) who suggests that the many reasons for poor service delivery; rampant corruption, nepotism and the deployment of ANC 'comrades' to positions for which they are not qualified within local government structures, have led to the inefficient provision of basic services to the masses, by municipalities.

According to Burger (2010), the problem of poor service delivery, which is evident in significant levels of dissatisfaction with the lack of delivery of basic municipal services such as

running water, electricity and toilets, especially in informal settlements, unemployment (officially at around 23%), high levels of poverty, poor infrastructure and the lack of houses can, to some extent, be solved by the efficiency of municipalities. Efficient municipalities would be those that have, in their employ, skilled and qualified managerial and non managerial staff offering efficient and reliable essential services to the masses.

1.2 Statement of the problem

The problem of poor provision of basic services by local municipalities is complex. However, much of the blame has been solely directed at the performance and conduct of the employees and management of these municipalities, which has led to the poor provision of basic services to the communities. The problem lies in the context of how these employees' skills, performance and conduct can be improved in order to improve service delivery. The improvement of employees' skills and performance, through quality employee training and development, will lead to improved performance by municipal employees. This will allow the Buffalo City Municipality a greater opportunity to provide its residents with efficient and reliable basic services.

1.3 Objectives

The objectives of the study are to:

- Investigate the relationship between the quality of employee training and development on service delivery in the Buffalo City Municipality.
- Establish recommendations on the importance and use of quality employee training and development strategies and the benefits thereof in the efficient provision of essential basic services, within the Buffalo City Municipality.

1.4 Hypotheses

Considering the statement of the problem, it is hypothesized that:

- There is a relationship between the quality of employee training and development and the efficient and effective provision of services by local municipalities' service departments.

1.5 Significance of the study

The rationale behind this study is to investigate the relationship between the quality of employee training and development and service delivery. This study is important as it outlines the importance of quality employee training and development in trying to improve employee performance in municipalities, thus offering improved service delivery. This is supported by Grugulis (2007) and Opperman and Meyer (2008) who note that effective employee training and development should lead to increased productivity and improved job performance; thus, improved services.

1.6 Delimitations of the study

The problem of poor service delivery by local government authorities is widespread in South Africa. However, due to logistical constraints such as a shortage of resources and time, to mention a few, this study will only focus on the relationship between the quality of employee training and development on service delivery in the Buffalo City Municipality, in the Eastern Cape Province of South Africa.

1.6.1 Size of the organisation

The organisation selected for this study is the Buffalo City Municipality. Like any other organisational setting, the Buffalo City Municipality has a hierarchical structure composed of employees who specialise in different aspects of service delivery within different departments. The Buffalo City Municipality employs an estimated 3000 employees and has a clear hierarchical structure which allows for the easy identification of respondents for the study. Employees will be sampled according to subgroups of different departments which offer services to the communities in the Buffalo City Municipality; the focus of the study will be on the departments of electricity, water, revenue management, housing and roads.

Another significant sample of this study is constituted of residents of the Buffalo City Municipality. Residents of the Buffalo City Municipality will be sampled, as subgroups, according to the areas in which they live. An appropriate number of respondents will be selected from each subgroup, by way of stratified random sampling, and participants will be selected from the towns of Bhisho and King William's Town in the Buffalo City Municipality.

1.6.2 Type of organisation

This study was limited to the Buffalo City Municipality in the Eastern Cape. In the study, employees and residents of the municipality were used as the sample for the study.

1.6.3 Geographical demarcation

The study will focus only on the Buffalo City Metropolis, in the Eastern Cape Province of South Africa.

1.6.4 Units of analysis

The study was limited to employees and residents of the Buffalo City Municipality.

1.6.5 Subject of evaluation

The subject of evaluation in this study can be divided into the following areas:

- The relationship between quality employee training and development on service delivery.
- The perceptions which employees of the Buffalo City Municipality hold regarding the adequacy of employee training needs, strategies, implementation and evaluation of training and development programmes.
- The perceptions of the residents of the Buffalo City Municipality regarding the provision of quality, efficient and effective service delivery by their Municipality

1.7 Outline of the study

The dissertation is comprised of the following chapters:

Chapter One: Introduction, problem statement and outline of the study.

Chapter Two: Theoretical base of the study.

Chapter Three: An overview of the Buffalo City Municipality, Human Resource Management Systems and Service delivery.

Chapter Four: Employee training and development.

Chapter Five: Employee performance management and performance evaluation.

Chapter Six: Employee training, development and Legislation.

Chapter Seven: Research design and methodology.

Chapter Eight: Presentation of results and discussion.

Chapter Nine: Conclusions, Recommendations, Limitations and Future research directions.

1.8 Concluding remarks

This chapter introduced and outlined the background of the study; it also stated the problem statement and significance of the study. The next chapter will provide the theoretical base of the study and a review of the relevant literature related to the subject of this study.

CHAPTER TWO

THE RELATIONSHIP BETWEEN EMPLOYEE TRAINING AND DEVELOPMENT ON SERVICE DELIVERY

2.1 Introduction

The problem of poor service delivery by municipalities is complex because many reasons can be put forward for the failure of municipalities to provide efficient services. However, the main focus on the staff and officials of municipalities has been the poor performance by employees and management; this has adversely affected the efficient provision of services.

This chapter will begin with a discussion of the theoretical base of the study. Social learning theory, motivation theory and social exchange theory will provide a fundamental basis to support the research study. The three theories relate to employee training and development as learning (social leaning theory), the achievement of goals and objectives (McClelland's motivation theory of needs) and negotiated exchanges between parties (Social exchange theory). These form the basis for the objectives to be achieved through employee training and development.

2.2 Theoretical base of the study

2.2.1 Social learning theory

Employee training and development lends its relevance to social learning theory. Social learning is primarily based on the work of Bandura and his associates. Employee training and development is a part of social learning that occurs in many different ways; for example,

observational learning. Robbins, Odendaal, and Roodt (2008) highlight that individuals can learn by observing what happens to other people and just by being told about something, as well as by direct experiences. This type of learning occurs in employee training and development when employees learn and master relevant skills and abilities through observation.

2.2.2 Motivation theory

Employee training and development also lends its relevance to McClelland's motivation theory of needs. McClelland's motivation theory of needs was developed by David McClelland and his associates. This theory focuses on three needs: achievement, power and affiliation. Employee training and development is linked to McClelland's theory of needs on the need for achievement of organizational goals and objectives through the training and development of employees. Robbins *et al.* (2008) highlight that the need for achievement in McClelland's motivation theory of needs is grounded in the drive to excel, which is to achieve in relation to a set of standards and the desire to succeed. In employee training and development, some employees display a compelling drive to succeed; this drive is the achievement need which may motivate employees to have a desire to do something better or more efficiently than it has been done before. Nel, Werner, Haasbroek, Poisat, Sono, and Schultz (2008) add to this by commenting that people with a high need for achievement are often top performers in an organization.

2.2.3. Social Exchange Theory

Social exchange theory, according to Miller (2005), is a psychological and social perspective that explains social change and stability as a process of negotiated exchanges between parties. This theory posits that all human relationships are formed through the

application of a subjective cost-benefit analysis and the comparison of alternatives. For example, when a person perceives the costs of a relationship as outweighing the perceived benefits, then the theory predicts that the person will choose to leave the relationship.

The significance of this theory, in relation to the impact that employee training and development has on service delivery, is highlighted by Cropazano and Mitchell (2005), as quoted in Nel, *et al.* (2008), who contend that when organizations train and develop their employees they invest in their employees and, in return, employees tend to reciprocate in positive ways. Kuvaas and Dysvik (2009) state that, when organizations offer organizational inducements in the form of developmental opportunities, employees become prosocially motivated, that is, they desire to expend effort to benefit the organization.

2.3 Definition of key terms

2.3.1. Employee training and development

Ekot (2010) regards training as an organisational effort aimed at helping employees to acquire the basic skills required for the efficient execution of the functions for which they are hired. Furthermore, he adds that development deals with activities undertaken in order to expose employees to the performance of additional duties and, thus, to the assumption of positions of importance in the organisational hierarchy. Holland and De Cieri (2006) offer that training is the planned or systematic efforts made by an employer to facilitate employees' learning of the knowledge, skills, and behavior required to perform their jobs, i.e. their job related competencies.

Nel *et al.* (2008) explain that development involves learning that is not necessarily related to the employee's current job, since it also aims to prepare employees for future positions and

career paths. Nisha (2009) notes that development tends to focus on the learner rather than the learning itself and enhances job performance by enhancing employees. He adds that training and development have the ability to contribute to the overall effectiveness and efficiency of an organisation and can be regarded as necessary for the long term success of the organisation. The two terms tend to be combined into a simple phrase: training and development, which recognizes the combination of activities used by organizations to increase the skills base of their employees (Bohlander & Snell 2004). The significance of practicing both employee training and development is further highlighted by MacDowall and Saunders (2010) who note that managers consider training and development to be more valuable when combined.

2.3.2 Service delivery

Palmer (1998) contends that services are described by their distinctive features. These are: intangibility, inseparability, variability (heterogeneity), perishability and the inability to own a service. The above characteristics apply to all services regardless of the type of service offered. Intangibility implies that the services cannot be touched or tested and inseparability means that the time of production and time of consumption are very close, or that these happen simultaneously. Hollensen (2003) explains that variability infers that services are rarely the same because they involve interactions with people.

Lamb (2004) perceive of a service as a result of both human and mechanical effort focused on people or objects. In the context of this study, services refers to the efficient and effective provision of basic services that the Buffalo City Municipality should provide to its citizens. Matarirano (2005) elaborates by stating that services are deeds, performances or efforts that cannot physically be possessed.

2.4 An overview of employee training and development and service deliverance

2.4.1 Relationship between the quality of training and development on service delivery

It should be noted that studies related to the relationship between the quality of employee training and development on service delivery have previously been conducted. A study associated with the relationship between the quality of employee training and development on service deliverance was completed by Ramalibana (2009) who investigated the effectiveness of staff training and developmental programmes and policies at the Unisa Library. Quality employee training and development has an impact on the quality of services that organisations offer to their clients. This is supported by Ramalibana's (2009) views on staff development as an ongoing process that, by means of a systematic approach, serves to orient, train and develop each member of staff to work together and to serve their customers with the skills necessary to deliver quality service.

An associated study, of the relationship between the quality of employee training and development on service delivery, was also done by Zulkifli and Duasa (2008) who investigated the determinants and impact of training on company performance of Malaysian status companies. Zulkifli and Duasa (2008) found that Malaysia status companies train significantly more and provide better quality training than their local counterparts. However, they also noted that the magnitude of the training provided was largely determined by, amongst other things, the companies' previous worker turnover rates.

An associated study, of the quality of employee training and development on service delivery, was conducted by Nisha (2009) who investigated the need for the continuous

(competency-based) training and development of library staff. The rationale of Nisha's (2009) study was to investigate staff training, education and development at the Durban Metropolitan Library (DML) and to establish the perceptions of the training and development which is offered. The results of the study highlighted the need for staff training and development and the benefits of quality employee training and development programmes as offered to employees in order to improve job performance. The importance of employee training and development on service delivery is highlighted by Pretorius and Schurink (2007) who notes that most of the participants investigated in his study indicate the need for quality employee training and development to enhance service delivery.

Employee training and development improves the efficient and effective provision of service deliverance to costumers of various organizations. This is supported by Laabs (2001) who highlights that Quabecor World Inc., the world's largest printing company, received the Optimas Award for Excellence in Human Resources for implementing a training program that helped it achieve world class customer service skills which increased customer satisfaction.

Ukpere and Naris (2009) investigated staff development and training at the Polytechnic of Namibia; the results of their study highlighted that there were no staff development plans linked to the strategic goals of the institution and that staff members' work performance was not assessed after training. The results from Ukpere and Naris's (2009) study were analysed by Mantyneva (2002) who notes the importance of feedback after personnel training and that in order for personnel training to have a positive effect on customer satisfaction it should be linked to corporate strategy, which is strongly supported by senior management.

2.4.2 Employee training and development

Nisha (2009) notes the need for, and appreciation of, employee training and development and contends that it ensures that the organisation functions according to promulgated government regulations and has skilled, competent staff. Nutting (2000) adds that employers should develop training or learning paths for employees based on criteria such as their status, title, or job description.

The importance of linking employee training and development programmes with the organization's goals and objectives is crucial to the successful implementation of these programmes. This is supported by Dierdoff (2008) who highlights that most training and development programmes that are linked to the strategic goals and business strategy of an organization can yield results for the organisation. Opperman and Meyer (2008) add that, at present, organizations strategically plan their training and development activities by linking these to the organization's business strategy.

Noe, Hollenbeck, Gerhard, and Wright (2006) highlight the importance of investment in quality employee training and development programmes when they emphasize that organizations can only survive in the global market if their business strategy is designed around building a human resource foundation, because people are the key drivers of today's business successes. The need for organizations to train and develop their employees has seen a shift in organisational expenditure with many organisations now allocating more resources to employee training and development. This is supported by Mantyneva (2002) who notes that with the shift to prioritise human resources training, in terms of the allocation of development resources, in order to

improve a company's customer service competence, tends to emphasize the importance of personnel training.

2.4.3 Employee training and development and service deliverance in South Africa

Hollands and Mageza (2010) note that in South Africa the availability of municipal services has assumed a degree of symbolic importance – a measure of social equality and civil justice and a break from a history that was lacking in these qualities. Pretorius (2007) adds that post apartheid South Africa faces a major challenge in ensuring that municipalities provide optimal and professional services to citizens of heterogeneous cultures.

The onus has been on national and local authorities to re-address the provision of basic needs to its citizens and ensure the constant, efficient and effective provision of basic services. Hemson and Owusu-Ampomah (2005) suggest that the need for 'redress' implies that 'the services should raise the standard of living of the majority and confirm their citizenship in the new South Africa' (Hemson & Owusu-Ampomah, 2005, p. 512). In order to address the efficient and effective provision of basic services, national and local authorities have introduced basic principles and guidelines to providing efficient and effective basic services to its citizens. The basic principles for municipal service delivery, in post-apartheid South Africa, are powerfully shaped by the political response to the urban forms described by Swilling (1997). The most fundamental documentation of these principles is set out as nine distinct "values" in the Local Government White Paper (1998:93): the distinct values include Accessibility, Affordability, Tariff levels, local affordability patterns, Cross subsidisation, Quality of services, Accountability, Services and Development, Value for Money and the Impact on Local Commerce and Industry.

The provision of basic services to the communities, by local authorities, has been prioritised by the government and measures have been put in place for the successful implementation of efficient and effective service deliverance to the communities. This is supported by Pretorius (2007) who highlights that Municipal service delivery is governed by the Integrated Development Plan and performance management systems.

In terms of the constitutional values reflected in the Constitution of South Africa (1996), democratic local government is, firstly, answerable to the people it serves, and is required to justify its decisions in a rational, cogent manner. Secondly, local government is also a responsive government, a value coupled with effectiveness, and signalling the requirement that local government be sensitive to popular needs and be capable of acting to fulfil those needs. Thirdly, there is the transparency norm; a call for local government to be open to scrutiny and criticism, accessible and informative. Local government is required to be a participatory system which facilitates ongoing dialogue with communities. Finally, the Constitution speaks to values of equity, ethical behaviour, procedural and broader adversity.

The objectives of local government relate to the provision of democratic and accountable government, promoting social and economic development, promoting a healthy and safe environment, encouraging community involvement in local government matters and in relation to services; and to ‘ensure the provision of services to communities in a sustainable manner’ (1996:s152(1)(b)). Coupled with these rights is the responsibility to ‘structure and manage its administration and budgeting and planning processes to give priority to the basic needs of the community, and to promote the social and economic development of the community’ (1996:s153 (a)).

The Bill of Rights, within the 1996 Constitution, adds a further dimension in that it assigns, at least implicitly, some degree of service obligation to all organs of state (1996:s7). For example, ‘Everyone has the right to have access to adequate housing’ (s26 (1)). ‘Everyone has the right to have access to – (a) health care services, including reproductive health care’ (s27 (1)). Similar commitments are made in respect of education, food and water and social services, Pimstone (1998) draws attention to the legislative trend that stresses the need for government to justify its actions and to be held accountable to its citizens. In relation to service delivery, responsiveness is a key attribute.

There are mixed feelings in respect of the provision of basic services by local and national authorities. Andre Olivier of the Organisation for Development Africa, as cited by Hollands and Mageza (2010), estimates that at metro and secondary city level, access to full municipal services ranges from about 50% of all citizens (Polokwane) to just fewer than 90%. Impaired service delivery, by municipal government, is partly attributed to a long-term problem of weak management capacity, particularly with regard to municipal finances (Hollands & Mageza 2010). In 2004, the National Treasury conducted a study of the financial and project management capacity and potential competency to implement the Municipal Finance Management Act. The study found that, of the country’s 284 municipalities, about 18% have a high capacity, about 38% have a medium capacity and 44% have a low capacity (Hollands & Mageza 2010). Of the 27 million people who received free basic services at a cost of R6.3 billion in the 2003/2004 financial year, only about 12 million or 44% were actually poor (Hemson & Owusu-Ampomah, 2005).

Thabo Mbeki's 2005 address to the national council of provinces highlighted that 241 municipalities are confronted by a situation where 30% of those who have some form of an income earn less than R1600 per month, while 135 municipalities have an unemployment rate greater than 35%. It was also noted that in 226 municipalities, more than 50% of households may be regarded as indigent. While these figures begin to quantify the significant hurdles that municipalities confront, it should also be recognised that there has been much progress in terms of the ambitious plans for the provision of free basic services.

Pretorius (2007) highlights that local government has been in the news, sometimes for days on end, in areas where communities have made forceful requests for improved services and that complaints and demands have not only been made for services such as water and electricity, but residents have also claimed houses from local government. The Department of Provincial and Local Government's directorate for free basic services found that 64% of municipalities are providing some level of free basic service to poor communities. Forty four percent of municipalities, for example, are rolling out free basic sanitation. The study also revealed, however, that municipalities would collectively require R14.5 billion in order to install the infrastructure needed for the full provision of free basic services (Hollands & Seti 2004).

Nkomo (1995) highlights that the public service needs trained personnel to effect proper service delivery and help administer the country effectively and efficiently. Employee training and development is important to institutions that have prioritized the efficient and effective delivery of services to their customers. This is supported by Gerrie (1995) who highlights that human resource development contributes towards (or sometimes even initiates) a vision in the organization where customer satisfaction is seen as paramount. McDonald and Pape (2002) note

that, at present, millions of South Africans face severe problems in accessing even the most basic services; water, sanitation, electricity, and refuse removal. De Nobrega (2007), however, highlights that no service delivery is without its challenges. He further notes that these challenges interact with and exacerbate one another. In this view, it is obvious that municipalities face challenges in trying to provide efficient service delivery to its residents.

Pretorius (2007) notes the importance of employee training and development and its effects in leading to improved service delivery when he contends that the training and development of staff members is very important in terms of leadership. He offers that people in leadership positions in organisations who are skilled, have got expertise, are capable, confident and have a vision, will in return recruit people to the organization that have got the necessary skills, expertise, share in values of the organization, and are willing to go out and enhance service delivery.

2.5 Service delivery in the Buffalo City Municipality

There are a number of studies and research projects, conducted by various scholars and institutions development institutes, that have been undertaken to investigate service deliverance in the Buffalo City Municipality.

The Buffalo City Municipality has in its structures various departments that seek to address service deliverance; these departments include architecture, city planning, disaster management, fire, interments, land surveying, land administration police and traffic. However, in this literature review on the service delivery patterns within the Buffalo City Municipality, discussion will

focus on specific service delivery areas that this study seeks to investigate. These are the areas of housing, water, roads, electricity and revenue management.

2.5.1 Housing

The provision of houses and creation of sustainable human settlements, for all residents, is one of the most important functions of the Buffalo City Municipality. The municipality has made notable efforts in providing its citizens with housing. However, in a ten year review report of the Buffalo City Municipality (2003), the Integrated Development Plan recognises that although adequate housing is a basic human right, many in the Buffalo City area lack this. The report also recognises that there is a problem of insufficient land for housing development. Morrow and Engel (2003) note the atrocious housing conditions in Duncan Village, with formal housing facilities only available to a small portion of the area's population.

2.5.2 Electricity

The Buffalo City Municipality also has a constitutional obligation to provide electricity services to its citizens. Morrow and Engel (2003) contend that the Buffalo City Municipality supplies electricity, and sets the rates. Morrow and Engel (2003) add that in the Buffalo City Municipality, as a whole, just over 75% of homes have access to electricity; of these, 78% use prepaid cards. While all of those with electricity use it for lighting, only 53% of all households use it for cooking. Almost all formal housing, at every socio-economic level, is equipped with electricity.

The Buffalo City Municipality has made considerable efforts in the provision of electricity supplies, street lighting and associated services to the community of Buffalo City. However, in the ten year review report of the Buffalo City Municipality in 2003, the Integrated

Development Plan notes the age and poor condition of the electricity network and suggests that “Equitable and viable tariff policies have to be established and institutional arrangements carried out to facilitate effective and efficient delivery”.

The ten year review report of the Buffalo City Municipality as reflected in Morrow and Engel (2003) notes that the municipality has an aging electrical infrastructure, old cabling and other material that needs to be renewed at a fast rate. The parlous situation was illustrated by a massive outage on 6 February 2003, which can be blamed, primarily, on the state of the municipality’s infrastructure.

2.5.3 Water

The Buffalo City Municipality is responsible for providing a constant supply of safe potable water and related water supply services to all consumers in the Buffalo City Municipal area. The functions of the department of Water and Scientific services include the management and control of water, wastewater operations and services, the purification and treatment of potable and wastewater, the acquisition, storage and distribution of water and the collection of wastewater.

The Integrated Development Plan states that “water and sewerage infrastructure is at capacity and in a poor condition” and that this is a barrier to social and economic development. Morrow and Engel (2003) note that there are various issues in terms of supply and cost as Buffalo City controls some but not all water-sources, and purports that it costs 45% of its operating budget to buy in the 27% of water that it gets from the Amatola Water Board/DWAF.

The Quality of Life study of the Buffalo City Municipality (2001) found that water is the service that the largest percentage of people in Buffalo City, and particularly of the poorest people, would like to see upgraded.

2.5.4 Sanitation

Another significant function of the Buffalo City Municipality, which is closely linked to the provision of water and scientific services, is the provision of efficient and effective sanitation. The provision of sanitation to the community in the municipality falls under the department of water and scientific services in the Buffalo City Municipality; this is under the Directorate of Engineering Services (<http://www.buffalocity.gov.za/>).

In a ten year review report of the Buffalo City Municipality as reflected in Morrow and Engel (2003), the Integrated Development Plan states that “water and sewerage infrastructure is at capacity and in a poor condition”; this is, to a significant degree, because of the extreme pressure on water supply. The city is at its limits in terms of water-borne sewage capacity and that all sewerage treatment facilities are run down. The Quality of Life study of the Buffalo City Municipality as reflected in Morrow (2002) found that nearly all formal housing has water-borne sewage. Most informal homes in low-income areas, however, use pit latrines or the veld.

2.5.5 Service delivery in Buffalo City Municipality: Obstacles and problems

The Buffalo City Municipality has strived to serve its citizens with efficient and effective basic services and has successfully done so in previous years, although the deliverance of effective and efficient basic services has not been consistent. This challenge is highlighted by

Buffalo City Municipality being awarded a Vuna (best municipality) award in 2004 and, subsequently, being nominated as one of several municipalities listed for critical support measures by Project Consolidate, a national programme geared towards supporting municipal service delivery.

The provision of effective and efficient service delivery to the community by the Buffalo City Municipality is hampered by many obstacles and problems. One of the most significant obstacles and problems is the poor quality or the lack of thereof of quality employee training and development which limits maximum performance from employees thus leading to poor service deliverance. This is supported by Morrow and Engel (2003) who note that the problems of the Buffalo City Municipality appear to have a greater connection to a shortage of skilled human resources and cash, rather than infrastructure.

There are many obstacles and barriers to effective service delivery. The IDP, in the Buffalo City Municipality ten year review (2003), notes that planning and capacity problems appear to feature prominently, in this case planning and capacity problems include a lack of adequate planning, and the inability of municipal salaries to attract suitably qualified personnel. Coherent planning for the city thus becomes very problematic. As a result of such constraints, there is also an inclination towards the neglect of archiving and the management of careful records in favour of day-to-day delivery. Such neglect will, in the long term, impact on the ability to plan intelligently and economically.

Morrow and Engel (2003) list, amongst other challenges to the efficient and effective delivery of basic services by the Buffalo City Municipality, a shortage of funds. This brings with it its own set of complications because, with limited resources available for services, the most pressing problems are most often not addressed. The operating budget for services leaves little

room for the much needed additional capital investment, and for the maintenance of existing infrastructure; thus, leading to the poor provision of basic services to the communities by the municipality.

2.6 Conclusion

This chapter discussed the theoretical base of the study which is very significant as it forms the basis of the study. This research project seeks to investigate the relationship between the quality of employee training and development and service delivery; thus, the chapter concentrated on a discussion of the primary service delivery issues in the region of focus. Another significant aspect of the study, i.e. issues related to quality employee training and development, was also discussed so as to provide an outline of the importance of quality employee training and development and the effect thereof on service delivery.

CHAPTER THREE

HUMAN RESOURCE MANAGEMENT SYSTEMS AND SERVICE DELIVERY IN THE BUFFALO CITY MUNICIPALITY

3.1 Overview of the Buffalo City Municipality

Buffalo City Municipality is a new municipal structure which came into existence after the 2000 local government elections. It includes East London, King Williams Town and Bhisho, and many surrounding smaller communities (<http://www.buffalocity.gov.za/>). Morrow and Richards (2002) add that about 880 000 people live in Buffalo City. More than 80%, of this population, are African, about 10% are White, 6% are Coloured and just fewer than 2% are Asian, while just under half of the people are men, and just over half are women. This is the same as that of the entire country.

3.1.2 Area description

This study will focus primarily on the Buffalo City Municipality. Morrow and Engel (2003) contend that the Buffalo City municipality is the second-biggest in area of all South African municipalities, with a population of approximately 1.4 million.

The Buffalo City Municipality employees investigated were sampled from the departments of housing, water, roads, electricity, and revenue management from the municipal towns of East London, King Williams Town and Bhisho. The residential areas investigated in this study include Woodhouse, West Bank, Ginsberg and Zwelitsha in King William's Town and Bhisho Park, Bhisho Gardens, Tyutyu North and Ebhalasi in Bhisho.

3.2 Buffalo City Municipality Human Resources department

Grobler *et al.* (2006) notes that the effectiveness of an organisation depends on the effectiveness of its employees, thus employees will need to be managed well by the human resources department for them to be effective and improve their performance. The human resources department in the Buffalo City Municipality forms part of the Directorate of Corporate Services and is responsible for the provision of strategic human resources support to all council business functions, people development and to ensure the maintenance of sound labour relations. (<http://www.buffalocity.gov.za/>). The Human Resources Department of the Buffalo City Municipality has two main divisions, namely; the personnel and labour division and the development and performance appraisal division.

3.2.1 Personnel and labour division

Swanepoel, Erasmus, Van Wyk, and Schenk, (2001) contends that successful human resource management is a prerequisite for overall organisational success, and that human resource management is therefore at the top of management responsibilities and requires a general management and strategic approach.

The main purpose of the Buffalo City Municipality's personnel and labour division is to provide personnel support and ensure the maintenance of sound labour relations. Its key functions include the provision of staff, management of staff-related records, human resources and councilor administration, control of the payroll, administration of councilor and employee

benefits as well as the provision and interpretation of conditions of service and relevant legislation.

3.2.2 Development and performance appraisal division

Naris and Ukpere (2009) contend that the majority of organisations have begun to introduce staff development policies, procedures and departments to ensure that staff members are equipped with the requisite competencies. The purpose of the development and performance appraisal division, in the Buffalo City Municipality, is to promote the development of human and organisational capacity.

The developmental and performance appraisal division seeks to achieve its purposes through the effective fruition of the following functions; the development and implementation of a needs assessment process, the development and implementation of a performance appraisal system, the monitoring of organisational compliance with skills development legislation, the sourcing and co-ordination of learning activities and skills development and the assurance and monitoring of staff capacity building (<http://www.buffalocity.gov.za/>).

3.3 Service delivery departments in the Buffalo City Municipality.

The Buffalo City Municipality, in its aim to improve service deliverance to its citizens, has in its structures various departments that seek to address service deliverance. The departments include architecture, city planning, disaster management centre, fire, interments, land surveying, land administration police and traffic. However, for the purpose of this study, only the service deliverance departments of housing, water, roads, electricity, and revenue management will be discussed as they form the basis of the research conducted in this project.

3.3.1 Housing Division

One of the most important basic services included in the municipalities' charter, according to the Constitution of South Africa (1996), is for municipalities to provide their citizens with decent and habitable housing units. The housing division of the Buffalo City Municipality forms part of the Directorate of Development Planning. The function of the housing division is to create sustainable human settlements so that all residents have access to housing opportunities, which include both rental accommodation and permanent residential structures. The department of housing seeks to provide secure tenure which ensures external privacy, protection against the elements and access to potable water, adequate sanitary facilities and a domestic energy supply (<http://www.buffalocity.gov.za/>).

3.3.2 Department of Water and Scientific Services

The Department of Water and Scientific Services in the Buffalo City Municipality falls under the Directorate of Engineering Services. It is responsible for providing a constant supply of safe potable water and related water supply services to all consumers in the Buffalo City Municipal area.

The functions of the Department of Water and Scientific Services include the management and control of water, wastewater operations and services, the purification and treatment of potable and wastewater, the acquisition, storage and distribution of water and the

collection of wastewater. The department of water and scientific services also seek to ensure the administration and financial control of water, wastewater and scientific services, the governance of water regulations, planning and tariff settings for the region, the provision of laboratory and scientific services, the control of industrial effluent, and the planning and construction of minor works (<http://www.buffalocity.gov.za/>).

3.3.3 Construction, Roads & Projects department.

The Department of Construction, Roads and Projects consists of three branches: the construction branch, the roads branch and the projects branch. The construction branch primarily seeks to offer services related to the construction of surfaced and gravel roads (including road-side furniture), the construction of traffic and pedestrian facilities on proclaimed roads (including signage, traffic circles, raised pedestrian crossings), the construction of sleeved road crossings for services across proclaimed roads, the construction of minor stormwater systems, and the construction of small civil engineering works (<http://www.buffalocity.gov.za/>).

The roads branch seeks to ensure the maintenance and construction of surfaced proclaimed roads (including road-side furniture), the maintenance and construction of gravel proclaimed roads (including road-side furniture), the maintenance and construction of major and minor stormwater systems, the maintenance and construction of minor and major structures (culverts, bridges, retaining walls), the maintenance of railway sidings, and managing all activities within the road reserve (design approvals, wayleaves, accommodation of utilities, traffic calming facilities) (<http://www.buffalocity.gov.za/>).

The roads branch seeks to fulfill one of the most important basic services to the community of the Buffalo City Municipality as the citizens rely on the roads and their associated infrastructure for economic and social development.

The project management unit seeks to monitor the expenditure of all grant funding for infrastructure projects, to coordinate all the projects serviced by the Unit in terms of feasibility studies and the submission of business plans, to ensure that capacity development objectives are met through project implementation, projects database and information management as well as facilitating the preparation and submission of all necessary progress reports to Council and Funding Agencies, in addition to the evaluation of projects to assess the impact of the implemented infrastructure projects (<http://www.buffalocity.gov.za/>). The project management unit plays an important role in the service delivery function of the municipality as it ensures that projects implemented in the municipality are managed and completed punctually so that the communities of the Buffalo City Municipality are able to enjoy the benefits of efficient and effective services.

The project management unit of the municipality also has a significant wing that seeks to consolidate the functioning of the whole unit. The implementation unit prepares preliminary designs and feasibility studies to determine project viability and internal operational capacity, in addition to carrying out all the necessary duties and procedures related to contract management and administration; this includes tender reporting, evaluation and award. Moreover, the unit ensures that all work sites are maintained and that they operate in terms of the applicable Health and Safety legislation. The project management unit also ensures that all communities in which

work is undertaken are briefed and receptive of the project and that local labour arrangements are in place, implemented, managed and reported on in the terms of the Expanded Public Works Programme (<http://www.buffalocity.gov.za/>).

3.3.4 Department of Electricity Services

The Department of Electricity Services falls under the Directorate of Engineering Services. The Department of Electricity Services is responsible for providing electricity supplies, street lighting and associated services to the community of Buffalo City (<http://www.buffalocity.gov.za/>).

3.3.5 Revenue Management Department

The Revenue Management Department falls under the Directorate of Financial Services. It is responsible for credit control and the billing of electricity, water, sewerage, refuse, sundry debtors, housing, fire levy, customer care, prepayment, valuations and rates.

The revenue management department's goals and operational plans seek to ensure that all properties are valued and rated and that accounts are raised and sent out to all consumers for services (sewerage, refuse, water, electricity, fire levy and sundry services) rendered. In addition, the department ensures that all consumers' queries and payments are attended to, all debt is collected, and that improvements in customer care services are made so as to increase revenue collection.

The services provided by the revenue management department include the valuation and calculation of rates for all properties, reading meters (electricity and water), calculation of

sewerage charges, calculation of refuse charges and sundry services, the production and mailing of monthly service accounts to consumers, the collection of all consumer service payments and attending to all consumer account-related queries. In addition, the revenue management department enforces the council's credit control policy, the disconnection of electricity and water for payments which are in arrears, the utilization of the prepayment system to collect arrears, the upgrade and extension of pay points and vending, as well as the setting up of effective customer queries and complaints procedures and systems.

In view of improving service delivery in 2004, the department of revenue management established objectives that the department sought to achieve in order to offer a better service to its customers. The objectives set to improve service delivery include the improvement of the accuracy of accounts, the collection of all monthly charges raised and halting the increase of the total arrears. In addition, the improvements in service delivery include the decentralisation of customer care functions throughout Buffalo City Municipality, the provision of office equipment and facilities to all customer care centres, an increase in the number of available pay points and vending points, the organisation of relevant training for customer care staff, improved security at pay points so as to safeguard cash, equipment and staff as well as conducting Customer Care Education Programmes in conjunction with relevant departments.

The Revenue Management department also outlined performance indicators so that customers and other stakeholders could evaluate the performance of the department. The performance indicators outlined by the revenue department include the rates raised and interim valuation done by July of each year, ensuring that property data information is up to date, meter reading is done on time and monthly accounts are sent out on time.

3.4 Integrated Development Plan (I.D.P)

The Municipality is trying, by all means, to improve the lives of its citizens by offering them efficient and reliable services, this is supported by the ten year review report (2003) on the Buffalo City Municipality which outlines the vision of the Buffalo City Municipality. The vision for the future of Buffalo City Municipality is expressed in the Integrated Development Plan, which is applicable to the broader Buffalo City Municipality and not only to East London and its surrounding areas.

3.4.1 Electricity

The Integrated Development Plan, which clearly outlines the vision of the Buffalo City Municipality, is a substantial and systematic document which puts forward principles related to the specific service delivery areas explored in this study. In the provision of efficient and reliable electricity, the IDP advocates for the implementation of an electricity maintenance plan and an upgrade of the existing infrastructure (ad-hoc and planned maintenance). An upgrade of the infrastructure includes electricity reticulation and substation upgrading in specific areas within Buffalo City, the replacement of obsolescent electricity prepaid meters, the reconstruction and development of overhead power mains, The construction of the electricity infrastructure includes work done on substations, feeder cables, street lighting, electricity bulk supply substations, switch houses, residential expansion and festive lighting.

3.4.2 Water

To achieve the efficient and effective provision of water and scientific services, the IDP advocates for the implementation of preventative water and scientific maintenance programmes throughout the city, new equipment for effective water loss management, the provision of basic water services to informal and rural settlements, the identification of nodes and extensions to existing schemes in informal and rural areas, and dam rehabilitation projects. Furthermore, it recommends the investigation of groundwater as a water source for remote rural areas, and the construction of water infrastructure, which includes: new storage dam(s) and associated bulk conveyance infrastructure for Buffalo City Municipality, by constructing new reservoirs in areas like Mdantsane in addition to pump stations and rising mains for new housing developments.

3.4.3 Sanitation

To improve the efficient and effective provision of sanitation services the IDP advocates routine and preventative sanitation maintenance programmes throughout the city. This includes the replacement of Mdantsane Zone 7, 8 and 14 sewers, the refurbishment, upgrading and/or construction of sewage treatment facilities to service VIP effluent, take-over, the refurbishment and upgrading of the DWAF Sewage Treatment Works. The IDP also advocated for the refurbishment of sewers which are defective and the replacement of those which are beyond repair, the refurbishment and upgrade of existing sewage treatment works to meet compliance standards when treating existing flows as well as flow from new developments, and the relining of Mdantsane Sewer Pipebridges. Equally important the IDP stressed the reduction of storm water ingress through repairs, replacement of aged domestic water meters, provision of new equipment: e.g. tools and equipment for sewerage maintenance, provision of basic sanitation services (RDP standards) to informal and rural settlements in identified development nodes and

corridors. With the intention of improving settlements the IDP advocated for the extensions to existing schemes in informal and rural settlements not in defined development nodes and the construction of sewerage infrastructure: e.g. pump stations, sewer connections for new developments, sewage treatment works are also important in this regard.

3.4.4 Housing

The Buffalo City Municipality, in its aim to provide efficient and effective housing systems to its citizens, used the IDP to advocate for the acquisition of land for housing, ongoing maintenance and upgrading of municipal houses and housing developments in various areas within the municipality. The developments took place in the following areas: in East London 22 projects were proposed with approximately 27 900 houses, in King Williams Town 10 projects were proposed with approximately 7 500 houses, development of rural housing of 12 projects with approximately 11 600 houses.

3.4.5 Roads

The Buffalo City Municipality, in its aim to provide efficient and effective road systems to its citizens, through the IDP, advocated for the upgrade of infrastructure in Qumza Highway, Gonubie Main road, Vincent Park roads and the rehabilitation of infrastructure. This rehabilitation includes rural road rehabilitation, sidewalk rehabilitation, secondary roads upgrade, tarred road rehabilitation, bridge rehabilitation and the construction of various traffic structures.

3.5 Conclusion

In the discussion above, it is clear that the Buffalo City Municipality has its employees and customers at heart as they have made a significant investment in satisfying their customers by getting the best service from their employees. There is enough evidence that the employees of the Buffalo City Municipality are trained and developed. The question remains as to whether the training and development that these employees undergo is of a quality and standard that would improve their performance and, in turn, offer the citizens of the municipality better services.

CHAPTER FOUR

EMPLOYEE TRAINING AND DEVELOPMENT

4.1 Introduction

Employee training and development has proved to be a significant Human Resources function in both private and public organisations. This is supported by Miller (2005) who contend that most contemporary organisations place much emphasis on training and development in order to enhance employee knowledge, skills and ability (KSA), which will ultimately lead to work performance improvement and the achievement of organisational goals. The need for quality employee training and development programmes, in the public and private sectors, is emphasised by Das (2010) who contends that training and development practices should boost performance and develop the skills, knowledge and expertise of the employees. Das (2010) adds that a vital objective of training is to build up the right abilities and capabilities in the labor force so that they can perform to meet the needs, wants and expected returns of the employer.

4.2 Employee Training and development policy

Nel *et al.* (2008) notes that a training and development policy is based on certain assumptions and principles that are manifest in the form of a philosophy. This can therefore be described as a managerial attitude (either proactive or reactive) or perception of the importance of its human resources potential to enhance company goal achievements by investing in the training and development efforts of the organisation.

It is very important for any organisation's training and development policy to be linked with the organisation's goals and objectives so that the training and developmental programmes meet the needs of the organisation. This is supported by Grobler *et al.* (2006) who contend that for any training and development policy to be effective it is essential that the training effort is linked to the organisation's objectives, goals and business strategy if it is to add value. In the context of this study, the training needs of employees of Buffalo City Municipality should be addressed so that the municipality manages to achieve its objectives and goals which include the provision of efficient and effective basic services to the community of the Buffalo City Municipality. Nisha (2003) adds that the success of training and development efforts, on the part of organizations, is theoretically based on the organisation's official training and development policy.

4.3 Role of Employee Training and Development in improving service delivery

The role of employee training and development in private and public organisations, as suggested by Meyer (2007), is to aid the transfer of specific skills to employees so that they can perform specific jobs or tasks and to create opportunities so that employees can improve and maintain high standards. The main objective of organisations which implement employee training and development programmes is to improve employee performance so that organisations

offer better and quality services to employees. Thus, the role of the Buffalo City Municipality's employee training and development programme is not different as it also seeks to maximise employee performance for better service delivery to its clients. Grobler *et al.* (2006) add that employee training and development seeks to improve performance, update employees' skills, avoid managerial obsolescence, solve organizational problems, orient new employees, and prepare for promotion and managerial succession in order to satisfy personal growth needs.

Ekot (2010) highlights that training is initiated as part of an overall professional development program, and in instances when a performance appraisal indicates that performance improvement is needed. The main objective for employee training is to improve employee performance so that organizations can achieve the goal of providing quality services to their clients. However, employee training seeks not only to benefit the employer by achieving company goals but can also prove useful to the employee as it increases their value. This is highlighted by Stredwick (2005) who states that although the fundamental aim of training is to help the organisation to meet its organisational objectives, the value of its major resource, namely, its employees is also significantly increased.

4.4 Training and development models

Dierdorff and Surface (2008) postulate that most training and development programmes that are linked to strategic goals and the business strategy of an organisation can yield positive results for the organization. The employee training and development model that an organisation will implement will largely influence the success of employee training and development programmes initiated in the organisation. Nel *et al.* (2008) add that an effective training and

development model would include steps such as determining training needs and job analyses, programme design, presenting training, and the evaluation of training.

4.4.1 Das's model

Das (2010) suggests phases which the employee training and development process should be comprised of. In this procedure, employees will be expected to go through three phases as highlighted below:

Phase 1: **Pre-training:** - This may also be called the preparation phase. The process starts with an identification of the circumstances requiring more efficient performance. A firm's concern prior to training lies, primarily, in four areas: Clarifying the precise objectives of training and the role that organization wishes for participants to fulfill after the training; building favorable expectations and inspiration in the participants before training; planning for any changes that improved task performance requires in addition to training.

Phase 2: **Training:** - During the course of the training, participants focus their attention on new impressions that seem useful, thought-provoking and engaging. There is no guarantee that participants will in fact learn what they have chosen. However, the main reason remains; trainees explore in a training situation what interests them, and a training institution's basic task is to offer the required opportunities.

Phase 3: **Post-Training:** - This may be called the "follow up" phase. When the trainees go back to their jobs after attending the training, a practice of adapting to change begins for each participant. The newly acquired skills and knowledge undergo modification to fit working conditions. Participants may find their organizations offering support in order to use the skills gained through training and support for continuing contact with the training institution. In

contrast, they may step into a quagmire of distrust. More effective behavior of people on the job is the prime objective of the training process conducted by an organization as a whole.

4.4.1 Nadlers's model

Nadler's model (1982) views the training process in holistic terms, and is regarded as the critical events model. Nine steps are outlined in this model, namely; Step 1 involves identifying the needs of the enterprise, Step 2: evaluation and feedback, Step 3: Specifying performance, Step 4: Identifying training needs, Step 5: Formulating training objectives, Step 6: Compiling a syllabus, Step 7: Selecting instructional strategies, Step 8: Acquiring instructional resources and, Step 9: involves the presentation of training.

This model illustrates activities that ought to take place in each phase. Following this approach, a training programme could be designed, executed, and evaluated at any level, be it employee or managerial, in any organisation. This simplicity or complexity can be moulded into the various phases outlined in the cycle of the model.

4.4.2 The Bennet and Leduchowicz's model

Nel *et al.* (2008) highlight that the Bennet and Leduchowicz model seeks to plot why organisations train their employees and the predominant ways in which they carry out their training.

Table 4.1 Bennet and Leduchowicz model

Organizational maintenance orientation	
Caretaker	Evangelist



Adapted from Nel *et al.* (2008)

Bennet and Leduchowicz (1983) contend that in the model the vertical axis shows the contrast between maintaining the existing organisational and employee work patterns (as with the old apprenticeship schemes) and simply responding to situations, whilst at the other end of the spectrum, using training support initiatives in fundamental changes to the organisation and its practices. The horizontal axis indicates how the training takes place from a traditional tutor led programme to one that may be less structured but intervenes in the workplace through methods such as mentoring, action learning and team building.

4.5 A systems approach to employee training and development

Grobler *et al.* (2006) contend that training is best thought of as a complete system that involves a number of distinct but highly interrelated phases. He further suggests three important phases that should characterise employee training and development; these include 1) assessment of training needs 2) training and development design and delivery and 3) training evaluation. Development, in the context of this study, refers to staff development and organisational development in the Buffalo City Municipality. Holland *et al.* (2007) purport that employee/staff development is the acquisition of skills, knowledge and behaviours that improve staff ability, specifically in order to meet changes in job requirements.

4.6 Employee training and development design

Rothwell and Kazanas (2003) highlight that there are almost as many ways to conceptualise employee training design as there are authors on the subject, and that variations exist because authors do not agree on the same philosophy or learning. The employee training and development design that is implemented by any organization will largely influence the success of employee training and development programmes within the organization. Grobler *et al.* (2006) support this notion by emphasising that an organization should be careful to select or design a training and development program that will yield variable results; otherwise, the large financial investment in training will not pay off. Grobler *et al.* (2006) add that an effective training and development design considers the principles of learning which include motivation, participation, feedback organization, repetition and application.

4.7 Training and development delivery approaches

Ekot (2010) notes that there are various methods which organisations adopt in the training and development of their employees, depending on their needs. The various methods and techniques that are used by organizations in employee training and development provide different benefits to employees and organizations. In this regard, Nel *et al.* (2008) contend that various approaches to the delivery of employee training exist and decisions as to how it is approached and delivered are critical.

Grobler *et al.* (2006) contend that training programmes, in employee training and development, can be grouped into general or specific training or development programmes. General training refers to training in which employers gain skills that can be used at most work places and specific employee training and development might involve learning how a specific

company's budget works. Cooney and Bhatia (2006) add that training delivery approaches could be employee related or programme-related.

Employee training and development approaches can be divided into various techniques and approaches as highlighted by Stredwick (2005) who proposes that another way to divide the techniques is between those that have considerably active learning ingredients, such as action learning, computer based learning or working with case studies, and those that are essentially passive, i.e. demonstrations, lectures and videos. Contemporary delivery approaches of both on- or off-the job training and development include e-learning (also called online learning), computer based training, interactive video, web based training, internet and intranet-based training, virtual reality, mix mode training, action learning and adventure learning.

4.7.1 Off-the-job training

One of the employee training and development techniques most frequently used by organisations is off-the job training. Nel *et al.* (2008) contends that off the job training refers to all training that is undertaken away from an employee's workplace; it might still occur on site, or far away from the worksite, at a conference venue and so on. Off-the-job training techniques can be further divided into in-house training programmes and off-site training programmes. This is supported by Grobler *et al.* (2006) who contrasts the two by highlighting that in-house programmes are conducted within the organisation's own training facility either by training specialists from the HR department or by external consultants (often a combination of both). Off-site or off-the-job programmes are conducted elsewhere and sponsored by an educational

institution, a professional association, a government department or an independent training and development firm.

The following delivery methods and materials are always used in off-the-job training by organisations: case study method, the incident method, in-basket training, management games, syndicate training, discussion groups (also called brainstorming and used for “free-wheeling”), sabbaticals, video tapes, vestibule training, lectures and continuous education programmes at educational institutions (i.e. so-called “short courses” such as management developmental programmes offered at various universities’ business schools). Rothwell and Kazanas (2003) highlight that, in most cases, the choice of delivery method follows the sequencing of organisational objectives.

4.7.2 On-the-job training

Grobler *et al.* (2006) contends that on-the-job techniques typically involve job instructions given by an employee’s supervisor or an experienced co-worker and that 90% of all employee training and development in South Africa is performed on-the-job. Nel *et al.* (2008) add that on-the-job training involves a structured job focus on delivery methods that usually lead to an assessment of the employee in his/her working environment

4.8 Training and development delivery methods

4.7.2 In-basket exercise

Grobler *et al.* (2006) contend that the in basket exercise is designed to develop the analytical and problem solving skills of lower level managers, the technique centres on a series of hypothetical problems that a supervisor may find in a typical in-basket.

4.7.3 Assessment centre

Grobler *et al.* (2006) contend that the assessment centre is a technique that requires managers to participate in activities designed to identify job related strengths and weaknesses. It is used primarily as a device to select new managers but it has seen increasing use as a tool for existing managers.

4.7.4 Membership of professional organisations

Grobler *et al.* (2006) highlights that one formal way to keep abreast of new theories, principles, methods and techniques, in any field, is through membership of a professional organisation, during monthly meetings and conventions, a members' network with colleagues, exchange ideas, discuss common problems and listen to a variety of speakers in order to learn about advances in the field.

4.7.5 Wilderness training

Grobler *et al.* (2006) contend that, at present, more and more managers are swapping business attire for hiking boots in the hope of becoming more motivated and more skilled managers. Wilderness training is a generic term used to describe any one of the variety of management and executive development programmes that take place in outdoor settings. This includes mountaineering, backpacking, ocean sailing, white water rafting, canoeing and cycling.

4.7.6 Behaviour modelling

Rothwell and Kazanas (2003) highlight that behavior modeling is founded on social learning theory whose proponents, like Bandura and his associates, believe that most learning occurs by observing and imitating what other people do. Grobler *et al.* (2006) add that behaviour modelling is a classroom oriented technique generally used to teach problem solving skills to first-level supervisors. The technique, which utilises role playing, focuses on individual ‘skill modules’ that address a common problem most supervisors face, such as absenteeism, tardiness or employee orientation.

4.7.7 Sensitivity training

Grobler *et al.* (2006) highlight that through sensitivity training, (also called T-group) T-for training, individuals become more aware of their feelings and learn how one person’s behaviour affects the feelings, attitudes and behaviours of others.

4.7.9 E-learning (online learning)

E-learning is defined as the delivery and administration of learning opportunities and support, via computer training or online through the internet or the web. E-learning also incorporates web-based training which Stone (2005) describes as a type of training that can be delivered on public or private computer networks and displayed by a web browser.

E-learning complements learning and development activities and is more effective when combined with other forms of learning and used as part of blended learning. However, it demands a new attitude on the part of the learner (CIPD, 2010). The advantages of employee training and development are numerous, as noted by Ekot (2010), since e-learning allows for

employees to engage in independent learning and exercises are repeatedly done to reinforce or refresh the understanding of content.

4.7.10 Computer based training

Computer-Based Trainings (CBTs) are self-paced learning activities accessible via a computer or handheld device. CBTs typically present content in a linear fashion, much like reading an online book or manual. For this reason they are often used to teach static processes, such as using software or completing mathematical equations. The term Computer-Based Training is often used interchangeably with Web-based training (WBT) with the primary difference being the delivery method (Wikipedia 2010). Nel *et al.* (2008) add that computer based training is an interactive experience in which the computer provides the learning stimulus, the trainee must respond, and the computer analyses responses and provides feedback to the trainee.

4.7.11 Coaching and mentoring

Meyer (2007) contend that, globally, organisations have recognised that mentoring and coaching can be one of the most powerful techniques in accelerating workplace learning and growth. Stone (2005) describes coaching as planned one-on-one instruction and Nankervis (2005) seeks to explain that mentoring starts in two ways - formally and informally. Nel *et al.* (2008) add that coaching takes a work situation and turns it into a learning opportunity.

Grobler *et al.* (2006) highlight that in workplace coaching, as in athletics; the organisational coach assumes the role of the helper and trainer and that a mentor is an experienced manager who provides guidance to a junior manager or professional and facilitates

his/her personal development. Gomez-Mejia, Balkin, and Cardy (1998) contend that mentoring is a developmentally oriented relationship between senior and junior colleagues or peers and that mentoring relationships which can occur at all levels and in all areas of the organisation generally involve advising, role modelling, sharing contacts and giving general support.

Darwin and Palmer (2009) highlight the challenges faced when implementing mentoring programmes, especially during matching mentoring partners because not everyone is identified as a competent mentor. There could also be cross cultural issues, especially when the mentoring programme adopts a traditional approach (Kalamas & Kalamas, 2004), because people come from diverse backgrounds.

4.7.12 Job rotation

Nel *et al.* (2008) contend that job rotation is a method whereby trainees receive training and, in turn gain experience whilst working under close supervision. Grobler *et al.* (2006) likens job rotation to cross training, and suggests that job rotation involves placing employees in different jobs for different periods of time, ranging from a few hours to several weeks. By giving an employee additional duties and increasing the autonomy and responsibilities associated with the job, the firm allows an employee to learn a lot about the job, department or organisation.

4.7.13 Junior boards

Nel *et al.* (2006) highlights that junior boards, also called multiple management, are usually employed to give promising managers experience in analysing the overall problems of the organisation.

4.7.14 Job instruction training

Stredwick (2005) contends that this type of training can be both on-the-job and off-the-job, Nel *et al.* (2008) contends that job instruction training is a precise method for teaching a trainee to do a specific job and that it compels all trainees to learn in a standard fashion. Grobler *et al.* (2006) contends that, in essence, job instruction training is a series of steps for supervisors to follow when training their employees and that the steps in job instruction training are preparation, presentation, performance, try-out and follow-up.

4.7.15 Understudy

Nel *et al.* (2008) contend that this method resembles coaching and job rotation in some respects. He further highlights that understudy is the temporary assignment of a manager to a more senior manager in order to broaden his/her managerial viewpoints by exposing him/her to various aspects of managerial practice.

4.7.16 Interactive video

This approach combines video and computer based instruction (CBI), and provides trainees with a One-to-one approach to a monitor that is connected to a keyboard. In this scenario, trainees use the keyboard or touch the monitor to interact with the programme.

4.7.17 Internet and intranet-based training

Nel *et al.* (2008) contend that internet training refers to training that is delivered on public or private computer networks and displayed by a web browser. Intranet training refers to training

delivered using a company's own computer networks. Botha (2007) advises that organisations should take great care when setting up their intranet sites.

4.7.18 Virtual reality

Nel *et al.* (2008) contend that virtual reality is computer-based technology that provides trainees with a three dimensional learning experience, using specialised equipment or viewing the virtual model on the computer screen. Trainees move through the simulated environment and interact with its components.

4.8.19 Mix mode training

Nel *et al.* (2008) contend that there are variations to mixed mode learning with buzzwords such as 'experiential', 'project', 'self directed' being bandied about. There are, in fact, just two distinguishable mixed mode models: action learning and adventure learning. Swanepoel *et al.* (2003) add that action learning is clearly demonstrated when compared with traditional learning.

4.8.18 Outsourcing

Outsourcing refers to an organisation approaching outside organisations for employee training and development. Stredwick (2005) contends that this type of training is an alternative chosen when the training skills required are not present within the organisation itself.

4.9 Employee development methods

Nel *et al.* (2008) contend that most career development methods include:

- Performance appraisal- the organisation can use performance appraisals as a valuable tool for career development, because the strengths and weaknesses of employees are assessed.
- Workshops- through workshops which last two or three days, employees can be actively assisted with the planning and development of their careers.
- Career counselling- the HR department, or outsiders, can assist employees by offering them counselling related to their careers.
- Tailor made materials- some organisations provide material that has been specifically developed to assist employees with career development planning, for example, company brochures showing future plans.

4.10 Evaluating employee training and development

Das (2010) contends that organizations spend huge sums of money on imparting training to its employees so it is very important to evaluate the efficacy of the training programmes conducted thus far and to ascertain whether the executives are able to implement the skills that they learned in the training and development process. Stredwick (2005) adds that, unless there is reasonable proof that the training actually adds value, it becomes easy to dismiss it as a waste of time and money.

Grobler *et al.* (2006) suggest that the purpose of employee training and development evaluation in the training process is to determine whether trainees actually learn new skills and attitudes or a body of knowledge as result of employee training and development. Goldstein and Ford (2002) contend that, in order to improve work performance in any institution, training and development policies and practices should be evaluated to determine its effectiveness. Meyer *et al.* (2007) adds that, in training evaluation, emphasis should be placed on a feasibility analysis,

cost and benefit analysis of training, as well as evaluating the return on investment gained from training. However, Nel *et al.* (2006) note that some training, such as graduate training programmes, take time to bear fruit; in that case, a final evaluation may take place a year or two after the training is completed.

4.10.1 Employee training and development evaluation strategies

Grobler *et al.* (2006) contend that there are various levels of employee training and development evaluation and suggests the use of four different levels of employee training and development evaluation which are comprised of four separate evaluation strategies. These strategies are designed by Kirkpatrick (1983), as discussed below:

4.10.2 Kirkpatrick levels of employee training and development evaluation

One of the most widely discussed models in the evaluation of employee training and development is the Kirkpatrick and Phillips model (Aragon-Sanchez, Barba-Aragon, & Sanz-Valle, (2003); Wickramasinghe, (2006); Lien, Hung, & McLean 2007). This consists of four levels, namely: reaction and planned, learning evaluation, application and implementation and business impact (Phillips, 2003, p. 12). The last level is regarded as the most important because it measures changes that the transfer of learning has on the business with regard to output, costs, time and consumer satisfaction, although it is difficult to assess (Aragon-Sanchez *et al.* 2003, p. 957). However, Opperman and Meyer (2008) argue that Kirkpatrick's model fails to assess the readiness of training and only shows the basic performance results of an organisation, although it is simple and easy to understand.

4.10.3 Allied Signal Garret Engine Division training evaluation method

Gomez-Mejia *et al.* (1998) contend that the personnel responsible for training at Garret Engines assessed its training effectiveness at four levels, as illustrated below;

Table 4.2 Garret Engine training evaluation method

Level	Type of measurement
1	Participants' reaction to the training at the time of the training
2	Participants' learning of the content of the training
3	Participants' use of their new skills and knowledge back on the job
4	Company's return on the training investment

Adapted from Gomez Mejia *et al.* (1998)

At level 1, trainees rated the course and the instructor at the time of training. At level 2, participants were given an after training test. The results of the tests were compared to scores on a pre-test and against the scores achieved by a group of workers who did not go through the training (the control group). At level 3, trainees' use of their new skills and knowledge back on the job was compared to the job performance of the control group. At level 4, the evaluation team examined the critical issue of whether the training made a real difference to the company's bottom line.

4.10.4 Subjective and objective evaluation

Nel *et al.* (2006) propose two forms of training evaluation: subjective evaluation and objective evaluation. Subjective evaluation can be made by the trainer, who will be able to identify whether the training went well or not. It will also emerge from the trainees themselves, who should be asked for their opinions at various stages through the programme, both verbally and in written 'happy sheets'.

4.10.5 Front-end employee training and development evaluation

Rothwell and Kazanas (2003) propose front-end evaluation as a means of evaluating employee training and development, front-end evaluation seeks to bridge the need and the action taken to meet it. Front-end training evaluation is included to correct glaring human performance problems in the most cost effective manner and seeks to guide decisions to use training to correct a performance problem, rather than use some other improvement strategy.

Meyer *et al.* (2007) contend that HRD practitioners are increasingly being called upon to make sure that training has an impact on performance in the workplace and produces the required return on the training investment. Grobler *et al.* (2006) add that the effectiveness of employee training and development can be evaluated by the simple and uncomplicated process of measuring participants' reactions, or by sophisticated strategies that compare training and development costs and benefits and thus measure organizational results.

In conclusion, Das (2010) suggests that training evaluation and assessment serves three main purposes, which include;

- 1) Feedback, to help trainers understand the extent to which goals are being met and the effectiveness of particular learning activities- as an aid to continuous improvement.

- 2) Control, to make sure training policy and practices are allied with managerial objectives and providing lucrative solutions to managerial concerns, and
- 3) Intervention, to raise awareness of key issues such as pre-course and post-course briefing and the selection of delegates.

4.11 Conclusion

This chapter outlined issues related to and affecting employee training and development in organizations; in addition, employee training and development policies, models and designs were discussed. The success of employee training and development, in any organisation, is dependent upon various factors that need consideration if employee training and development is to achieve the desired results. For example, employee training and development programmes need to address the employee training and developmental needs of a particular organization, this requires that the prevailing training and development environments within different organizations are taken into account.

CHAPTER FIVE

PERFORMANCE MANAGEMENT AND PERFORMANCE EVALUATION

5.1 Introduction

Employee training and development has proved significant to many organisations as it leads to improved performance by employees. However, this improved employee performance as

a result of employees undergoing employee training and development, will become useless if it is not managed well. Thus, there is a need for performance management as well as performance evaluation for employee performance to be effective in the organisation.

Nel *et al.* (2008) contend that the product of successful performers is a high-performance company with an unmistakable profile that distinguishes it from the mediocre. The importance of customer satisfaction is evident in improved service delivery by employees; this is revealed through effective employee training and development and further organized performance management and evaluation. This is highlighted by McKenna and Beech (2002) who contend that performance management incorporates the review of past performance and setting of objectives for the future, which should be regarded as a fundamental managerial activity that, to some extent, formalizes the everyday processes of feedback between manager and employee.

5.2 Performance management

Nel *et al.* (2008) contend that performance management can be defined as a holistic approach and process towards the effective management of individuals and groups so as to ensure that their shared goals, as well as the organizational strategic objectives, are achieved. Sandler (2005) notes that there is a need to do a good job of performance management in order to get the results the organisation wants.

Nel *et al.* (2008) highlight that the process of performance management entails the following:

- The clarification and communication of organisational strategic objectives
- The alignment of individual and group goals with the organisational objectives
- The monitoring and measurement of individual and group performance
- The early identification and reporting of deviations

- The development of action plans to correct the deviations
- The coaching and mentoring of individuals and groups
- The review of individual and group performance, and the revaluation of organisational processes.

The process and systems of performance management differ in different organizations and positives to effective performance management systems are pointed out as Murray (2004) notes that an effective performance management system drives business results and reinforces the company's culture. However, Grobler *et al.* (2006) contend that, despite the enthusiasm regarding performance management by various companies, a comprehensive survey of nine leading South African organisations, which was undertaken by the University of Stellenbosch Business School, revealed a bleak picture of the way employee performance is managed and rewarded in South Africa.

5.3 The purposes of the performance management process

Bennet and Minty (1999) highlight that the performance management process has three major purposes:

- It is a process for strategy implementation
- It is a vehicle for culture change
- It provides input to other HR systems, such as development and remuneration.

McKenna and Beech (2002) add that performance management also aims to set targets, which are acceptable to those whose performance is going to be appraised. They highlight that it does so in a climate characterized by open communication between superior and subordinate and strives for partnership in action. Bratton and Gold (2007) highlight that a key feature of performance management is the attempt to provide a link between all levels of an organisation through goals, critical success factors and performance measures.

5.4 The performance management process

Nel *et al.* (2008) contend that the performance management process can be broken down into four key activities that, in practice, tend to overlap. The key categories include performance planning, performance coaching and mentoring, performance measurement and evaluation, as well as performance feedback and documentation.

5.4.1 Performance planning

Nel *et al.* (2008) note that performance planning is a stage of the performance management process which entails setting the direction and defining expectations, determining employee goals and objectives, determining the evaluator and method to use during the evaluation process and, finally, developing an action plan that will assist in guiding the process. This action plan will, at the same time, be used to clarify and communicate requirements and possibilities, in addition to being an effective tool for the supervisor.

5.4.2 Performance coaching and mentoring

Nel *et al.* (2008) contend that at this stage of the process the manager conducts interim checks on progress, explores causes of poor performance, and provides coaching and mentoring

to the employee. Katz (1995) states that interim progress reviews and coaching meetings are key elements in monitoring an employee's performance

5.4.3 Performance measurement and evaluation

Employee performance can be measured on the basis of whether the type of judgment which is called for is relative or absolute evaluation. Relative evaluations require supervisors to compare an employee's performance to that of other employees who do the same job. Absolute judgments ask supervisors to make judgments about an employee's performance based on performance standards.

5.4.4 Performance feedback and documentation

Nel *et al.* (2008) contend that the appraisal interview should be both evaluative and developmental and that employees should be evaluated against the organisations guidelines. Cascio (1995) suggests a framework of activities that should be used by the person conducting the feedback interview and highlights that these activities should take place before, during and after the interview.

5.5 Performance evaluation

Lezzi (2003) suggests considering what he calls the four P's: performance, production, profitability, and prospects for the future, when evaluating employees. Evaluating employee performance in organisations is important as it reflects employee performance in organisations and allows for reward, as well as suggestions and solutions to performance problems in organisations. This is supported by Nel *et al.* (2008) who contend that individual performance in

organisations has traditionally centred on the evaluation of performance and the allocation of rewards.

There are two perspectives that can be taken when evaluating employee performance: the rational perspective and the political perspective. The rational perspective assumes that the value of each worker's performance can be estimated. The political perspective assumes that the value of a worker's performance depends on the agenda, or goals, of the supervisor. Mantyneva (2002) contends that the empirical results indicate that feedback from customers, productivity, figures, supervisory observation and customer satisfaction studies are the most frequently used evaluation methods for personnel training.

5.5.1 Determining the evaluator

Cascio (1995) states that the fundamental requirement for any 'rater' is that an adequate opportunity is made available for performance to be observed over a reasonable period of time. This offers the possibility of several different choices of 'raters'.

5.5.2 The immediate supervisor

This is the most popular and easiest choice for a rater. Nel *et al.* (2008) note that the supervisor is probably the most familiar with the subordinate's performance and has the best opportunity to observe actual job performance on a daily basis. Grote (1997) highlights that many employees want to genuinely know what their boss thinks of their performance, however, the disadvantage in using the immediate supervisor as a rater is that he/she may be too lenient in rating an employee in an attempt to gain favour.

5.5.3 Peers

Grobler *et al.* (2006) contends that, in some situations, if an employee is working very closely with other employees in a non-competitive work group environment, peers may be in the best position to evaluate a co-workers performance. Nel *et al.* (2008) add that the judgment of peers often provides a perspective on performance that is different from that of immediate supervisors. However, the potential of friendship bias to skew the feedback value of the information provided is always present and it is important to specify exactly what peers are to evaluate.

5.5.4 Self appraisal

Cascio (1995) believes that the opportunity to participate in the performance management process, particularly if appraisal is combined with goal setting and the chance to add value to the organization, improves the 'ratee's' motivation and reduces defensiveness during the evaluation interview. Nel *et al.* (2008) contend that self appraisals tend to be more lenient, less variable, and more biased, and are probably more appropriate for counseling and development rather than employment decisions.

5.5.5 Customer appraisals

Grobler *et al.* (2006) highlights that an increasing number of jobs are now considered service jobs, so evaluations by customers and clients are becoming more valuable as part of the multiple rate performance appraisal. Nel *et al.* (2008) add that, in many situations, individual internal customers, or the organisation's external customers, can provide a unique perspective on job performance in the form of customer appraisals.

5.5.6 360 degrees feedback

Nel *et al.* (2008) note that 360 degrees feedback systems are questionnaires that require that many people (i.e. superiors, subordinates, peers, internal and external customers) respond to questions regarding how well a specific individual performs in a number of behavioural areas.

5.5.7 Team appraisals

Cherrington (1995) states that teams are usually created to increase organisational flexibility. The team evaluation process is relatively easy if specific and measurable objectives are in place. Nel *et al.* (2008) contend that the growth of self-directed work teams has created the need for a new way of managing and appraising group performance. Team evaluations require a combination of two approaches: a measure of how well each member contributes to the team, and a measure of how well the team accomplishes its goal.

5.6 Rating the performance

5.6.1. Forced ranking

Sprenkle (2002) defines forced ranking (also called peer ranking) as a system that ranks employee performance from best to worst. It is a person to person comparison, for example, Susan is one, Tuli is two, Joe is fourteen, Gary (2001) states that a potential disadvantage of this technique is that it does not assess an employee's progress in mastering certain job-critical skills. Longnecker (2002) highlights that forced ranking can actually encourage average or mediocre performance and that such systems can inspire competition that results in intense internal conflict that can destroy any semblance of employee teamwork and cooperation.

5.6.2 Forced distribution

Risher (2005) notes that the forced distribution system tends to be based on three levels and that some managers like traditional levels, but three have proven to meet the organisation's needs and make ratings easy to defend. Grobler *et al.* (2006) add that forced distribution requires that supervisors spread their employee evaluations in a prescribed distribution and that forced distribution eliminates central tendency and leniency biases.

5.6.3 Critical incidents

McKenna and Beech (2002) contend that, in critical incidents, the appraiser highlights incidents or key events that show the appraisee's behavior as exceptionally good or bad in relation to particular outcomes at work. Nel *et al.* (2008) add that this technique focuses on the continuous recording of actual job behaviors that are typical of success or failure; incidents reflecting good and bad performance are noted.

5.6.4 Graphic rating scales

Grobler *et al.* (2006) highlight that the graphic rating scale rates the employee-ratee on some standard or attribute of work and that the rating is often done on some 1-3 or 1-5 Likert scale, with 1 representing very 'satisfactory' and 5 representing 'excellent'. McKenna and Beech (2002) add that this is a popular technique and, unlike the written report and critical incidents techniques, it lends itself to quantitative analysis and the comparison of data.

5.6.5 Behaviourally-Anchored Rating Scales (BARS)

Nel *et al.* (2008) contend that the BARS technique combines graphic rating scales with examples of critical incidents. The rating scales are job specific and require a high level of

participation from supervisors. Grobler *et al.* (2006) note that BARS systems have been favoured by many companies and personnel researchers because they are job related.

5.6.6 Management by Objectives (MBO)

McKenna and Beech (2002) contend that, in MBO, objectives are formulated and agreed upon at the beginning of the period under review, and the appraisee is given the necessary assistance and training in order to facilitate the achievement of those objectives. Nel *et al.* (2008) add that the Management by Objectives (MBO) technique provides for an initial goal-setting phase, based on the formation of long-range organisational objectives that are cascaded through to departmental goals and, finally, individual goals. The latter goals are set mutually by the employee and his/her manager. The aspect of joint participation in goal-setting is one of the major strengths of the Management by Objectives (MBO) technique, provided that the goals are measurable and achievable.

5.7 Conclusion

Performance management and evaluation are significant functions that every organization should undertake to manage and improve performance. It will, in turn, lead to an increase in better services and goods offered by various organizations. However, performance evaluation comes with obstacles and problems; thus, Dessler (1997) contends that several issues must be borne in mind by whoever is undertaking the measurement of employee performance. Nel *et al.* (2008) add that performance evaluations are fraught with danger, mainly because many human agendas come into play. Ever present problems in performance management processes include unclear standards, the Halo effect, central tendency, leniency or strictness, recency and bias.

CHAPTER SIX

EMPLOYEE TRAINING, DEVELOPMENT AND LEGISLATION

6.1 Employee training and development and the law

Stone (2005) contends that the relationship between an employer and their employees is governed by a myriad of legal issues with which successful Human Resources managers must be familiar. The training and development of employees is an important HR function that is also

governed by the law. This is supported by Meyer (2007) who highlights that training legislation, in South Africa, regulates the training that takes place in organizations.

Employee training and development is affected by legal regulations and the major requirement is that employees must have access to training and development programmes in a non-discriminatory fashion and that equal opportunity regulations and anti-discrimination laws apply to the training process as they do to all other HR functions. The three main laws that regulate the training and development of employees, in South Africa, are the South African Qualifications Authority Act, Act 58 of 1995, which regulates the National Qualifications Framework (NQF), the Skills Development Act, Act 97 of 1998 and the Skills Development Levies Act of 1999.

6.2 Skills development Act (No. 97 of 1998)

The Skills Development Act (No. 97 of 1998) came into effect on 1 February 1999, and replaced the Manpower Training Act, as well as the Guidance and Placement Act.

6.2.1 Purpose of the Skills Development Act (No. 97 of 1998)

Meyer (2007) contend that the Skills Development Act seeks to develop the skills of the South African workforce in order to improve workers' quality of life, their prospects of work and labour mobility, in addition to improving productivity in the workplace and the competitiveness of employers, as well as the promotion of self-employment and the improvement of the delivery of social services.

6.3 South African Qualifications Authority Act, Act 58 of 1995.

The SAQA Act, Act 58 of 1995, indicates that one of the most important functions of the South African qualifications authority is to ensure that standards and qualifications registered on the NQF are internationally comparable. The South African Qualifications Authority (SAQA) is a 29 member body that is appointed by the Ministers of Education and Labour; the members are notified by identified stakeholders in education and training. The functions of the authority are twofold:

- to oversee the development of the NQF, by formulating and publishing policies and criteria for the registration of bodies responsible for establishing education and training standards and qualifications, and for the accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards and qualifications;
- To oversee the implementation of the NQF by ensuring the registration, accreditation and assignment of functions to the bodies referred to above, as well the registration of national standards and qualifications on the framework.

6.4 Investment in training

Employee training and development has come to prominence in organisations because of the need for organisations to improve their productivity and international competitiveness. However, Banfield and Kay (2008) note that the contribution which training makes needs to be systematically evaluated and that some attempt must be made to calculate the returns on investment in training. In highlighting the importance of investment in employee training and

development, Heeter (2006) notes that many benefits await organizations who choose to invest in their most valuable resources, i.e. their employees. The primary benefits to employers and employees, which are a direct result of high quality training, are organizational commitment, job satisfaction and low turnover.

Middleton, Adams, & Ziderman (1993) address the fundamental question of why and when governments should intervene in skills training; they argue that traditional private training markets proved too limited in meeting the broad skills needs associated with economic development and growth. Nel *et al.* (2006) add that improving the skills of the workforce has attracted considerable funding (either from governments or from donors), in both developing and developed countries, and that during the 1980's the government made a significant contribution to the funding of training through the tax concession scheme, for approved training, even though the scheme was phased out in 1990. The government has made enormous strides in funding employee training and development and introduced patrol levies in 1999, in terms of the Skills Development Act (No 97 of 1998), which emphasized the responsibility of employers for funding the training of their employees. Nisha (2003) highlights the importance of government investment in employee training and development and highlights that employee training and development is considered important by industries and government alike, to such a degree that the government undertook special initiatives to cope with the challenges that are present.

6.5 Funding mechanisms in South Africa

Meyer (2007) contends that three sources of funds can be used in the implementation of any skills development strategy: the government in the form of government revenues, tax incentives and the skills financing scheme; the private sector and private individuals, in the form of direct

company expenditure, skills levies, trainee wages; and user fees and donations from local and overseas donors.

Nel *et al.* (2008) contend that funding mechanisms for training in South Africa took on various forms in the last three decades. A national tax incentive scheme, for employers, was in place from 1974 to 1990. The Manpower Training Act, introduced in 1982, provided for industries to establish a training levy scheme. A new legislation was introduced in 1999, namely the Skills Development Act, which made provision for the funding of training.

The importance of funding employee training and development, by private organizations and public enterprises, is highlighted in the resources spent by organizations in both the traditional and modern periods. Millmore, Lewis, Saunders, Thornhill, & Morrow (2007) notes that, previously, organizations' source of competitive advantage was their physical or financial capital (known as assets), while human resources were regarded as a cost. Ukpere (2009) notes the shift in resource allocation when he highlights that the current global economic, social, political and rapidly accelerating rate of technological innovation has forced organizations to invest more in human resources as sources of comparative advantage.

6.6 Levy-grant scheme

The Skills Development Levies Act requires that all employers, who are not exempted in terms of Section 4 of the Skills Development Act, have to pay a skills development levy each month. A national levy grant scheme was introduced in 1999 through the Skills Development Act (No 9 of 1999). The Skills Development Act establishes a compulsory levy scheme for the purpose of funding education and training as envisaged in the Skills Development Act (No 9 of

1998). Nel *et al.* (2006) contend that the levy-grant scheme seeks to balance regional and social needs within the country and redistribute training resources within established parameters so as to respond to strategic development and social equity.

SARS (South African Revenue Service) collects the compulsory levy from employers through its Pay As You Earn (PAYE) system. The Act provides that levies may be collected directly by a SETA itself. In cases where the Ministers of Labour and Finance have been convinced that this is necessary and viable, whoever collects the levy from an employer has to deposit 80% of the levy into the account of the SETA where the employer is registered for this purpose and 20% into the National Skills Fund.

6.7 Sector Education and Training Authorities (SETAs)

Investment in employee training and development has proved to be significant, with public and private enterprises embracing the benefits of investing in employee training and development. This is highlighted in the green book of the Department of Labour of 2006 which notes that there is consensus, between various government departments, that education and training are critical for the success of their respective programmes.

The Sector Education and Training Authorities (SETAs), established in terms of the Skills Development Act, plays a significant role in the collection and disbursement of levy funds. The Skills Development Act stipulates that employers must pay the levy to the commissioner for the South African Revenue Services, however, the act makes provisions for SETAs, if they are able to meet certain criteria, to collect levies. Of the levies collected, 80 percent is paid into the bank accounts of SETAs and 20 percent into the National Skills Fund. The levy funds paid over

to SETAs are utilized to defray their administrative costs within prescribed limits and to allocate grants to employers who meet the eligibility for grant recovery.

6.7.1 Functions of Sector Education and Training Authorities (SETAs)

SETAs are responsible for strategic functions related to developing sector skills plans through labour market research and training needs assessments, the implementation of functions related to the collation and analysis of workplace skills plans, the registration of learnerships and disbursement of grants for learnerships and skills programme implementation, coupled with those communication and reporting functions related to the promotion of skills development strategies within the labour market.

6.8 South Africa's strategic Human Resource Development

The Human Resources Development (HRD) strategy of South Africa has, as its key mission, 'to maximize the potential of the people of South Africa, through the acquisition of knowledge and skills, to work productively and competitively in order to achieve a rising quality of life for all, and to set in place an operational plan, together with necessary institutional arrangements, to achieve this' (South Africa 2001). Nel *et al.* (2006) adds that the HRD strategy consists of five strategic objectives, namely:

- Improving the foundation for human development
- Improving the supply of high quality skills which are more responsive to societal economic needs
- Increasing employer participation in lifelong learning
- Supporting employment growth through industrial policies, innovation, research and development, and

- Ensuring that the four strategic objectives of the HRD strategy are linked.

6.10 Skills Development Planning Unit (SDPU)

The Director-General of Labour, in 2006, established a Skills Development and Planning Unit, in the Department of Labour, to research and analyse the labour market in order to determine skills development needs for South Africa as a whole. Each economic sector and government department assists in the formulation of a long term national skills development strategy and assists SETAs in developing coherent skills development plans and provides information on skills to all the role-players in the Skills Development Strategy.

6.11 Conclusion

This chapter outlined the legislation issues involved in employee training and development. Employee training and development has become significant thus gaining recognition from the national authorities, private organisations and bodies that govern employment relations. The government has passed acts like the Skills Development Act (No 97 Of 1998) and the South African Qualifications Authority Act (Act 58 of 1995) to regulate and oversee employee training and development processes in South Africa. These acts seek to protect all parties and thus provide harmony and peace between those parties involved in the employment relationship.

CHAPTER SEVEN

RESEARCH DESIGN AND METHODOLOGY

7.1 Introduction

This chapter provides an outline of the research design, the data collection procedure, the area of study, population, sample of the population, sampling technique, validation of the questionnaire and the administration of the instrument as well as the method of data analysis.

7.2 Overview of the research methodologies

To obtain information in any study or research project, an appropriate methodology has to be selected and suitable tools of data collection and analysis have to be chosen (Mouton, 2001). Primarily, there are two distinct approaches that inform the gathering of data in any research project, namely; the quantitative approach and the qualitative approach. Qualitative and quantitative methodologies are governed by specific paradigms.

7.2.1 Qualitative approach

The qualitative approach is grounded in the interpretive social sciences paradigm. Qualitative forms of investigation tend to be based on a recognition of the importance of the subjective, experiential 'life world of human beings'. Such reflection is the province of phenomenology reports (Babbie & Mouton (2005); Blanche & Durrheim, 1999). Qualitative methodologies provide avenues that can lead to the discovery of these deeper levels of meaning. Ramchander (2004) describes the task of a qualitative methodologist as one which captures what

people say and do as a product of how they interpret the complexity of their world, in order to understand events from the viewpoints of participants.

Research that utilizes a qualitative methodology will draw on data collection methods such as participant observation, in depth interviews and/or focus groups (Jennings, 2001). As a consequence of it being an underlying paradigm, qualitative research is subjective, since it relies on the texts and discourses of participants. It involves small numbers of participants in the research process as a result of the process of gathering in-depth information (Ramchander, 2004).

Since qualitative reports are not presented as statistical summation, but rather adopt a more descriptive, narrative style, this type of research is likely to be of particular benefit, especially in revealing qualities of group experience in a different manner to other forms of research (Terre-Blanche *et al*, 2006). However, one of the major limitations of qualitative research and evaluation is the time required for data collection, analysis and interpretation. The researcher has to spend a considerable amount of time at the research settings in order to examine, holistically and aggregately, the interactions, reactions and activities of subjects (Babbie & Mouton, 2005).

The problem of adequate validity and reliability is a criticism often leveled, by quantitative researchers, against qualitative methods. Because of the subjective nature of qualitative data and its origin in single contexts, it is difficult to apply conventional standards of reliability and validity (Creswell, 1994). Contexts, situations, events, conditions and interactions cannot be replicated to any extent, nor can generalizations be made to a wider context than the one studied, with any degree of confidence. In short, the richness, individuality and subjective nature

of a participant's perspective and understanding are not amenable to the usual scientific criteria. However, Neuman (1994) and Jennings (2001) argue that this does not make such understandings any less real or valid for the participant.

7.2.2 Quantitative approach

A quantitative approach is grounded in the positivist social sciences paradigm, which primarily reflects the scientific method of natural sciences (Creswell, 1994). This paradigm adopts a deductive approach to the research process. For instance, in the context of employee training and development, it commences with theories, hypotheses or research questions about the employee training and development phenomenon gathers data from the real world settings and then analyses the data statistically to support or reject the hypotheses (Welman & Kruger, 2001). Researchers who adopt a more deductive approach use it to guide the design of the study and the interpretation of the results (Neuman, 1994). The overall objective is to test or verify a theory, rather than developing one. Thus, the theory offers a more conceptual framework for the entire study, serving also as an organizing model for research questions or hypotheses and for the entire data collection procedure (Terre-Blanche *et al*, 2006).

A quantitative methodology abstracts data from the participants into statistical representations rather than textual pictures of the phenomenon. The entire research process is objectively constructed and findings are usually representative of the population studied. The main strengths of the quantitative approach lie in precision and control. Control is achieved through the sampling and design, and precise and reliable quantitative measurement. A further strength is that experimentation leads to statements about causation, since the systematic manipulation of one variable can be shown to have a direct casual effect on another, when other

variables have been eliminated or controlled (Babbie & Mouton, 2005; Terre-Blanche *et al.*, 2006). Moreover, hypotheses are tested through a deductive approach, and the use of quantitative data permits statistical analysis (Welman & Kruger, 2001). The method thus provides answers which have a much firmer basis than a lay person's common sense, intuition or opinion. However, this approach has its own limitations.

One of the limitations of the quantitative approach, as reported by its critics, is that many researchers are concerned that the scientific quantitative approach denigrates human individuality and the ability to think (Massey, 2003). Gilbert (1993) argues that its mechanistic ethos tends to exclude notions of freedom, choice and moral responsibility. Quantification can become an end in itself rather than a human endeavor seeking to explore the human condition. It fails to take account of people's unique abilities to interpret their experiences, construct their own meanings and act on them (Ramchander, 2004). It is worth noting, however, that a scientific approach cannot in fact be totally objective, since subjectivity is involved in the very choice of a problem as worthy of investigation and in the interpretation of results.

In this study, a quantitative approach was utilised. Leddy (2005) notes that a quantitative research design allows the researcher to answer questions about relationships between measured variables with the purpose of explaining, predicting and controlling certain phenomena. In addition, Blanche *et al.* (2006) also found that findings obtained from quantitative research are generalisable and the data is objective.

7.3 Population of the study

Terre-Blanche *et al.* (2006) contend that the population is the larger pool from which sampling elements are drawn, and to which researchers want to generalise their findings. He

continues by pointing out the difficulties of studying the whole population instead of a sample and contends that 'this is simply not possible'. A population can also be defined as the entire set of groups of people, which is the object of research and about which the researcher wants to determine certain characteristics.

In this study, the population comprised of both male and female employees in the Buffalo City Municipality in the towns of King William's Town, Bhisho and East London. Another significant sample of the study will be the residents of Buffalo City Municipality; these will be sampled from King William's Town and Bhisho.

7.4 Sample, sampling procedure and technique

7.4.1 Sampling procedure

Once a suitable sample size has been determined, the next important thing is to determine the appropriate sampling technique to use in obtaining a representative sample. The choice of an appropriate sampling technique depends on the sampling procedure one makes use of. Sampling procedure, according to Blanche *et al.* (2007), refers to the method used by the researcher in the selection of cases to observe. There are two types of sampling procedures, namely; probability and non probability.

7.4.2 Non probability sampling

Shaughnessy and Zechmeister (1997) define non probability sampling as a sampling procedure in which there is no way to estimate the probability of each element's inclusion in the sample. Examples of non-probability sampling include convenience, purposive and snowball sampling.

According to Godwin (2002), convenience sampling involves the researcher simply requesting volunteers from a group of people who meet the general requirements of the study. This method has an advantage in that it is less costly and is easy to use. However, the disadvantage of this method is that not every person in the population stands the chance of selection.

For snowball sampling, initially a number of respondents are selected at random and then interviewed and their views sought concerning the topic in question. They are often asked to nominate others who are also members of the population under investigation. The second wave of respondents is then interviewed and asked to nominate more population members. Thus, the sample is constructed by the addition of wave after wave of respondents, thus creating a snowball effect. The advantage of snowball sampling is that it is economical and can be useful, particularly when research seeks to find characteristics that are rare in the population.

Judgment sampling is another example of a non-probability sampling method. This method is most often used when no sampling frame exists and no parameters are known. This is a form of purposive sampling, which is commonly used where the researcher selects sample members to conform to some or other criterion (Cooper & Schindler, 1998). Haslam and McGarty (2003) point out that the use of judgment sampling involves obtaining a sample with a population that has a particular characteristic, experience or understanding. In agreement, Sekaran (2003) also points out that judgment sampling is a viable method for obtaining the type of information required from very specific pockets of people who alone possess the needed facts and can provide the information sought. Judgment sampling involves the choice of subjects who are most advantageously placed or in the best position to provide the required information.

7.4.3 Probability sampling methods

Ghuri and Gronhaug (2005) define probability sampling as a sample that has been selected using random selection so that each unit of the population has a known chance of being selected in the sample. Examples of probability sampling include simple random sampling, cluster sampling, systematic random sampling and stratified random sampling. Shaughnessy and Zechmeister (1997) define simple random sampling as a sampling method in which every element has an equal chance of being selected in the sample. This method has got a disadvantage in that it is cumbersome and time consuming.

Another probability sampling method is cluster sampling. According to Wilburn (2006), cluster sampling involves dividing the population into groups (clusters) of items that serve as primary sampling units. A random sample is then taken within these clusters to select respondents. The main reason for sampling clusters is that it is not time consuming and reduces the cost of locating and listing the sample as opposed to the selection of individual items at one time. Thus, the purpose of cluster sampling is not to get the most efficient sample but to get the most precise per unit cost (Wilburn, 2006).

Systematic sampling is also another example of a probability sampling. According to Breakwell *et al.* (2006), in systematic sampling you begin by assigning every population unit a unique number in ascending order. Next, you calculate the sampling interval (i), which is the required ratio of the sample size of the total population ($i=N/n$). A random number, representing the unique identifier of the first population unit to be included in the sample. Then the sampling

interval (i) is added to the random number between 1 and (i) and this is regarded as the second unit in the sample. The process is continued until the end of the sampling frame has been reached and the desired sample size is achieved. For example, assuming that you have a sampling frame containing 1800 names and you want a random sample of 300 to receive your questionnaire. The sampling interval would be $1800/300=6$. The next step is to use random tables to select a number between 1 and 6 to give a seed number to start with. Say you get a 4, you select the 4th person on the list, then the 10th (4+6), then the 16th (6+10) and so on. According to Breakwell *et al.* (2006), this method has an advantage in that it is easy to use and convenient, however, a complete sampling frame is required and this can be very expensive in a geographically dispersed population.

Stratified random sampling is also another probability sampling method. Stratified random sampling, according to Saunders *et al.* (2003), is a modification of random sampling in which you divide the whole population into two or more strata based on one or more attributes. For instance, employees can be divided according to departments and residents can be divided into their areas of residence as subgroups. For example, in this study, subgroups of departments were identified were employees in the departments of housing, revenue management, electricity, water and roads and construction; these were used as samples in the study. Residents residing in the areas of Woodhouse, Westbank, Ginsberg, and Zwelitsha, in King William's Town, and in the residential areas of Ebhalasi, Bhisho Park, Bhisho gardens and Tyutyu North, in Bhisho, were investigated in the study.

Stratified random sampling was used to select the sample through the organization of the population into homogenous subsets. The sample of the present study consists of 90 employees and 160 residents; attention was given to employees of Buffalo City municipality from the towns

of East London, Bhisho and King William's Town and residents of Buffalo City Municipality from King William's Town and Bhisho. The employees of Buffalo City Municipality were sampled according to subgroups of different service delivery departments in the Buffalo City Municipality. The focus of the study was on the departments of housing, water and scientific services, revenue management, as well as roads and construction and electricity.

7.5 Dependent and Independent Variables

A variable is seen as a property (or characteristic) of some entity (Punch, 2003). In the current study, the "entity" is the individual and the "properties" are the individual's gender, race, position (job title), department, highest educational qualification and the employees' individual perceptions of employee training and development and the residents' individual perceptions of service delivery issues in the Buffalo City Municipality.

The independent variables for the employees of Buffalo City Municipality were gender, race, position (job title), department and highest educational qualification. The dependant variable consisted of perceptions of the employees' attributes to quality employee training and development in the municipality. The independent variables for the residents of Buffalo City Municipality were gender, age, race, educational levels and area of residence. The dependant variables for the residents consisted of residents' perceptions of the attributes of service deliverance issues in the municipality.

7.6 Data collection

Data was collected from employees in the Buffalo City Municipality in the service deliverance departments of housing, water and scientific services, electricity, revenue management and roads and construction maintenance in the towns of East London, Bhisho and

King William's Town in order to assess the adequacy of employee training needs, strategies, and the implementation and evaluation of training and development programmes that employees in these departments go through.

Data was also collected from the residents of the Buffalo City Municipality in the towns of Bhisho and King William's Town so as to measure and assess service deliverance through a five-point Likert scale with responses ranging from, "Strongly agree" (1) to "Strongly disagree"(5). Sample items included "The Municipality attends to problems and issues affecting the communities effectively and efficient" and "The front line employees of the Municipality, e.g. at the enquiries desk/teller have sufficiently assisted me with queries".

The researcher hand-delivered the questionnaires to the selected respondents so that the respondents could complete them in their own time; these questionnaires were collected after two days. An appointment was made for the collection of the questionnaires, handling the questionnaires in this way saved time for the researcher. The difficulties experienced by the respondents in filling out the questionnaires were clarified upon collection.

7.7 Research questionnaire of the study

The researcher made use of two questionnaires with structured questions; one for the employees of the Buffalo City Municipality and one for the residents of the Buffalo City Municipality. The residents' questionnaire consisted of 8 sections: section A consists of demographic variables; questions asked by the researcher were related to the participant's gender, age, race, income levels, and area of residence. Section B consists of general questions related to the residents' perceptions of issues of service delivery (i.e. efficiency and effectiveness) in the municipality. Sections C, D, E, F, G and H consist of questions related to

the perceptions of residents on issues of service delivery with a special focus on specific departments within the municipality.

The employee questionnaire consisted of 5 sections: Section A consisted of demographic variables, questions asked by the researcher were related to the participant's gender, age, race, highest educational qualification, as well as the specific service delivery departments that they belong too, their level of responsibility in the municipality and the specific job title held by each respondent. Section B consisted of general questions related to general perceptions of employee training and development in the municipality, Section C comprised of questions related to issues of employee training and development in the municipality, Section D comprised of issues related to the implementation and evaluation of employee training and development programmes in the municipality, while Section E comprised of questions related to the implementation and evaluation of employee performance management.

7.8 Pretesting the questionnaire

A pilot study was undertaken prior to administering the questionnaires. A good research strategy requires careful planning and a pilot study will often be a part of this strategy. According to Saunders *et al.* (2003), the purpose of piloting is to refine a questionnaire so that respondents will have no problem in answering the questions and there will be no problem in the recording of data. Piloting also enables the researcher to assess of the questionnaire's validity and the reliability of the data that will be collected. According to De Vos *et al.* (2005), a pilot study can reveal deficiencies in the design of a proposed study and these can then be addressed in advance and fewer resources are expended on large scale studies. Thus, the pilot study can be considered as the dress rehearsal for the main investigation. Pretesting involves the use of a small

number of respondents to test the appropriateness of the questions and their comprehension. This helps to rectify any inadequacies, before administering the questionnaire to respondents in the main study (Sekaran, 2003). In this study a few residents and employees of Buffalo City Municipality were used to pretest the questionnaires. Adjustments were made by taking note of the comments of the respondents.

7.9 Administering the questionnaire

Once a questionnaire is designed, pilot tested and amended, the questionnaire can be used to collect data. There are various ways available for administering a questionnaire. These include postal questionnaires, online questionnaires and self-administered questionnaires (Saunders *et al.* 2003). According to Kumar (2005), postal questionnaires involve sending the questionnaire to prospective respondents by mail. The approach presupposes that the researcher has access to each respondent's address. Usually, a self-addressed envelope and a covering letter accompany the questionnaire. However, this approach has its limitations which include having a low response rate since the researcher does not have direct contact with the respondents. According to Saunders *et al.* (2003), online questionnaires are usually administered via e-mail or on a website. A good response rate, when using this method, is dependent on the recipient being motivated to answer the questionnaire and send it back (Saunders *et al.* 2003). This approach has a disadvantage in that not all members in a given sample may have access to the internet or may know how to use it.

In the study under discussion, questionnaires were self-administered. This approach involves the researcher having direct contact with the respondents. The researcher utilised this method because it is less expensive, ensures the anonymity of respondents and has a high

respondent completion return rate as the researcher can follow-up on unreturned questionnaires. The main advantage of this is that the researcher, or a member of the research team, can collect all the completed responses within a short period of time. Any doubts that respondents might have regarding any question could be clarified on the spot. The researcher was also afforded the opportunity to introduce the research topic and motivate the respondents to offer their frank answers. Administering questionnaires to large numbers of individuals at the same time is less expensive and consumes less time (Sekaran, 2003). This approach involves the researcher having direct contact with the respondents.

7.10 Validation of the instruments

A pilot study was conducted to determine whether the relevant data could be obtained from respondents. McBurney (1994) contends that conducting a pilot study is an advantage as it allows the researcher to focus on specific areas that could have been unclear in a designed questionnaire or interview guide.

The questionnaire designed for the study was subjected to a validation process for face and content validity. Face and content validity have been defined, by McBurney (1994), as follows:

- Face validity is the idea that a test should appear specifically to test what it is supposed to test; and
- Content validity is the notion that a test should sample the range of behavior represented by the theoretical concept being tested.

In the validation process of this study, copies of the questionnaire were distributed to residents (students), management and experts from the department of statistics at the University of Fort Hare; the parties went through the questionnaires carefully to ascertain the

appropriateness and adequacy of the instrument. The researcher did this to get suggestions from the parties concerning the structuring of the questionnaires; he then modified and corrected useful observations and suggestions made by the experts.

7.11 Reliability of the instrument

According to Babbie and Mouton (2005), a measurement is reliable only when a particular technique, applied repeatedly to the same object, would yield the same results each time. Similarly, Godwin (2002) defines reliability as the extent to which measures of the same phenomenon are consistent and repeatable. Goodwin (2002) further argues that measures high in reliability contain minimum measurement errors.

7.11.1 Questionnaire for the employees of Buffalo City Municipality.

The Cronbach's alpha coefficient was used to determine the reliability of the questionnaire. Results from the reliability test indicate that high levels of reliability (0.7) were found in all sections of the questionnaires. Items ranged from 0.824943 to 0.814655.

Table 7.1

Reliability analysis for employees of Buffalo City questionnaire

Cronbach Coefficient Alpha for the employee's questionnaire

Variables	Alpha
Raw	0.814655
Standardized	0.824943

7.11.2 Questionnaire of the residents of Buffalo City Municipality.

The Cronbach's alpha coefficient was used to determine the reliability of the questionnaire. Results from the reliability test indicate that high levels of reliability (0.7) were found in all sections of the questionnaires. Items ranged from 0.899524 to 0.903415.

Table 7.2

Reliability analysis for the residents of Buffalo City Municipality questionnaire

Alpha for the residents' questionnaire

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.899524
Standardized	0.903415

7.12 Data analysis

De Vos *et al.* (2005) contend that data analysis is a process of bringing order, structure and meaning to the mass of collected data. This study will be a quantitative one. Babbie and Mouton (2005) define quantitative analysis as the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. This study made use of an inferential statistical method of Analysis of Variance (ANOVA) which was used to determine relations between concepts and variables. For the analysis of data, authorities in the department of statistics at the University of Fort Hare were consulted in the final analysis of the results of the study.

7.12.1 Descriptive statistics

The researcher will use descriptive statistics to analyse demographic data. According to Godwin (2002), descriptive statistics provides a summary of the main features of a set of data collected from a sample of participants.

7.12.2 Analysis of Variance (ANOVA)

To determine the relationship between the quality of employee training and development on the provision of efficient and reliable basic services to the communities, the Analysis of Variance (ANOVA) statistical method will be used to determine relations between concepts and variables.

7.13 Delimitations of the study

The problem of poor service delivery, on the part of local government authorities, is widespread in South Africa. However, with logistical constraints such as a shortage of resources and time, to mention a few, this study will only focus on the relationship between the quality of employee training and development on service delivery in the Buffalo City Municipality, in the Eastern Cape Province of South Africa.

7.14 Ethical considerations

De Vos *et al.* 2005 contend that the fact that human beings are the subjects of study in the social sciences brings unique ethical problems to the fore; these would never be relevant in the pure, clinical laboratory settings of the natural sciences. The researcher will observe and abide by the three major areas of ethical concern: the ethics of data collection and analysis, the treatment of human subjects, and the ethics of responsibility to society (Reese and Fremouw; 1984). In this

research project, the researcher will ensure that he obtains the informed consent of participants and all respondents will be treated with confidentiality and anonymity.

Saunders *et al.* (2003) provide a list of key ethical issues that normally require adherence when undertaking a research project, these include:

- Voluntary nature of participation and the right to withdraw partially or completely from the process.
- Consent and possible deception of participants.
- Maintenance of the confidentiality of data provided by individuals or identifiable participants and their anonymity.
- Privacy of possible and actual participants.
- Reactions of participants to the way in which you seek to collect data.
- Effects of the way in which you seek to collect data on participants.
- Effects of the way in which you use, analyse and report data, on participants.

To successfully conduct the research study, several ethical issues were addressed while collecting data. Permission to carry out the study in the designated organization was gained through the city's municipal management. Informed consent was the goal of the researcher. The researcher informed the residents of their right to accept or withdraw from participation in the research at any point during the research. Respondents were also informed that the information sought was solely for academic purposes and for the improvement of the municipality. More so, the information provided by respondents was treated with strict confidentiality and guarding the privacy of respondents was one of the primary responsibilities of the researcher.

7.15 Concluding remarks

Chapter 7 provided a discussion of the methodology used to conduct the present study. Included in the discussion was an indication of the population selected for the study, a description of respondents, sampling procedures, the variables investigated, and instruments used for data collection and, finally, the data analysis procedure.

CHAPTER EIGHT

PRESENTATION OF RESULTS AND DISCUSSION

8.1 Introduction

The previous chapter described the approach that was used to conduct this study. The adopted approach was used as a basis for selecting the sample and sampling procedure, as well as deciding on data collection techniques, in order to answer the research questions of the study.

This chapter presents the results of the study based on the empirical analysis solicited from the respondents. The presentation proceeds with an analysis of the descriptive statistics on the variables under investigation. To facilitate in conducting the empirical analysis, the results of the descriptive analysis are presented first, followed by the inferential statistical analysis. The presentation of the inferential statistics is based on the hypothesis generated from the objectives of the study.

8.2 Descriptive statistics

The descriptive statistics for the sample are provided in the following sections. Data pertaining to the variables included in the study are presented and summarised by means of charts, graphs and the calculation of descriptive data. In this manner, the properties of the observed data clearly emerge and an overall picture thereof is obtained.

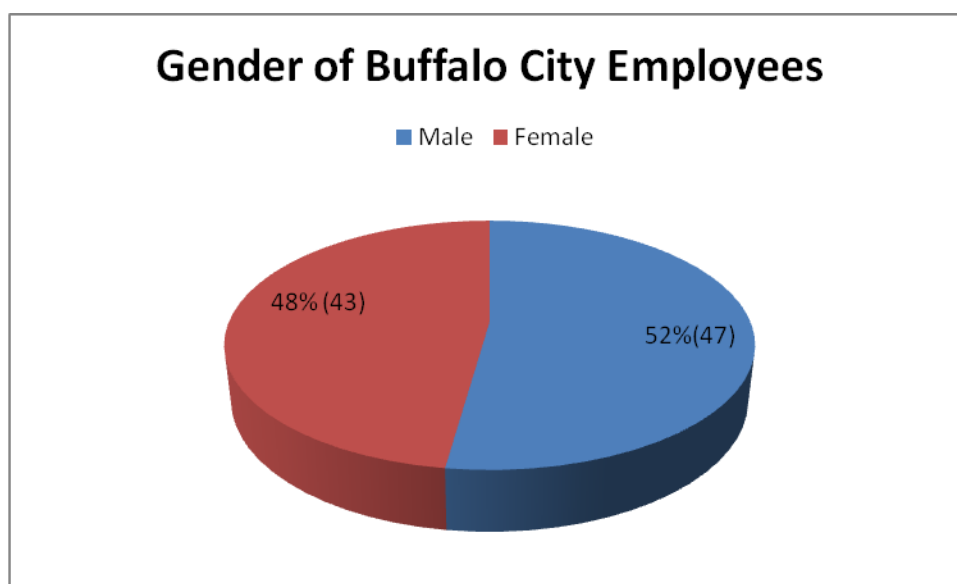
8.3 Demographic variables of Buffalo City Municipality employees and residents

Descriptive statistics are in the form of percentages and are, subsequently, graphically presented. The demographic variables under consideration for employees of Buffalo City Municipality, under their respective departments of revenue management, housing, water and

scientific services, electricity, roads and construction maintenance in East London, Bhisho and King William's Town, were gender, age, race, educational level, department, level of responsibility and job title. The demographic variables under consideration for residents of Buffalo City Municipality were gender, age, race, monthly income, educational level and area of residence.

8.3.1 Gender of Buffalo City Municipality employees

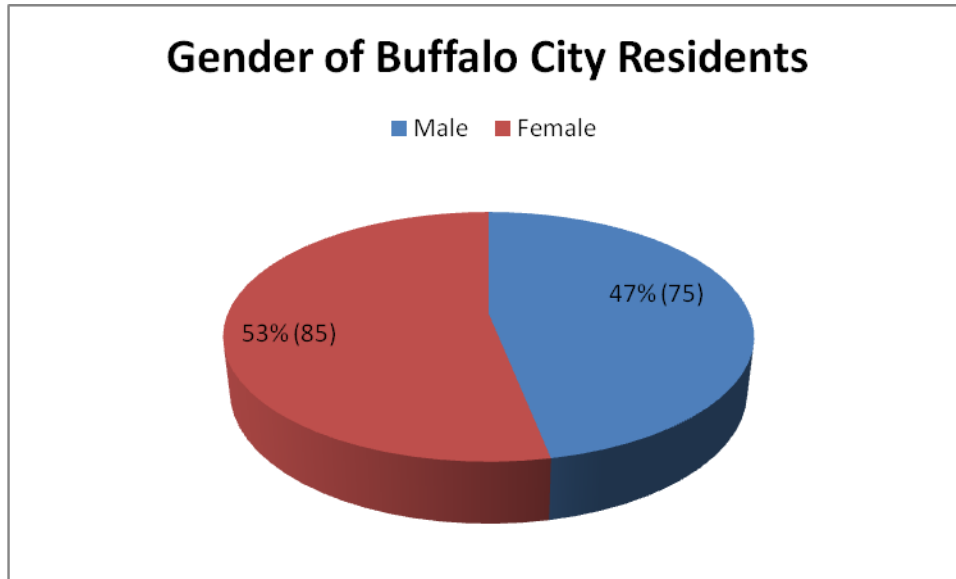
Figure 8.1: Gender of Buffalo City Municipality employees.



Results indicated that most of the respondents investigated were male employees who accounted for 47 (52.22%) of the total sample of employees involved in the study, with female employees only accounting for 43 (47.78%) of the total employees involved in the study. The reason why most respondents were male can be attributed to the fact that some departments that formed part of the study are more populated by males because of the nature of work involved in these departments. An example of this would be the department of roads and construction where most employees are males, because of the nature of work involved which is mostly manual.

8.3.2 Gender of Buffalo City Municipality residents

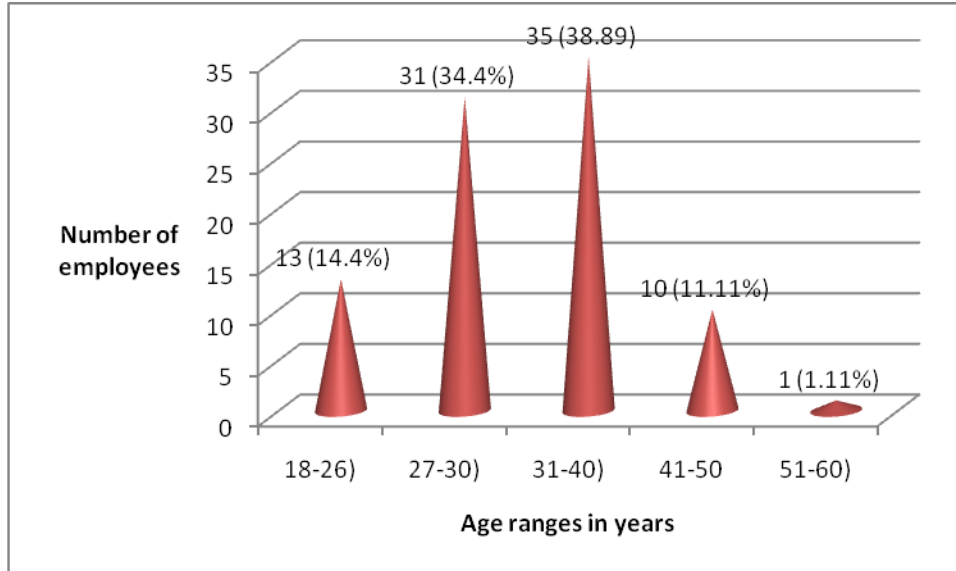
Fig 8.2: Gender of Buffalo City Municipality residents



Gender is a division between classes, and thus the differences in gender, amongst the residents of the Buffalo City Municipality, were noted. The results from the investigation indicate that most respondents were female; the women accounted for 85 (53%) of the total residents investigated. The number of males involved in the study was 75, which accounted for 47% of the total number of residents investigated in this study.

8.3.3 Age range of Buffalo City Municipality employees

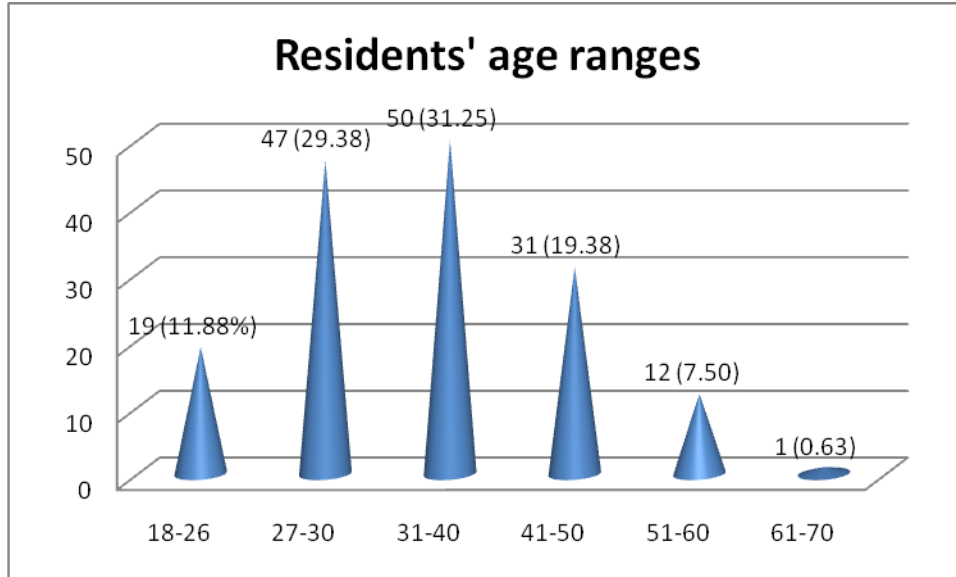
Figure 8.3: Age ranges of Buffalo City Municipality employees.



Results indicate that there are 13 (14.44%) employees between the ages of 18-26 years, 31(34, 44%) employees between 27-30 years, 35 (38.89%) between 31-40 years, 10 (11.11%) between 41-50 years and only 1 (1.11%) employee between 51-60 years.

8.3.4 Age range of Buffalo City Municipality residents

Figure 8.4: Age ranges of Buffalo City Municipality residents



The age pattern of residential respondents in the study shows that 19 (11.88%) of the respondents were between the ages of 18-26 years, 47 (29.38%) of respondents indicated that they were between the ages of 27-30, 50 (31.25%) respondents indicated that they were between 31-40 years old, and 31 (19.38%) respondents indicated that they were between 41-50 years old. 12 (7.50%) of the residents of Buffalo City Municipality that took part in the study indicated that they were between the ages of 51-60 years and 1 (0.63%) of the residents that took part in the study was between 61-70 years of age.

8.3.5 Race of Buffalo City Municipality employees

Figure 8.5: Race of Buffalo City Municipality employees

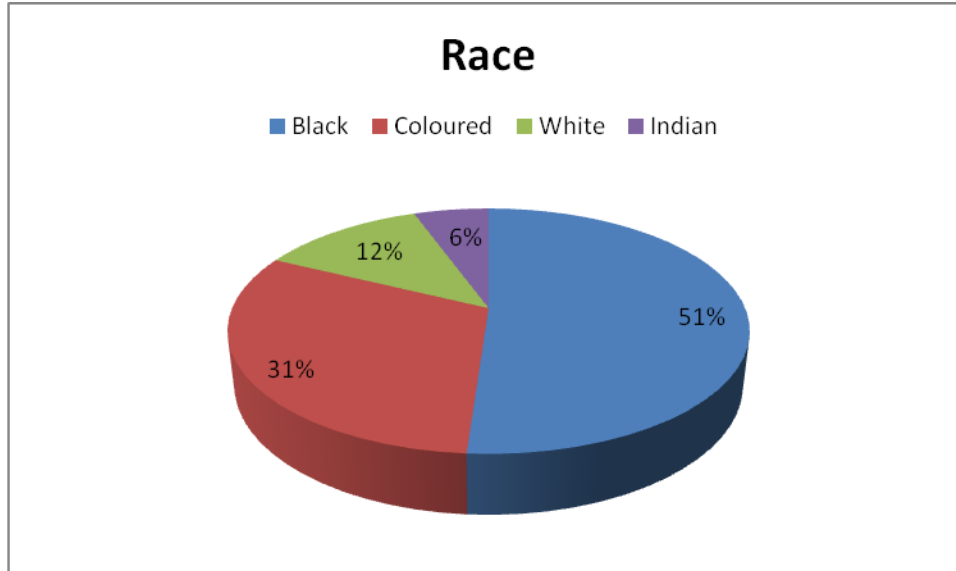


Figure 8.5 above illustrates the race distribution of the Buffalo City Municipality employees involved in the study. The majority of the respondents 46 (51%) were black, 28 (31%) were coloured, 11 (12%) of the respondents were white and 5 (6%) of the respondents were Indian.

8.3.6 Race of Buffalo City Municipality residents

Figure 8.6: Race of Buffalo City Municipality residents

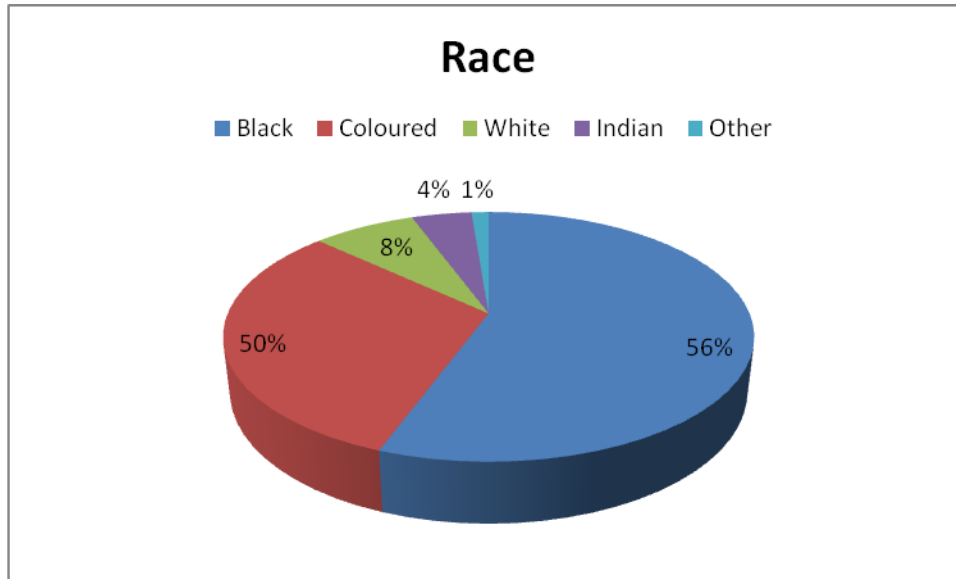


Figure 8.6 above illustrates the race distribution of the Buffalo City Municipality residents involved in the study. The majority of the respondents 89 (56%) were black, 50 (31%) were coloured, 12 (8%) were white, 7 (4%) were Indian and 2 (1%) of the residents in the study were of Asian descent.

8.3.7 Educational levels of Buffalo City Municipality employees

Figure 8.7: Educational levels of Buffalo City Municipality employees

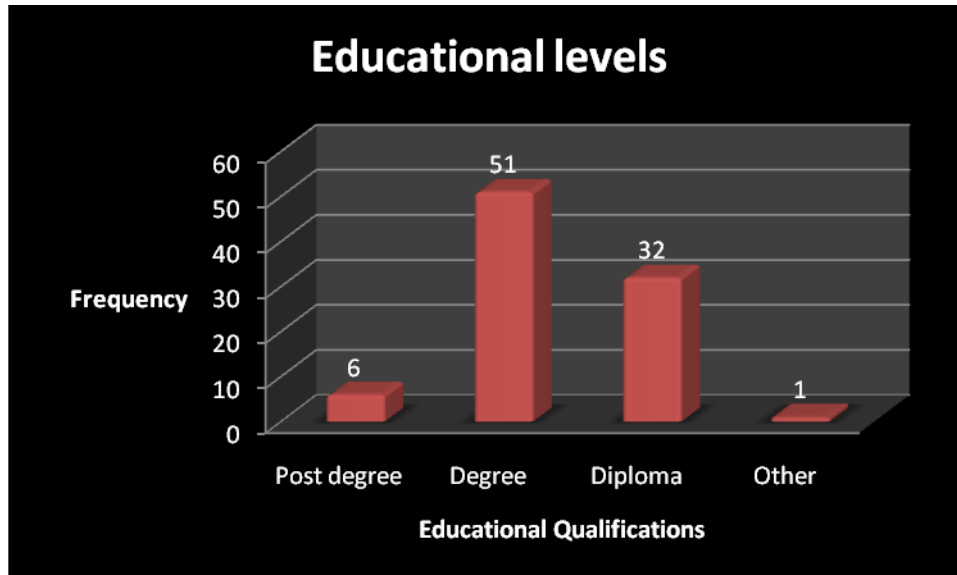
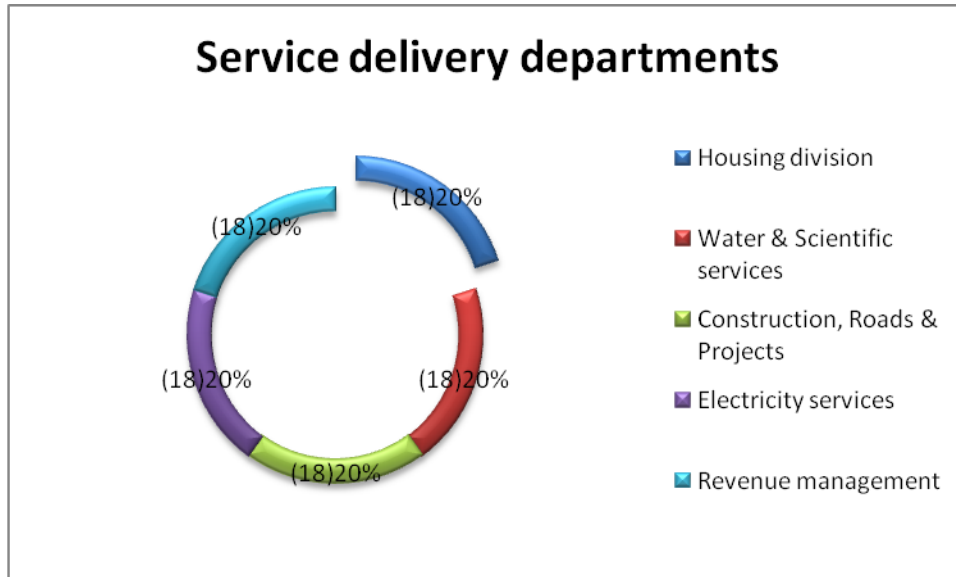


Figure 8.7, illustrates the educational levels of the respondents. The results show that 6 (6.67%) of the respondents had post degree certificates, 51 (56.67%) of the respondents had first degrees, 32 (35.56%) had diplomas and 1 (1.11%) employee had a qualification that was neither a post degree, a first degree nor a diploma.

8.3.8 Service delivery departments in Buffalo City Municipality

Figure 8.8: Service delivery departments of Buffalo City Municipality.



In this study, the Buffalo City Municipality service delivery departments of revenue management, housing, water and scientific services, electricity, roads and construction maintenance in East London, Bhisho and King William's Town were under analysis. An equal number of employees were selected from each department. The results show that each department accounted for 18 (20%) employees from the total employee sample taken from the Buffalo City Municipality.

8.3.9 Level of responsibility of Buffalo City Municipality employees

Figure 8.9: Level of responsibility Buffalo City Municipality employees

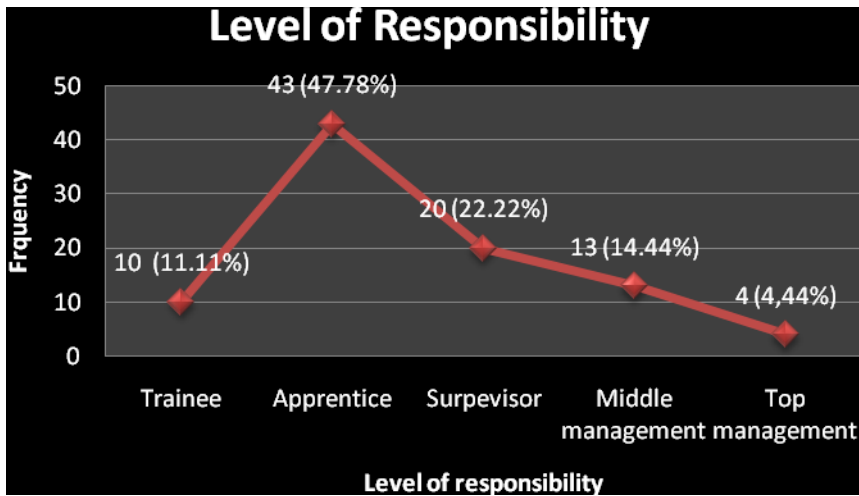
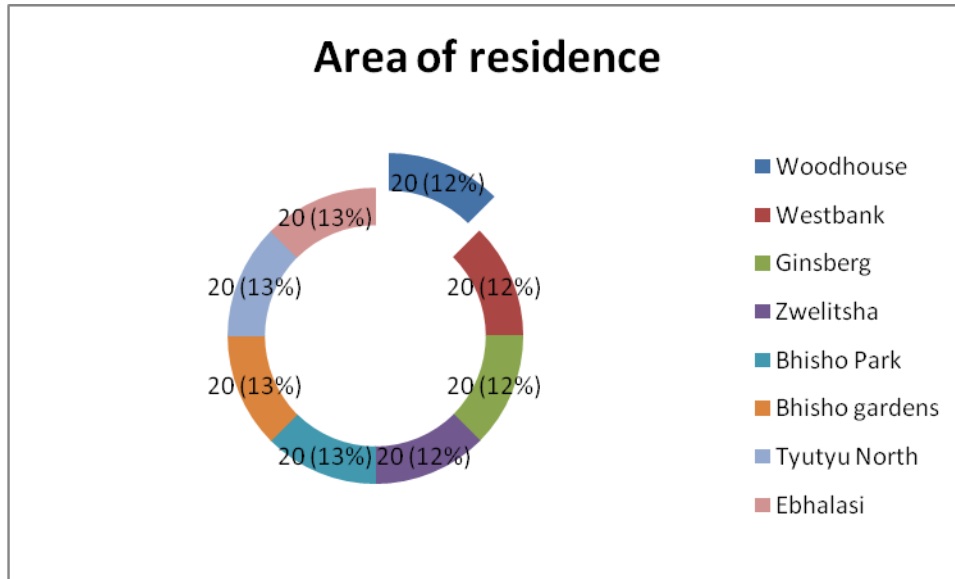


Figure 8.9 indicates results regarding the level of responsibility of the respondents. 10 (11.11%) of the employees investigated in the study were trainees, 43 (47.78%) who took part in the study were apprentices, 20 (22.22%) were supervisors, 13 (14.44%) were from middle management in the Municipality, while only 4 employees, accounting for 4.44% of employees those who took part in the study, were from top management in the municipal hierarchical structures.

8.3.10 Area of residence of Buffalo City Municipality residents

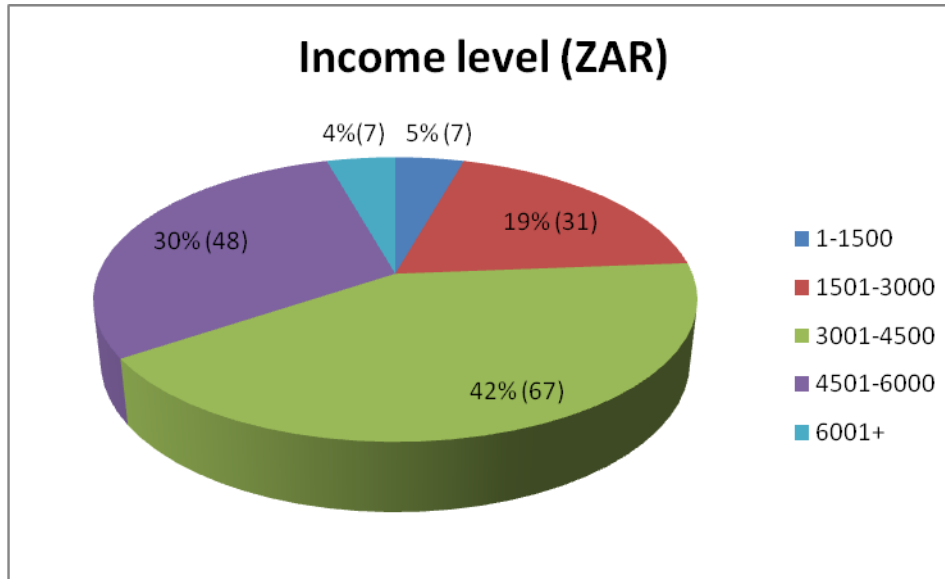
Figure 8.10: Area of residence of Buffalo City Municipality residents



A significant part of the sample of the study were the residents of the Buffalo City Municipality. Residents were sampled according to the subgroups of the areas in which they lived; participants were selected from Bhisho and King William's Town in the Buffalo City Municipality. The residential areas of Woodhouse, Westbank, Ginsberg and Zwelitsha were sampled from King William's Town, with each residential area accounting for 20 (12%) of the residents in the total study. Bhisho Park, Bhisho gardens, Tyutyu North and Ebhalasi were the residential areas sampled from Bhisho, with each residential area accounting for 20 (13%) of the residents used in the total sample for the residents.

8.3.11 Income level for the residents of Buffalo City Municipality

Figure 8.11: Income levels of Buffalo City Municipality residents in (ZAR) per month



As indicated in Figure 8.11, (5%) of the respondents earn income of between R1.00 and R1500.00, 31 (19%) of the respondents earn an income between R1501.00 and 3000.00 per month. 67(42%) of the total number of employees investigated were remunerated with 3001 to 4500.00 per month, 48 (30%) of the respondents receive between R4501 and R6000 per month, while 7 (5%) of the respondents earn more than R6001 per month.

8.4 Results on the perceptions of Buffalo City Municipality residents to service deliverance issues

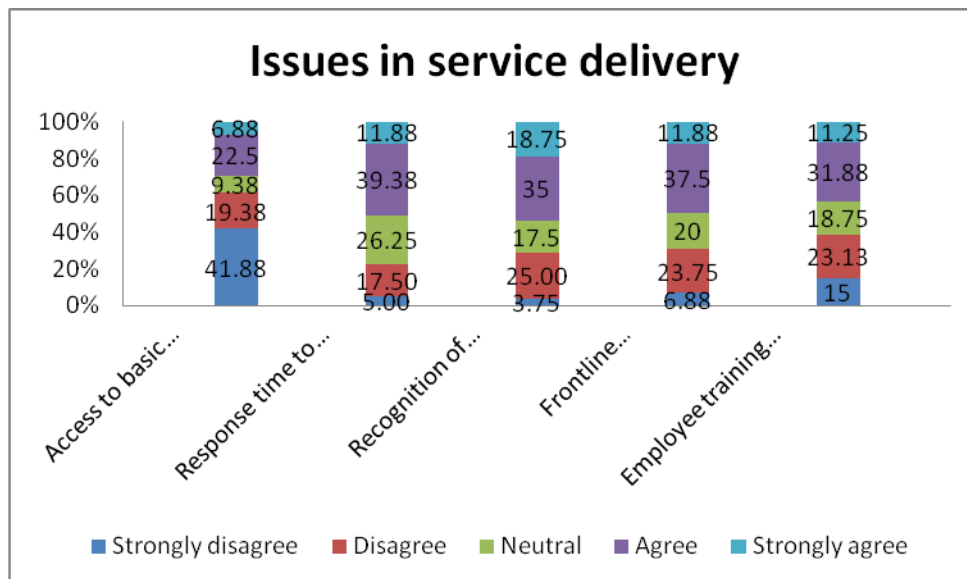
8.4.1 Perceptions of residents on issues of service delivery (effectiveness and efficiency) in the Buffalo City Municipality.

Table 8.1

Perceptions of residents on issues of service delivery (efficiency and effectiveness)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Access to basic services	41.88%	19.38%	9.38%	22.50%	6.88%
Response time to job requests	5%	17.5%	26.25%	39.38%	11.88%
Recognition of clients as important stakeholders	3.75%	25%	17.50%	35%	18.75%
Frontline employees assisting with queries	6.88%	23.75%	20%	37.5%	11.88%
Employee training and development	15%	23.13%	18.75%	31.88%	11.25%

Fig 8.12: Perceptions of residents on issues of service delivery (efficiency and effectiveness)



Key

- *Access to basic...* - Access to basic services
- *Response time to...* - Response time to job requests
- *Recognition of...* - Recognition of clients as important stakeholders
- *Frontline...* - Frontline employees assisting with queries
- *Employee training...* - Employee training and development

The perceptions of the residents of the Buffalo City Municipality, on issues of service delivery (efficiency and effectiveness) were investigated. During the investigation of efficient and effective access to basic services, by the residents, 41.88% of the residents strongly disagreed to having efficient access to basic services, 19.38% disagreed to the efficient and effective access to basic services whilst 9.38% of the residents were neutral on the perception of having access to basic services. 22.50% of the residents agreed that they have access to efficient and effective basic services, whilst 6.88% of the residents strongly agreed to having access to effective and efficient basic services.

The perceptions of residents to the response time to job requests were also investigated: 5% of the residents involved in the study strongly disagreed with the efficiency and effectiveness with regard to response time to job requests, 17.5% disagreed with the efficiency and effectiveness of response time to job requests, 26.25% were neutral in their perceptions of response time to job requests. The majority of the residents, accounted for by 39.38% of the total residents investigated, agreed to the municipality's efficiency and effectiveness in response time to job requests, whilst only 11.88% of the residents investigated strongly agreed with the efficiency and effectiveness of the municipality's response time to job requests.

The perceptions of employees to the recognition of residents as important stakeholders in the municipality were investigated. 3.75% of the total residents investigated strongly disagreed with the notion that the municipality recognises them as important stakeholders in the municipality, 25% disagreed, and 17.5% were neutral in their perception of the municipality's recognition of them as important stakeholders in the municipality. Only 35% of the residents investigated agreed to being recognised as important stakeholders in the municipality and only 18.75% strongly agreed.

The residents' perceptions of the effective and efficient assistance of frontline municipal staff were investigated. Mantyaneva (2002) notes that, in order to secure high level of customer satisfaction, management has to ensure appropriate behaviors on the part of frontline workers; this refers to those employees who actually meet the customer and deliver the service. The results of the investigation show that 6.88% of the residents strongly disagreed with the notion that frontline staff assists them with queries in an effective and efficient manner, 23.75% of the residents disagreed and 20% of the total residents investigated in the study were neutral on the perception of frontline employee assistance. 37.5% of the residents agreed that frontline

employees assisted them in an effective and efficient manner whilst 18.75% of the residents strongly agreed. Frontline staff behaviour is significant to the organisation's relations with customers as they are the face of the organization. This is highlighted by Peccei and Rosenthal (2001) who contend that an increasing number of organizational managers respond to this challenge by implementing customer care programmes targeting the orientations, attitudes, and behaviours of frontline employees.

The residents' perceptions on the most significant attribute of the study were investigated as they were questioned on their perceptions of employee training and development programmes in the municipality. 15% of the residents strongly disagreed that employees were trained and developed to improve their performance to offer better services to the residents, 23.13% of the residents disagreed, and 18.75% of the residents were neutral on their perceptions of the employees being trained and developed to offer better services to the residents. In the study, 31.88% of the residents agreed with the perception of municipality employees being trained and developed to offer better services whilst 11.25% strongly agreed.

8.4.2 Perceptions of residents of Buffalo City Municipality on issues of service deliverance to specific departments in the Municipality

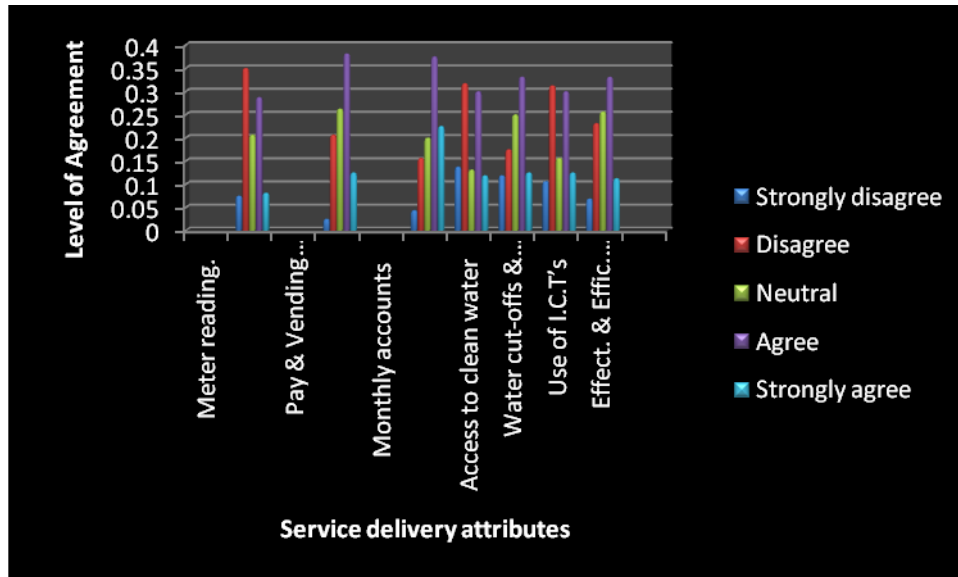
The residents of Buffalo City Municipality's perceptions of different service deliverance issues pertaining to specific departments within the municipality were investigated. The discussion of the results of the investigation of service deliverance issues in the departments of water & scientific services, housing, electricity, revenue management and construction and roads follows below.

8.4.2.1 Perceptions of residents on issues of service deliverance in the revenue, water & scientific services and communication departments

Table 8.2: *Perceptions of residents on issues of service deliverance in the Revenue, Water & Scientific Services and Communications department.*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Meter reading done correctly and on time	7.5%	35%	20.63%	28.75%	8.13%
Enough pay and vending points	2.5%	20.63%	26.25%	38.13%	12.5%
Monthly accounts sent and received on time	4.38%	15.63%	20%	37.5%	22.5%
Access to portable clean water	13.75%	31.75%	13.13%	30%	11.88%
Water cut-offs and water rationing	11.88%	17.5%	25%	33.13%	12.5%
Use of I.C.Ts in communication by B.C.M	10.63%	31.25%	15.63%	30%	12.5%
Effective and efficient communication systems from B.C.M	6.88%	23.13%	25.63%	33.13%	11.25%

Fig 8.13: Perceptions of residents on issues of service deliverance in the Revenue, Water & Scientific Services and Communications departments.



Key:

- *Use of I.C.T's - Use of Information Communication Technologies.*
- *Effect. & Effic - Effective and efficient communication systems from Buffalo City Municipality.*

The perceptions of residents on service deliverance issues in the revenue department were investigated. On the subject of whether meter reading was done correctly and on time, 7.5% of the residents strongly disagreed, 35% disagreed, and 20.63% of the total residents investigated were neutral on meter reading issues. On the same topic, 28.75% of the residents investigated agreed while 8.13% of the residents strongly agreed.

Perceptions of the presence of enough pay and vending points, within the revenue department, were also questioned. 2.5% of the residents strongly disagreed with the notion that there are enough pay and vending points, 20.63% of the residents disagreed whilst 26.25% of the

residents were neutral. 38.13% of the residents agreed that there were enough pay and vending points for the revenue management department, whilst only 12.25% strongly agreed.

An investigation into the perceptions of residents regarding their monthly accounts being sent and received on time was also conducted. The results show that 4.38% of the residents strongly disagree with the notion that monthly accounts are sent and received on time, 15.63% of the residents disagreed, whilst 20% remained neutral on the matter. 37.5% of the residents agreed that monthly accounts were sent and received on time, whilst only 22.5% of the residents strongly agreed to monthly accounts being sent and received on time.

The perceptions of residents were investigated on service delivery issues in the water and scientific departments of Buffalo City Municipality. In relation to this matter, 13.75% of the residents strongly disagree with the notion that they have access to portable clean water, 31.75% disagreed while 13.13% were neutral. 30% of the total number of residents investigated agreed to having access to portable clean water while only 11.88% of the total number of residents investigated strongly agreeing to having access to portable clean water.

The residents of Buffalo City Municipality's perceptions on water cut-offs and rationing were also investigated. In the investigation, 11.88% of the residents strongly disagreed to water cut-offs and water rationing occurring regularly, 17.5% of the residents disagreed, while 25% of the total residents that were investigated were neutral about water cut-offs and water rationing occurring regularly. 33.13% of the residents investigated agreed that water cut-offs and water rationing occurred regularly whilst only 12.5% of the total number of residents investigated strongly agreed that water cut-offs and water rationing occurred regularly.

The modern world has changed the communication process completely as information communication technologies (I.C.Ts) now dominate the communication process for improved efficiency and flexibility in the transfer of information. The use of new forms of communication, in form in I.C.Ts, by the Buffalo City Municipality was investigated. 10.63% of the residents strongly disagreed to the use of I.C.Ts by the municipality, 31.25% disagreed, and 15.63% of the residents remained neutral on their perceptions to the use of I.C.Ts, by the municipality, for communication purposes. 30% of the total number of residents agreed regarding the use of I.C.Ts by the municipality for the purpose of communication with residents, whilst only 12.5% strongly agreed.

The residents' perceptions on effective and efficient communication systems as implemented by the Buffalo City Municipality were investigated. It was found that 6.88% of the residents strongly disagreed with the assumed efficiency and effectiveness of the Buffalo City Municipality's communication systems, 23.13% of the residents disagreed whilst only 25.63% remained neutral. The majority of the residents, who accounted for 33.13% of total number of residents investigated, perceived the Buffalo City Municipality's communication systems to be effective and efficient whilst only 11.25% strongly agreed.

8.4.2.2 Perceptions of residents on issues of service deliverance in the electricity, housing and construction department

Table 8.3: *Residents' perceptions of service delivery in the Electricity, Housing and Construction departments.*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Effective & efficient electricity supplies	8.75%	38.75%	11.38%	26.88%	13.75%
Enough vending and pay points for electricity supplies	7.5%	31.88%	17.5%	28.75%	14.38%
Electricity cut-offs and load shedding	5.63%	17.5%	20.63%	36.25%	20%
Street lighting facilitated efficient and effective	9.38%	18.13%	23.13%	26.25%	13.13%
Access to low cost housing e.g. (RDP)	11.88%	31.88%	19.38%	28.13%	8.75%
Low cost housing of good workmanship	11.88%	16.25%	15.63%	33.13%	23.13%
Construction of infrastructure efficient and effective	32.5%	16.25%	13.13%	20%	18.13%
Maintenance of roads & infrastructure	8.75%	31.88%	16.88%	31.25%	11.25%

Figure 8.14: Residents' perceptions of service delivery in the Electricity, Housing and Construction department



Key:

- *Effect. & effici.* - Effective and efficient electricity supplies.
- *Vending and Pay points* - Enough vending and pay points for electricity supplies.
- *Electric Cut-offs &* - Electricity cut-offs and load shedding.
- *Street lighting* - Street lighting facilitated efficient and effective.
- *Acc. low cost housing* – Access to low cost housing e.g. (RDP).
- *Housing of* - Low cost housing of good workmanship.
- *Constr. of infrastr* - Construction of infrastructure efficient and effective.
- *Maintenance of* - Maintenance of roads & infrastructure.

In the investigation of residents' perceptions of service delivery issues in the electricity department, the perceptions of residents on effective and efficient electrical supplies by the municipality were investigated. In this regard, 8.75% strongly disagreed, 38.75% of the residents disagreed and 11.38% of the total residents investigated remained neutral. 26.88% of the total residents investigated agreed to the efficient and effective supply of electricity from the municipality whilst only 13.75% strongly agreed.

In the investigation on whether there were enough vending and pay points for electricity 7.5% of the total residents investigated strongly disagreed to the presence of enough vending and pay points for electrical supplies, 31.88% disagreed whilst 17.5% were neutral on the matter. 28.75% of the residents of the municipality agreed to the presence of enough vending and pay points for electrical supplies, whilst only 14.38% strongly agreed.

The perceptions of residents on electricity cut-offs and load shedding were also investigated. 5.63% of the total number of residents investigated disagreed with the notion that electricity cut-offs and load shedding occurred, 17.5% of the residents disagreed while 20.63% remained neutral on the matter. 36.25% of the total number of residents agreed that electricity cut-offs and load shedding occurred regularly while only 20% strongly agreed.

In the investigation of residents' perceptions of whether street lighting is facilitated efficiently and effectively, 9.83% of the residents strongly disagreed, 18.13% of the residents disagreed while only 23.13% of the residents remained neutral on the matter. 26.25% of the total number of residents investigated agreed to street lighting being facilitated efficiently and effectively, while 13.13% strongly agreed.

The residents' perceptions on access to low cost housing units were investigated; 11.88% strongly disagreed to accessing low cost housing, 31.88% disagreed and 19.38% remained neutral. 28.13% of the total residents investigated agreed to access to low cost housing whilst 8.75% strongly agreed.

In the investigation of residents' perceptions on whether low cost housing in the municipality is of good workmanship, 11.88% of the total number of residents investigated strongly disagreed, 16.25% disagreed while 15.63% remained neutral. 33.13%, of the total

number of residents investigated, agreed to low cost housing units in the municipality being of high quality and good workmanship while 23.13% of the residents strongly agreed.

The residents of Buffalo City Municipality were also questioned on their perceptions of the construction of infrastructure in an efficient and effective manner. The results indicate that 32.5% of the residents strongly disagreed with this perception, 16.25% disagreed with the perception that the construction of infrastructure is done in an efficient and effective manner whilst 13.13% were neutral. In addition, 20% agreed that the construction of infrastructure was done in an effective and efficient manner whilst 18.13% strongly agreed.

The study also asked residents about their perceptions of the maintenance of roads and infrastructure. 8.75% of the residents strongly disagreed to roads and infrastructure being maintained regularly, 31.88% disagreed whilst 16.88% remained neutral. In this regard, 31.25% of the residents agreed that the maintenance of roads and infrastructure was done regularly whilst 11.25% strongly agreed.

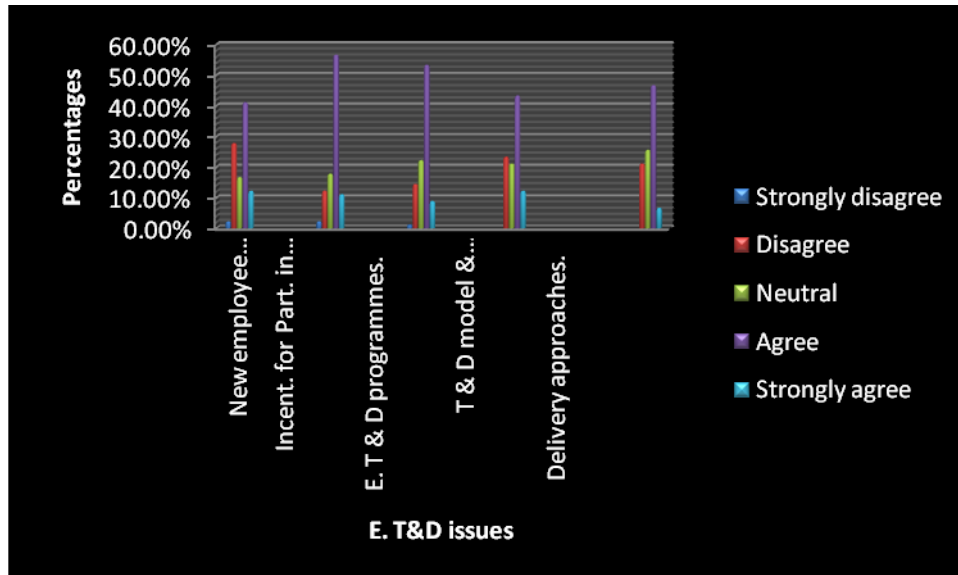
8.5 Results on employee perceptions of quality employee training and development programmes in the Buffalo City Municipality

Table 8.4

Perceptions of employees on employee training and development issues in the Buffalo City Municipality

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
New employees trained and developed	2.22%	27.78%	16.67%	41.11%	12.22%
Incentives for participation in training and development programmes	2.22%	12.22%	17.78%	56.67%	11.11%
Employee training and development programmes of high quality	1.11%	14.44%	22.22%	53.33%	8.89%
Employee training and developmental model match training needs	0%	23.33%	21.11%	43.33%	12.22%
Employee training and development delivery approaches effective and efficient	0%	21.11%	25.56%	46.67%	6.67%

Fig 8.15 Employee perceptions of employee training and development issues in the Buffalo City Municipality.



Key:

- *New employee - New employees trained and developed*
- *Incentives for participation in - Incentives for participation in training and development programmes*
- *E. T & D programmes - Employee training and development programmes of high quality*
- *T & D model & - Employee training and developmental model match training needs*
- *Delivery approaches - Employee training and development delivery approaches effective and efficient*

In the investigation of employee perceptions of the training and development of new employees, 2.22% of the employees strongly agreed, 27.78% agreed, and 16.67% were neutral. The majority of employees, who accounted for 41.11% of the total employees investigated, agreed that new employees were trained and developed as they enter the organisation whilst only 12.22% strongly agreed.

In the investigation as to whether the municipality offered employees incentives for participation in training and development programmes, 2.22% of the total employees investigated strongly disagreed, 12.22% disagreed, and 17.78% remained neutral. 56.67% of the total employees investigated agreed that the municipality offered incentives for participation in training and development programmes whilst only 11.11% of the employees strongly agreed.

The results as to whether employees perceive municipal training and development programmes to be of a high standard, 1.11% of the employees strongly disagreed, 14.44% disagreed, and 22.22% were neutral. The majority of employees investigated, who accounted for 53.33%, agreed to employee training and development programmes in the municipality are of a high quality whilst only 8.89% of the total employees investigated strongly agreed.

In any organisation it is important that the employee training and development model matches the training needs of the employees so that employees are trained and developed on the skills they really need. In line with this, perceptions of the training and development model in the municipality, in addressing employee training needs, were investigated. 23.33% of the employees disagreed, none of the residents strongly disagreed, and 21.11% were neutral in their perceptions on the employee training and development model matching their training needs. 43.33% of the total employees investigated agreed that the employee training and development model implemented in the municipality matched their training needs whilst 12.22% strongly agreed.

Employees were questioned regarding their perceptions of employee training and development delivery approaches in the municipality, in order to ascertain whether they deem it effective and efficient. 21.11% of the total employees investigated disagreed to employee

training and development delivery approaches used by municipality to being effective and efficient, none of the residents strongly disagreed while 25.56% were neutral. 46.67% of the total number of employees investigated agreed that these approaches were effective and efficient, whilst 6.67% strongly agreed.

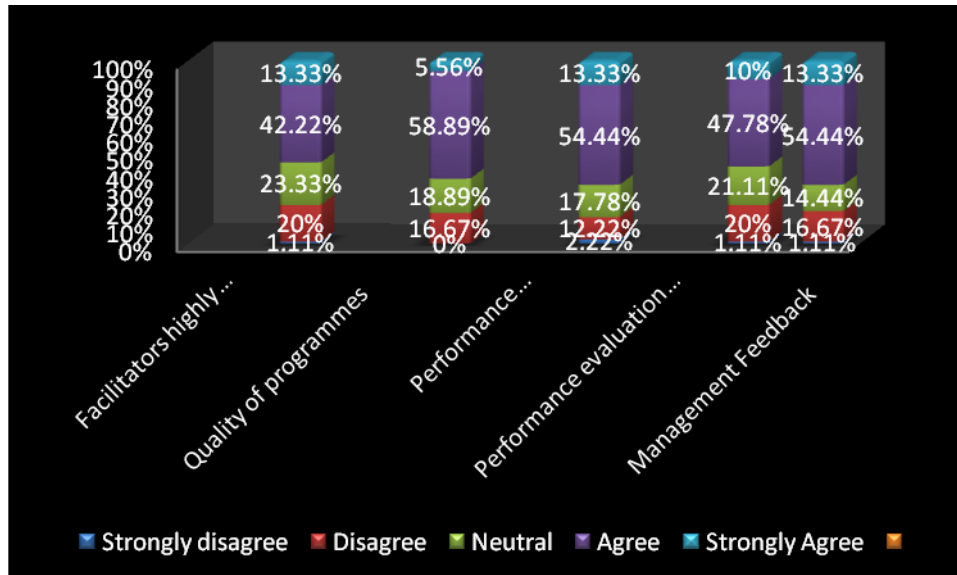
8.5.1 Employee perceptions of the implementation and evaluation of employee training, development and performance management.

Table 8.5

Employee Perceptions on the Implementation and Evaluation of Employee Training, Development and Performance Management in the Buffalo City Municipality.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Employee training and development facilitators highly qualified	1.11%	20%	23.33%	42.22%	13.33%
Employee training and development programmes of high quality	0%	16.67%	18.89%	58.89%	5.56%
Employee performance management implemented successfully	2.22%	12.22%	17.78%	54.44%	13.33%
Employee performance evaluation successfully implemented	1.11%	20%	21.11%	47.78%	10%
Management Feedback	1.11%	16.67%	14.44%	54.44%	13.33%

Fig 8.16 Employee perceptions of the implementation and evaluation of employee training, development and performance management.



Key:

- *Facilitators highly* - Employee training and development facilitators highly qualified.
- *Quality of Programmes* - Employee training and development programmes of high quality.
- *Performance* - Employee performance management implemented successfully.
- *Perform evaluation* - Employee performance evaluation successfully implemented.

The employees of Buffalo City Municipality were questioned on issues related to the implementation and evaluation of employee training, development and performance management. In the investigation of whether employees perceive employee training and development facilitators in the municipality to be highly qualified, 1.11% of the employees strongly disagreed, 20% disagreed and 23.33% were neutral. 42.22% of the employees agreed that the facilitators of employee training and development were highly qualified, while 13.33% of the employees strongly agreed.

Employee perceptions of the quality of employee training and development programmes being offered by the municipality were also investigated. 16.67% of the total employees investigated disagreed with the notion that the programmes were of a high standard, 18.89% of the employees were neutral and the majority (58.89%) agreed, whilst only 5.56% strongly agreed.

On the subject of whether employees perceived employee performance management to have been successfully implemented, 2.22% of the employees investigated strongly disagreed, 12.22% of the employees disagreed and 17.78% of the employees were neutral. The majority, 54.44%, of the employees regarded employee performance management as successfully implemented whilst only 13.33% of the employees strongly agreed.

When ascertaining employee perceptions as to whether employee performance evaluation was successfully implemented, 1.11% of the employees investigated strongly disagreed, 20% of the employees disagreed and 21.11% of remained neutral. 47.78% of the employees perceived employee performance evaluation to have been successfully implemented whilst only 10% of the employees strongly agreed.

In the investigation as to whether employees perceived that municipality management provided feedback regarding employee performance management and evaluation, 1.11% of the employees investigated strongly disagreed. 16.67% of the employees disagreed while 14.44% remained neutral. In this regard, 54.44% of the total number of employees investigated believed that municipal management provided feedback regarding employee performance management and evaluation whilst only 13.33% of the employees strongly agreed.

8.6 Inferential statistics

This section outlines the inferential statistics used to test the perception of Buffalo City Municipality residents on the matter of the provision of services by the Buffalo City Municipality. Inferential statistics were also be used to test the perceptions of the employees of Buffalo City Municipality, particularly regarding the adequacy of employee training and development needs and strategies, as well as the implementation and evaluation systems employed by the Buffalo City Municipality.

8.6.1 Analysis of Variance report- One way Anova

An analysis of Variance report was used to determine the perceptions of Buffalo City Municipality residents on the provision of service deliverance by the Buffalo City Municipality. In addition, it was to test the differences in perception between groups of different employees from five service delivery departments, regarding the adequacy of employee training and development needs, strategies, implementation and evaluation systems employed by the Buffalo City Municipality.

An alpha level of 0.05 was set to test whether there was a significant difference between the mean scores of the respondents. Generally, the means between groups are said to be statistically different when the p-value is less than 0.05. Bolton and Born (2009) notes that the Analysis of Variance, also known as ANOVA, is perhaps the most powerful statistical tool. Ghauri and Gronhaugh (2005) add that ANOVA is a general method of analyzing data from designed experiments, with the objective of comparing two or more group means.

8.6.2. Employees of Buffalo City Municipality Analysis of Variance report- One way Anova

Table 8.6

Employees of Buffalo City Municipality Analysis of Variance report- One way Anova.

	Mean- Housing Division	Mean- Water & Scientific	Mean- Construction	Mean- Electricity	df	Critical value	P value
Training and development objectives	2.833333	3.777778			90	3.9417	0.014350*
Resources (personnel & finance)		4.055555		3.166667	90	3.9417	0.70706
Access to E.T&D info.		2.777778	3.888889		90	3.9417	0.018542*
Facilitators of E.T&D highly qualified		2.888889	3.722222		90	3.9417	0.046431*
Implem. Of E.Perf.&.Man.		2.944444	4.055555		90	3.9417	0.012224*

Key

- *Access to E.T&D info: Access to employee training and development information.*
- *Facilitators of E.T&D highly qualified: Facilitators of employee training and development highly qualified.*
- *Implem. Of E.Perf.&.Man: Implementation of employee performance and management systems.*

There was a significant difference between the mean scores of respondents from the department of water and scientific and those from the department of housing. Employees from the water and scientific department showed knowledge of municipal management's set

objectives of employee training and development, in comparison to employees from the housing division (Mean score 3.777778 vs 2.833333, $c-t=3.9417$, $d.f=90$ and $P=0.014350^*$).

Employees from the water and scientific services department agreed to the perception that the municipality's Human Resources (HR) department to be equipped with enough resources in personnel and finance to administer effective and efficient employee training and development programmes. On the other hand employees from the electricity department who were neutral about the perception of the municipality human resources (HR) department being equipped with resources (personnel and finance) to administer effective and efficient employee training and development programmes (Mean score 4.055555 vs 3.166667, $c-t=3.9417$, $df=90$ and P value=0.70706).

The results in the investigation of employee perceptions of their access to employee training and development information in the municipality showed that employees from the construction department seem to have greater access to employee training and development information than employees from the water and scientific department, who claimed not to have access to employee training and development information (Mean 3.888889 vs 2.777778, $c-t=3.9417$, $df=90$, and P value=0.018542*).

When investigating whether employees perceived the facilitators of employee training and development in the municipality to be highly qualified, major differences in employee perceptions were noted from the department of water and scientific services and the department of roads and construction. Employees from the roads and construction department agreed that facilitators of employee training and development in the municipality were highly qualified,

while employees from the department water and scientific services were neutral on the matter (Mean 3.722222 vs 2.888889, $c-t= 3.9417$, $df=90$, and $P\text{ value}=0.046431^*$).

In the investigation as to whether employees viewed the implementation of employee performance management and evaluation processes in the municipality as successful, major differences were noted amongst the employees from the departments of water and scientific services and the department of roads and construction. Employees from the roads and construction department agreed that the performance management and evaluation systems in the municipality have been successfully implemented whilst employees from water and scientific services remained neutral (Mean 4.055555 vs 2.944444, $c-t= 3.9417$, $df=90$, and $P=0.012224^*$).

8.6.3 Residents of Buffalo City Municipality Analysis of Variance report- One way Anova

Table 8.7

Residents of Buffalo City Municipality Analysis of Variance report- One way Anova (general service deliverance issues)

	Mean- W.house	Mean- W.bank	Mean- Ginsberg	Mean- Zwelitsha	Mean- Bhisho Park	Mean- Bhisho gardens	Mean- Tyutyu North	Mean- Ebhalasi	d.f	P-value
Access to basic services	2.750	2.500	1.950	3.100	2.500	2.500	1.400	1.900	160	0.0010*
Response to Serv. Deliv. Problems	3.200	3.500	2.600	2.850	2.850	2.850	2.450	2.700	160	0.0268*
Response time to job requests	3.550	3.750	3.350	2.700	3.500	3.200	3.550	3.250	160	0.0483*
Recognition as import. stakeholders	2.550	3.200	3.550	3.150	4.200	3.450	3.800	3.350	160	0.0006*
Front-line empl. ass. w. queries	2.600	2.950	3.550	3.250	3.750	3.400	3.550	2.850	160	0.0258*
Meter read. d. on time & correctly	3.400	3.550	2.300	3.200	2.800	3.200	2.650	2.500	160	0.0023*
Ele. Cut-offs & load shed. occur regul.	3.200	3.250	3.700	3.100	4.050	3.400	3.150	3.950	160	0.0289*

The perceptions of Buffalo City Municipality residents were questioned on service deliverance issues in the municipality, in an attempt to investigate the perceptions of residents regarding access to basic services in the municipality. Significantly different means, between residents, were noted: most residents from Woodhouse, Westbank, Zwelitsha, Bhisho park, and Bhisho gardens were neutral in their perceptions of access to basic services within the municipality while the majority of residents from Tyutyu North, Ginsberg and Ebhalasi disagreed with the notion that they have access to basic services in the municipality (Mean 2.750 vs 1.400, d.f=160, P-value=0.0010*).

On the question of how residents perceived the response of the municipality to service delivery problems and issues, significant differences were noted amongst resident perceptions. The majority of the residents from Woodhouse, Westbank, Ginsberg, Zwelitsha, Bhisho park, Bhisho gardens and Ebhalasi were neutral in their perceptions of the municipality's response to service delivery problems and issues, while most of the residents from the residential area of Tyutyu North disagreed with the perception that the Buffalo City Municipality was efficient and/or responded, in due time, to matters of services delivery (Mean 3.500 vs 2.450, d.f=160, P-value=0.0268*).

When exploring resident perceptions of the efficiency and effectiveness of municipal response time, to job requests, residents from the residential areas of Woodhouse, Westbank, Bhisho Park, Tyutyu North alluded to the efficiency and effectiveness of the municipality whilst the majority of residents from the residential areas of Ginsberg, Zwelitsha, Bhisho gardens and Ebhalasi were neutral in their perceptions regarding the municipality's response to job requests (Mean 3.750 vs 2.700, d.f=160 and P-value=0.0483*).

Residents' perceptions were of the municipality's recognition of residents as important stakeholders in the municipality were also investigated. In the investigation, residents from the residential areas of Ginsberg, Bhisho Park and Tyutyu North alluded to being recognised as important stakeholders in the municipality whilst residents from Woodhouse, Westbank, Zwelitsha, Bhisho gardens and Ebhalasi were more neutral in their perceptions (Mean 4.200 vs 3.150, d.f=160 and P-value=0.0006*).

In investigating the perception of residents, regarding their perceptions of frontline employees of the municipality in assisting with queries efficiently, the following results were obtained: the majority of residents from the residential areas of Woodhouse, Westbank, Zwelitsha, Bhisho gardens and Ebhalasi were of the view that frontline employees of the municipality were able to assist them with queries whilst the majority of residents from the residential areas of Ginsberg, Bhisho Park, and Tyutyu North were neutral. (Mean 3.750 vs 2600, d.f=160 and P-value=0.0258*).

The results from the inquiry regarding the perceptions of residents on whether meter reading is done on time and correctly showed differences between residents from different residential areas. The majority of residents from the residential area of Westbank agreed that meter reading is done on time and correctly whilst residents from Woodhouse, Zwelitsha, Bhisho Park, Bhisho gardens, Tyutyu North and Ebhalasi were more neutral in their responses to meter reading being done on time and correctly (Mean 3.550 vs 2.500, d.f=160 and P-value=0.0023*).

In the investigation of the residents' perceptions as to whether electricity cut-offs and load shedding occurs regularly, the majority of residents from the residential areas of Ginsberg, Bhisho Park and Ebhalasi agreed that electricity and load shedding occurring regularly whilst the

majority of residents from Woodhouse, Westbank, Zwelitsha, Bhisho gardens and Tyutyu North were neutral on the matter (Mean 4.050 vs 3100, d.f=160 and P-value=0.0289*).

8.6.3.1 Residents of Buffalo City Municipality Analysis of Variance report- One way Anova (service delivery issues in specific departments)

The perceptions of Buffalo City Municipality residents on service delivery issues in the departments of housing, construction, roads and projects management as well as water and scientific services were investigated. The results of the investigation are illustrated in the table below.

Table 8.8

Residents of Buffalo City Municipality Analysis of Variance report- One way Anova (service delivery issues in specific departments).

	Mean- W.house	Mean- W.bank	Mean- Ginsberg	Mean- Zwelitsha	Mean- Bhisho Park	Mean- Bhisho gardens	Mean- Tyutyu North	Mean- Ebhalasi	d.f	P-value
Low cost housing of high quality	3.100	2.950	3.800	3.150	3.600	3.900	3.700	2.950	160	0.0241*
Infrastructure of quality workmanship	2.250	3.100	3.900	3.450	3.500	3.850	3.250	3.550	160	0.0018*
Water cut-offs & rationing	3.200	3.300	3.200	3.450	3.850	3.300	2.850	2.200	160	0.0015*
Access to Info. on Mun. Services	3.250	3.950	3.050	2.550	3.050	2.900	3.300	3.450	160	0.0060*
Postal systems Efficiency	2.600	2.950	3.050	3.400	3.700	3.550	3.000	2.600	160	0.0168*
Client's info. confidentiality	3.650	3.600	3.050	3.450	4.100	3.500	3.350	2.700	160	0.0065*

In the investigation of resident's perceptions on whether the low cost housing units available to residents are of a high standard and good workmanship, the majority of the residents from Ginsberg, Bhisho Park, Bhisho gardens and Tyutyu North concurred that the low cost housing units available to the residents are of a high quality and bear the characteristics of good

workmanship, whilst the majority of residents from Woodhouse, Westbank, Zwelitsha and Ebhalasi were neutral (Mean 3.900 vs 2.950, d.f=160, P-value=0.0241*).

In the investigation as to whether the construction of surfaced, gravel roads, traffic and pedestrian facilities (including road-side furniture) is facilitated through quality workmanship, differing perceptions from different residential areas were noted. The majority of residents from Ginsberg, Bhisho park, Bhisho gardens and Ebhalasi concurred that the construction of surfaced, gravel roads, traffic and pedestrian facilities (including road-side furniture) was facilitated through quality workmanship whilst residents from Westbank, Zwelitsha and Tyutyu North were neutral in this regard (Mean 3.900 vs 3.250, d.f=160 and 0.0018*).

In the investigation of residents' perceptions of water cut-offs and rationing, the majority of residents from Bhisho park alluded to the fact that water cut-offs and rationing occurred more regularly whilst the majority of residents from Woodhouse, Westbank, Ginsberg, Zwelitsha, Bhisho park, Tyutyu North and Ebhalasi remained neutral on the matter (Mean 3.850 vs 2.850, d.f=160 and P-value=0.0015).

The results of the investigation of residents' perceptions regarding access to information on municipality's services, e.g. new services and refuse collection showed differing perceptions amongst the residents. The majority of residents from the residential area of Zwelitsha agreed that they had access to information on municipality's services whilst the majority of the residents of Woodhouse, Westbank, Ginsberg, Zwelitsha, Bhisho park, Bhisho gardens, Tyutyu North and Ebhalasi were neutral (Mean 3.950 vs 2.550, d.f=160 and p-value=0.0060*).

On the subject of whether the municipality postal systems were efficient and effective, different perceptions were evident from members of different residential areas. The majority of

the Bhisho Park and Bhisho gardens residents viewed the municipality's postal system as efficient and effective whilst the majority of residents from Woodhouse, Westbank, Ginsberg, Zwelitsha, Tyutyu North and Ebhalasi were neutral on the matter (Mean 3700 vs 2600, d.f=160 and P-value=0.0168*).

The Buffalo City Municipality was also put to test on the matter of whether residents could trust it with confidential information. In the exploration of the municipality's treatment of client information with confidentiality, different perceptions from the residential areas emerged; residents from Woodhouse, Westbank, Bhisho park and Bhisho gardens believed that the municipality treats client information with confidentiality whilst the majority of the residents from Ginsberg, Zwelitsha, Tyutyu North and Ebhalasi were neutral on the matter (Mean 4.100 vs 3.050, d.f=160 and P-value=0.0065*).

8.7 Discussion of results

The purpose of this study was to investigate the relationship between the quality of employee training and development on service delivery; the results of the findings concur that quality employee training and development programmes are significant for improved employee performance in organizations. It is believed that this, consequently, leads to the improved provision of services to clients.

Findings from this research study point out that improved, efficient and effective service deliverance, by municipal employees, can be achieved if they are trained and developed in programmes of a high standard and which are administered by facilitators who produce work of a high standard. In addition, these improvements are sustained when employee performance is constantly managed and evaluated. Findings of this study concur with Wachira's (2010) findings

that, from the 1980s, Public Service Reforms in Africa started to emphasise obligatory and periodic in-service training as part of a strategy to improve Public Service delivery. She also recommends that quality employee training and development should be accepted as a prerequisite for improving efficiency in employee performance.

The discussion of results will focus on the subjects of evaluation in the study; these will be divided into the following areas:

- Employee perceptions on the adequacy of employee training needs, strategies, implementation and evaluation of the training and development programmes employed by the municipality.
- The perceptions of residents with regard to service deliverance issues in the Buffalo City Municipality.
- The relationship between the quality of employee training and development, and service delivery.

8.7.1 Employee perceptions of employee training, development, performance management and evaluation systems in the Buffalo City Municipality

In investigating employee perceptions of training and development issues within the Buffalo City Municipality, the majority of employees attested to new employees and new recruits being trained and developed as they enter the organisation. The majority of employees, which accounted for 41.11%, of the employees claimed that new employees were trained and developed as they enter the organisation, whilst 12.22% strongly agreed. The training and development of new employees is significant as new employees and recruits need to adapt and learn how things are done in the new organisation. The continued training and development of

new employees, in the municipality, will keep service delivery efficient and effective as the employees will become more aware of their job descriptions and how best to perform their jobs, using their own abilities, through the organisation's training and development efforts.

Another significant aspect of this study was the attempt to ascertain employee perception of the adequacy of employee training and development needs and strategies. In investigating the adequacy of employee training and development needs and strategies, significant factors that determine the quality of the programmes were identified. These factors were the quality and qualification of employee training and development facilitators and the quality of employee training and development programmes delivered to municipal employees.

The qualifications of employee training and development facilitators will affect employee training and development; if the facilitators are highly qualified employees will be trained and developed successfully and if the facilitators have lower qualifications employee training and development will not be successfully implemented. The majority of employees of the Buffalo City Municipality mentioned that the facilitators of their employee training and development programmes were highly qualified; this is reflected in the frequency results which indicated that 42.22% of the total employees agreed while 13.33% strongly agreed. Employee performance, thus, improves service provision if employees are trained and developed by suitably qualified facilitators.

Another significant focus of the study was the need to determine the adequacy of employee training and development needs and strategies, in addition to the quality of employee training and development programmes in the Buffalo City Municipality. The quality of employee training and development programmes will significantly affect the training and development of

employees as employee training and development programmes which are of a high standard could improve employee performance and skills, thus leading to improved service delivery. However, programmes of a low standard and those which are outdated will not improve employee performance, thus no improvement in the provision of services will be evident.

The majority of employees investigated, 53.33%, were of the view that employee training and development programmes in the municipality were of a high standard whilst 8.89% strongly agreed. These findings are supported by Ekot (2010) who notes that the quality of an organisation's training affects its value; he adds that untrained or poorly trained employees cost significantly more to support than well-trained employees do.

Findings from this study also reveal the importance of transfer of and access to information in organizations; this will largely determine an employee's behavior in the organization. In employee training and development, in any organization, the transfer of and access to employee training and development information will largely influence employee training and development; if employees are made aware of employee training and development programmes they become motivated to participate in such programmes. However, if access to and transfer of employee and development training information is limited, within the organization, smaller numbers of employees will participate in employee training and development as most of the employees will not be aware of the employee training and development programmes of the organization.

Findings from this research also concur with Herzberg's (1959) two factor theory. In his study, Herzberg (1959) found that employees are motivated by intrinsic factors such as recognition. Recognition manifests itself as feedback and employee performance management

evaluation systems where employees get feedback on their performance in the organization. In this study, employees showed the importance of feedback and performance evaluation systems in organisations in highlighting that it motivated them to participate in employee training and development programmes. The results of the study indicate that 54.44% of the employees were of the view that municipal management gave feedback on employee performance management and evaluation, whilst 13.33% of the employees strongly agreed with this view.

The findings of this study reveal the importance of employees being aware of their training needs and the set objectives of an organisation's employee training and development, in order to improve their performance. This helps employees performance because they are just not trained and developed but are, more specifically, trained and developed in line with their training needs and the organisation's objectives. The above investigations are consistent with the position taken by Muhammad (2010); he notes that the perspective that the training function exists to deliver programs to employees without a compelling business reason for doing so is being abandoned. Today, training is being evaluated not on the basis of the number of programs offered and training activities in the company, but on how training addresses business needs related to learning, behaviour change, and performance improvement. In fact, training is becoming more performance-focused. That is, training is used to improve employee performance, which leads to improved business results.

The findings of this study reveal that employee performance can be improved if quality employee training and development programmes are implemented; this concurs with Bandura's social learning theory. The significance Bandura's social learning theory, on the impact that quality employee training and development has on service delivery, is highlighted by Cropazano and Mitchell (2005), as quoted in Nel *et al.* (2008), who contend that when organizations train

and develop their employees they invest in their employees and, in return, employees tend to reciprocate in positive ways. This theory outlines the importance of employees being trained and developed and the effect and impact that these training and development programmes have on employee performance.

8.7.2 Perceptions of resident's perceptions on issues of service delivery in the Buffalo City Municipality

The perceptions of residents to service deliverance problems in the Buffalo City Municipality differed across age groups, income levels and, perhaps most significantly, across areas of residences. This finding is consistent with findings by Richards (2001) who note that there were large differences amongst residents' perspectives of service delivery with respect to their income, expenditure and savings.

Findings from this research study pointed out that residents from different areas of residence in the Buffalo City Municipality have different perceptions of issues of service delivery in the Municipality. The results from the study reveal that levels of agreement, regarding the efficiency and effectiveness of service delivery issues, differed according to areas of residence. For example, the residents' perceptions of the efficiency and effectiveness of response time by the Buffalo City Municipality differed significantly; residents from Woodhouse, Westbank, Bhisho Park, Tyutyu North agreed with the efficiency and effectiveness of the municipality in response time to job requests whilst the majority of residents from Ginsberg, Zwelitsha, Bhisho gardens and Ebhalasi were neutral on the matter. These results show a difference between residents from different areas of different classes, which alludes to the fact that the municipal response rate, to job requests, differs from one area to another.

Another significant service delivery consideration, held by the residents, was the matter of access to clean portable water; the research results indicate that 13.75% of the residents strongly disagree with the notion that they have access to portable clean water, 31.75% disagreed while 13.13% remained neutral. 30%, of the residents investigated, agreed that they have access to portable clean water, while 11.88% strongly agreed. The results show that the majority of the residents who took part in the study have access to clean portable water; this finding is consistent with the findings of report on the Buffalo City quality of life/needs assessment survey report of 2001. The report highlighted that water supply appears to be good in all areas, although one-quarter (23.8%) of the respondents from the informal, low service segment, and 13.7% of those in traditional housing, are still without an easily accessible water supply.

The provision of decent housing to the community of Buffalo City Municipality has come to attention with differing perceptions of the municipality providing enough decent household for its residents. The results from the resident's perception on access to low cost housing units reflect that 11.88% of the residents strongly disagree with the notion that they have access to low cost housing, 31.88% disagree and 19.38% remained neutral in their perceptions of access to low cost housing. 28.13% of the total residents investigated agreed that they have access to low cost housing whilst 8.75% of residents strongly agreed. The findings of the study reveal that the majority of residents are not satisfied with the provision of decent housing by the municipality. These findings concur with Morrow and Engel's (2003) findings, from a study in the Buffalo City Municipality, which highlighted that the needs and wants of most people are for decent housing.

The results of the study indicate mixed reactions, from the residents of Buffalo City Municipality, on the subject of the provision of efficient and effective electricity supplies to the

community. These results reflect that 8.75% strongly disagreed with the notion that they are provided with effective and efficient electrical supplies, 38.75% disagreed and 11.38% were neutral on the matter. 26.88% of the residents agreed to efficient and effective electricity supplies, whilst only 13.75% of the residents strongly agreed. The findings reveal that the majority of the residents are not satisfied with electrical supplies. This dissatisfaction regarding electrical supplies was also highlighted by Richards (2001) who noted that almost a quarter of all households surveyed in the Buffalo City area (23.3%) live without electricity. He also highlighted the situation that existed in informal settlements where 86.7% and 87.5% of informal homes of medium service and informal homes of low service groupings had no electricity.

8.7.3 Relationship between the quality of employee training and development on service deliverance.

The relationship between the quality of employee training and development and service delivery, as ascertained in this study, can be explored through many factors and attributes that determine the quality of employee training and development programmes offered to employees of the Buffalo City Municipality, as well as their effect and impact upon service deliverance.

To determine the level of quality of employee training and development programmes, the quality of training and development facilitators and that of employee training and development programmes, as offered to Buffalo City Municipality employees, was investigated. The results unearthed positive perceptions, held by employees, of the quality of employee training and development programmes and their facilitators, specifically those offered to employees of the Buffalo City Municipality.

The majority of employees from the Buffalo City Municipality believed that the facilitators of employee training and development are highly qualified; this is reflected in the frequency results which revealed that 42.22% agreed whilst 13.33% of the employees strongly agreed. The majority of employees, 58.89%, regarded the employee training and development programmes offered by the municipality as being of a high standard, only 5.56% of the employees strongly agreed.

Quality employee training and development that can be achieved from quality programmes and highly qualified facilitators leads to improved employee performance and, consequently, improved service delivery. This is supported by Lee and Bruvold (2003) who contend that this win-win relationship that can exist between employer and employee revolves around high quality training that advances the personal careers of employees, which in turn creates feelings of gratitude and appreciation that ultimately result in higher profits for the organization. The impact of quality employee training and development on improved service delivery is also supported by Muhammad (2010) whose findings highlight that in order to impart a competitive advantage, training has to involve more than just basic skills development.

Findings from this study point to the importance of highly qualified facilitators designing and presenting employee training and development programmes in order to contribute to improved performance. This is noted in the findings of Naris & Ukpere who highlight that effective staff development and training programmes will improve staff performance. The relationship between the quality of employee training and development programmes, and service delivery, is supported by Heeter's (2006) findings which suggest that as we push forward into the 21st century, organizations are realizing the very real value of having high quality and focused

training available to their employees. He adds that highly trained employees will also have a sense of control over their careers due to the opportunity to sharpen old skills and learn new skills.

8.8 Concluding remarks

This chapter presented the results of this study. The chapter provided a discussion of the demographic profile of the respondents, identified perceptions of the residents of Buffalo City Municipality, on issues of service delivery issues. In addition, it identified the perceptions of employees of Buffalo City Municipality, on employee training and development strategies and programmes within the municipality.

CHAPTER 9

CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS AND FUTURE RESEARCH

9.1 Introduction

The previous chapter discussed the results of the study. This chapter will outline the conclusions drawn from the findings of the study, offer recommendations, discuss the limitations of the study and, finally, provide possible directions for future research.

This study was based on the premise that quality employee training and development methods lead to the provision of effective and efficient service delivery. The main objective behind quality employee training and development is that employees realize their potential by improving their performance at work, thus leading to improved services to the clients who, in this case, are the residents of the Buffalo City Municipality.

9.2 Conclusions

The conclusions drawn from the findings should address both of the significant samples of the study i.e. the employees and the residents of the Buffalo City Municipality.

The conclusions, drawn from the findings related to the employees and management of Buffalo City Municipality, indicate that;

- Most organisations value the implementation of quality employee training and development as this leads to an improvement in employee performance, which in turn leads to an improvement in the services offered to clients and greater organizational profits.

- There are important factors and attributes that influence and affect employee training and development in organizations; those factors would have to be considered if employee training and development is to be successful in any organization. Important factors and attributes to be considered for successful employee training and development in organizations include the quality of employee training and development programmes, the qualifications of employee training and development facilitators and the transfer of or access to employee training and development information.

The conclusions, drawn from the findings related to the residents of Buffalo City Municipality, indicate that;

- The residents or community in any residential area significantly influence the efficiency and effectiveness of service delivery by the local government authority in their areas of residences. They can be actively involved by communicating their service delivery problems to the responsible authorities through community forums and suggestion boxes.
- The majorities of the residents, from the communities focused on in this study, are not entirely satisfied with the provision of basic services, by the local authorities, and feel that greater effort should be made to improve the efficiency and effectiveness of the provision of services.

9.3 Recommendations

Recommendations on how service delivery can be improved by the municipality and its residents are listed below, under the two major stakeholder groups: i.e. the management of Buffalo City Municipality and the residents of Buffalo City Municipality.

9.3.1 Recommendations to the Buffalo City Municipality management

The Buffalo City Municipality is the main service provider to its residents, with the obligation of providing efficient and effective services to the community of the Buffalo City municipal area. In view of the findings related to this relationship between the municipality and its community, the following recommendations are made:

- In order to improve employee training and development in the municipality, and improved performance and service delivery, management should increase the number of employees taking part in training and development. This can be done by providing incentives that may motivate employees to take part in training and development programmes. Incentives that could motivate employees to take part in employee training and development include the prospect of promotion or the provision of clear hierarchies in the organization so as to indicate where performance is rewarded. The possibility of a salary increase can also be used as a motivating factor to encourage employees to take part in employee training and development programmes.
- Access to and transfer of information on employee training and development programmes can be improved by the responsible authorities, within the municipality. This is important in relation to employee training and development as employees can only take part in employee training and development programmes when they have access to information about them.

9.3.2 Recommendations to the residents of Buffalo City Municipality

The municipality has the main obligation of providing efficient and effective services to the community of the municipality. However, the residents of the municipality can help the municipality improve its service delivery by engaging in the activities listed below:

- The residents can make use of the suggestion boxes in municipal buildings to communicate their concerns with the municipality; this will increase the municipality's awareness of the service delivery problems encountered by its residents. This is supported by the findings of Pretorius and Schurink (2008), which indicate that most of the participants in their study mentioned a lack of communication as a difficulty that could influence leadership decision making regarding service delivery.
- Residents could also invite municipal management to the community forums held in their respective residential areas. The forums are the meetings in which discussions on the service delivery problems take place, and will benefit from the contribution and acknowledgement of municipal management.

9.4 Limitations

This study had its own limitations. These are discussed below;

- Financial and time constraints made it impossible for the researcher to carry out the research in all the municipal departments and in all the residential areas of the municipality.
- Empirically, a large sample size (for example, 500 employees and more residential areas) would have provided a more stringent research design, thus allowing the results to be more generalised. The relatively small sample from the departments, and residential

areas used in this study, provided a convenient way of conducting research, whilst taking limited finance, time and human resources into account. The study only focused on certain residential areas and specific service departments.

9.5 Directions for future research

- Since the study only focused on specific residential areas of the Buffalo City Municipality, and specific service deliverance departments in the municipality, future studies of this kind could include the greater residential areas of the municipality and more service departments.
- A qualitative approach to studies of this nature can be followed fruitfully, and future studies would profit from the use of additional measures to cross-validate findings which influence residents' and employees' perceptions of service delivery and employee training and development programmes, respectively.

9.6 Concluding remarks

Despite the limitations highlighted above, this study provided some useful insights into the attributes that can be used in quality employee training and development to improve service delivery. The chapter presented conclusions derived from the findings of the study; recommendations were made as to how quality employee training and development can be improved in order to improve service delivery. Finally, it can be concluded that quality employee training and development can lead to improved employee performance, and thus lead to improved service delivery.

Reference list

- Aragon-Sanchez, A., Barba-Aragon, I & Sanz-Valle, R. (2003). Effect of training on business results. *International Journal of Human Resource Management*, 14(6):956-980.
- Babbie, E. & Mouton, J. (2005). *The Practice of Social Research*. Cape Town: Oxford University Press.
- Banfield, P. & Kay, R. (2008). *Introduction to human resource management*. New York: Oxford University Press.
- Bennet, K. & Minty, K. (1999). Putting performance management on the business map. *People dynamics*, 17(11):58-63.
- Bennett, R. & Leduchowicz, T. (1983). "What makes for an effective trainer?" *Journal of European Industrial Training*. Monograph 7(2).
- Bohlander, G. & Snell S. (2004). *Managing Human Resources, International student Edition*. London: Thomsom Corporation.
- Bolton, S. & Born, C. (2009). *Pharmaceutical Statistics: Practical and Clinical Applications, 5th edition*. Retrieved August 15, 2011, from <http://informahealthcare.com/doi/abs/10.3109/9781420074239.008>.
- Bratton, J. & Gold, J. (2007). *Human Resource Management: theory and practice, (4th edition.)*. London: Palgrave.

Breakwell, G., Hammond, S.M., Shaw, C. & Smith, J. (2006). *Research Methods in Psychology*.

London:Sage.

Burger, J. (2010). The reasons behind service delivery protests in South Africa, Institute for security studies, Tshwane, Pretoria, South Africa. Available May 31, 2011 from url: [\(http://www.iss.co.za/\)](http://www.iss.co.za/).

Cascio, W.F (1995). *Managing human resources: Productivity, quality of work life, profits*.

New York: Mcgraw-Hill.

Cherrington, D.J (1995). *The management of human resources*. Eaglewood Cliff, NJ: Prentice

Hall.

Constitution of the Republic of South Africa Act 108 of 1996.

Cooney. R & Bhatia, A. (2006). Analysing, designing, and implementing workplace training programs. In P.Holland & H. De Cieri *Contemporary issues in human resource development: An Australian perspective*. French Forest, NSW, Australia: Pearson Education.

Cooper, D.R & Schindler P.S. (1998). *Research methods for Management*: London: Sage.

Cresswell, J.W. (1994). *Research design, qualitative and quantitative approaches*. London:

Sage.

- Cropazano, R. & Mitchell, M.S. (2005). Social Exchange Theory: An Interdisciplinary Review. *Journal of Management* 31 (6): 874–900.
- Darwin, A. & Palmer, E. (2009). Mentoring circles in higher education. *Higher Education Research & Development*, 28(2):125-136.
- Das, S. (2010). *Employee Training Effectiveness*. Retrieved May 31, 2011, from [:http://www.coolavenues.com/mba-journal/human-resources/employee-training-effectiveness](http://www.coolavenues.com/mba-journal/human-resources/employee-training-effectiveness).
- De Nobrega, C. (2007). *The challenge of delivering quality housing in the Eastern Cape - A case study into government-subsidised housing at the Ngqushwa Local Municipality, Public Service Accountability Monitor*. Research Report, University of Rhodes. Grahamstown, South Africa: Rhodes eResearch Repository.
- De Vos, A.S., Strydom, H., Fouche, C.B., & Delpont, C.S.L. (2005). *Research at grassroots*, (3rd ed.). Pretoria: Van Shaik.
- Dessler, M. (1997). *Human Resource Management*, (7th ed.). Upper Saddle River, New Jersey: Prentice-Hall.
- Dierdorff, E.C. & Surface, E.A. (2008). Assessing training needs: do work experience and capability matter? *Human Performance*, 21(1):28-48.
- Ekot, E. (2010), *Employee Training and Development: Reasons and Benefits*. Institute of legal secretaries and PA's. Retrieved November 16, 2011 from http://www.legalsecretaryjournal.com/?q=employee_training_and_development.

Gary, L. (2001). The controversial practice of forced ranking. *Harvard Management Update*,

October.

Ghauri, P. & Gronhaugh, K. (2005). *Research Methods in Business Studies, A Practical Guide*,

(3rd ed.). London: Prentice-Hall.

Gilbert, J. 1993. *Analysing Tabular data: Loglinear and Logistics Models for Social Research*.

London: UCL Press.

Godwin, C.J. (2002). *Research in psychology: Methods and Design*. New York:John.

Goldstein, I.L. & Ford, K.J. (2002). *Training in organizations: needs assessment, development, and evaluation* (4th ed.). Belmont, CA: Wadsworth.

Gomez-Mejia, L.R., Balkin, DB., Cardy , R.L (1998). *Managing human resources* (2nd ed.).

Upper Saddle River, New Jersey: Prentice Hall.

Grobler, P., Warnich, S., Carrell, M.R., Elbert, N.F., Hartfield, R.D, (2006). *Human Resource*

Management in South Africa (3rd ed.). Scarborough, ON: Thomson Learning.

Grote, D. (1997). Getting the most out of the review process. *HR Focus Journal*, January

1997 : p 7.

Grugulis, I. (2007). *Skills, training and human resource development: a critical text*. New York:

Palgrave Macmillan.

Haslam & McGarty (2003). *Research Methods and Statistics in Psychology*. London: Sage

Heeter, D. (2006). A review of employee training and development. University of Phoenix.

Retrieved November 16, 2011 from http://www.oppapers.com/essays/Review-Employee-Training-Development/134768?read_essay

Hemson, D & Owusu-Ampomah, K (2005). A better life for all? Service delivery and poverty alleviation in Daniel, J., Southhall, R AND Lutchman, J State of the Nation: South Africa 2004-2005, HSRC Press, Presentation to Afesis-corporplan seminar, March 2004 East London Network. Retrieved August 30, 2011 from www.sacities.net.

Herzberg, F. (1959). One more time: How do you motivate employees? *Harvard Business Review*, 1, 54-62.

Hollands, G & Mageza, Q. (2010). *Basic service delivery and local Government*. University of Fort Hare, East London, South Africa; Fort Hare Institute of Social and Economic Research (FHISER).

Hollands, G. and Seti, S. (2004). Salary bills outstrip service delivery in Local Government Transformer December 2005-January 2006, Afesis-corporplan.

Holland, P. & De Cieri, H. (2006). *Contemporary issues in human resource development: An Australian perspective*. Melbourne: McGraw-Hill.

Hollensen, S. (2003). *Marketing Management - A Relationship Approach*. Pearson: Essex.

Jennings, G. (2001). *Tourism research*. Brisbane: John Wiley & Sons.

Katz, M, (1995). Performance management. *People dynamics*, 38 January.

Kalamas, D.J. & Kalamas, J.B. (2004). *Developing employee capital: setting the stage for lifelong learning*. Amherst, MA: HRD Press.

- Kirkpatrick, D.L. (1983). Four steps to measuring training effectiveness. *Personnel Administrator*, 28 (November), 19-26.
- Kumar, R. (2005). *Research Methodology*. London:Sage.
- Kuvaas, B. & Dysvik, A. (2009). Exploring alternative relationships between perceived investment in Employee development, intrinsic motivation and work performance, *Human Resource Management Journal* 19(3): 217-236.
- Laabs, J.K. (2001). Serving up a new level of customer service. *Workforce, a Magazine for Leaders in Human Resources* 80, No.3, pg 40-41
- Lamb, W. C. (2004). *Marketing*. New York: Oxford University Press.
- Leedy, P.D. (2005). *Practical Research Planning and Design*. Upper Saddle River: NJ: Merrill.
- Lezzi, J. (2003). Evaluating employee performance. Retrieved November 12, 2010 from <http://www.ieziigroup.com>
- Lien, B.Y.H., Hung, R.U.U & McLean, E.N. (2007). Training and evaluation based on cases of Taiwanese benchmarked high-tech companies. *Human Resource Development Quarterly*, 18(2):211-228, Summer.
- Longnecker, B.M. (2002). Rank & Yank. The problems with forced ranking. Retrieved November 23, 2010 from http://www.longnecker.com./pdfs/rank_&_yank.pdf.

Mantyaneva, M. (2002). Customer satisfaction related competence development. Tampere

University of Technology, *Academy of Marketing Studies Journal*, Volume 6, Number 2.

Marquardt, M. J., Nissley, N., Ozag, R., Taylor, T.L. (2000). Training and development in the

United States, *International Journal of Training and Development* 4, No. 2, June 2000, pg 138-149.

Massey, A. (2003). Methodological triangulation. Retrieved November 23, 2010 from

<http://www.freeyourvoice.co.uk/htm/triangulation3.htm>

Matarirano, O. (2005). *An analysis of customer satisfaction and loyalty levels at Standard*

Bank - A focus on Alice and King Williams Town Branches. Unpublished Honours dissertation, University of Fort Hare: Alice.

McBurney, D.H. (1994). *Research methods* (3rd ed.). USA:Brookes/Cole.

McDonald, D.A & Pape, J. (2002). *Cost Recovery and the Crisis Service Delivery in South*

Africa. New York, USA: HSRS Publishers.

McDowall, A & Saunders, M.N.K (2010). "UK managers' conceptions of employee training and development", *Journal of European Industrial Training*, Vol. 34 Iss: 7, p 609 – 630.

McKenna, E. & Beech, N. (2002). *Human Resource Management: A concise analysis*. London:

Pearson.

McNerney, D.J (1995). Improved Performance Appraisals: Process of Elimination, *HR Focus Journal*, July 1995, 1-4.

Meyer, M. (2007). *Managing Human Resource Development, An outcomes based approach*, Durban: Lexis Nexis.

Middleton, J., Adams, A.V., Zideman, A. (1993). The World's Bank's Policy paper on Vocational and Technical education and training. Human info NGO Library for Education and Development.

Miller, K. (2005). *Communication Theories*, New York. McGraw Hill.

Millmore, M, Lewis, P., Saunders, M., Thornhill, A. & Morrow, T. (2007). Strategic human resource management: contemporary issues. Harlow: Financial Times Prentice Hall.

Morrow. B. (2002). Life in Buffalo City, Rhodes University: Buffalo city (East London). Institute of Social and Economic Research.

Morrow. B. & Richards, R. (2002). The people of Buffalo City by population, Rhodes University: Grahamstown. Institute of Social and Economic Research.

Morrow, S. & Engel, K. (2003). Ten year review: Buffalo City. Human Sciences Research Council.

Muhammad, A.I. (n.d). Introduction to employee training and development Retrieved November 23 2010 from www.mcgrawhill.ca/olc/noe.

Murray, P. (2004). "Performance Management Done Right: It's Not the Form, It's the Process." Retrieved November 17 2010 from ([http:// www.nysshrm.org](http://www.nysshrm.org)).

- Naris, S.N. & Ukpere, W.I, (2009). *The effectiveness of an HR Code: staff development and training at the Polytechnic of Namibia*, Business Papers and Reports, Cape Peninsula University of Technology 2009.
- Nel, P.S., Werner, A., Haasbroek, G.D., Poisat, P., Sono, T., Schultz, H.B. (2008). *Human Resource Management*, 7th edition, Southern Africa, Oxford University Press.
- Neuman, W.L. (1994). *Social research methods: qualitative and quantitative approaches*.
- Nisha, S. (2009). *The need for continuous (competency-based) training and development of library staff in a public library*. Unpublished dissertation, Pretoria, University of South Africa.
- Noe, R.A., Hollenbeck, J.R., Gerhard, B. & Wright P.M. (2006). *Human resource management: gaining a competitive advantage*. 5th ed. Boston: McGraw-Hill Irwin.
- Nutting, R. (2000). Teaching tips to make your training lessons stick, *HR Focus Journal*, 77(10): pp.11-13.
- Opperman, C. & Meyer, M. (2008). *Integrating training needs analysis, assessment and evaluation: aligning learning with business results*. Randburg: Knowledge Resources.
- Palmer, A. (1998). *Principles of Services Marketing*, Berkshire: McGraw-Hill.
- Phillips, J. (2003). *Return on investment in training and performance improvement programs*. (2nd ed). Boston: Butterworth-Heinemann.

Pretorius, D. & Schurink, W. (2007) Enhancing service delivery in local Government: The case of a district municipality. Department of Human Resource Management, University of Johannesburg. *SA Journal of Human Resource Management*, 5(3), 19-29.

Punch, K. (2003). *Survey Research: the basic*. London: Sage publications.

Ramalibana, K.T. (2009). *An investigation into the effectiveness of the staff development policies and programmes of the Unisa Library*. Unpublished dissertation, Pretoria: University of South Africa.

Ramchander, P. (2004). *Research Design and Methodology*. Pretoria: University of Pretoria.

Reese, H.W. & Fremour, W.J. (1984). Normal and normative ethics in behavioral sciences.

American Psychologist. 39(8): 863-876.

Richards, R. (2001). Institute of Social and Economic Research (ISER), Buffalo City Quality of life/Needs assessment survey report. East London, Rhodes University.

Risher, M. (2005). "Does Pay for Performance Pay?" Retrieved November 23, 2010

from <http://www.worldatwork.org/waw/workspan/html/workspan-sept2005.html>.

Robbins, S.P., Odendaal, A., & Roodt, G. (2008). *Organisational Behaviour*, South Africa, Pearson.

Rothwell W.J., & Kazanas, H.C, (2003). *The strategic development of talent, A framework for using talent to support your organizational strategy*. Amherst, Massachusetts. HRD press, Inc.

Sandler, S.F. (2005). Getting to the most productive results. *HR Focus Journal, January 2005(82)1*: pg 6-10.

Saunders, M., Lewis. & Thornhill. (2003). *Research Methods for Business Students*. New Delhi: Pearson.

Sekaran, U. (2003). *Research Methods for Business*. 4th edition. New York, John Wiley & Sons:

Service delivery protests flare up again (2011, March 08). Retrieved from

<http://www.news24.com/SouthAfrica/News/Service-delivery-protests-flare-up-again-20110308>

Shaughnessy, J.J & Zechmeister, E.B. (1997). *Research Methods in Psychology*, New York, McGraw-Hill.

Sprenkle, L.D. (2002). Forced ranking: A good thing for business? *Workforce*, September 2002.

Stone, R. J, (2005). *Human Resource Management*, 5th edition, Melbourne, John Wiley & Sons.

Stredwick, J. (2005). *An Introduction to Human Resource Management*, 2nd edition, Butterworth-Heinemann: Burlington.

Swanepoel, B.J (ED), Erasmus, B.J., Van Wyk, M., & Schenk, H. (2001). *Training*

Management, A multidisciplinary approach to human resources development in Southern Africa, 3rd edition, Cape Town: Oxford University Press.

Swilling, M. (1997). *Building democratic Local Urban Governance in Southern Africa, Governing Africa's cities*. Johannesburg, Witswatersrand University Press.

Terre Blanche, M, Durrheim, K & Painter.D. (2006) *Research in the practice: Applied methods for the social sciences*. Cape Town: University of Cape Town Press.

The White Paper on Local Government (1998, March 9). Retrieved November 27, 2011, from <http://mfma.treasury.gov.za/MFMA/Guidelines/Whitepaper.pdf>.

Ukpere, W.I. & Naris, S.N. (2009). Distinctiveness of globalization and it implications for labour markets: an analysis of economic history from 1990-2007. *The Indian Economic Journal*, 56(4):1-20.

Wachira, F.N (2010). hrd Challenges and Responses in Africa. Paper presented during the 14th Public Sector Trainers forum/Conference The International Convention Centre, East London, East Cape Province, South Africa

Welman, J.C. & Kruger S.J. (2001). *Research Methodology*. (2nd ed). Oxford Press.

Wickramasinghe, V.M. (2006). Training objectives, transfer, validation and evaluation: a Sri Lankan study. *International Journal of Training and Development*, 10(3):227-247.

Wilburn, M. (2006). *Managing the customer experience; a measurement-based*. Milwaukee, Wisconsin: ASQ Quality Press.

Zulkifli, I. & Duasa, Jarita. (2009). *Determinants of training and the impact of training on company performance level: evidence from MSC Malaysia status companies*. In: Proceeding of Singapore Economic Review Conference (SERC) 2009, 6-8 August 2009, Singapore.

APPENDIX A: REQUEST ON GRANTING ACCESS TO CONDUCT RESEARCH

**FACULTY OF MANAGEMENT AND COMMERCE
SCHOOL OF BUSINESS AND ENTERPRISE**

**DEPARTMENT OF INDUSTRIAL PSYCHOLOGY
PRIVATE BAG X 1314, ALICE 5700, SOUTH AFRICA**

TEL: (040) 602 2607



University of Fort Hare
Together in Excellence

MOBILE: 082 876 7129

anel@ufh.ac.za

Dear Sir/Madam

Request on granting access to your company for conducting research

The University of Fort Hare, together with the National Council of Research, with their main aim of providing qualitative research, request that you grant one of our Master's students, Mthokozisi Mpofo (200602806) in the Department of Industrial Psychology at the University of Fort Hare permission and assistance to conduct research in your company as part of the fulfillment and completion of his Master's degree.

The research is a study of *"The relationship between the quality of employee training and development on service delivery: A case study of Buffalo City municipality in the Eastern Cape Province of South Africa"*. The attached proposal will be discussed with the relevant individuals within your organization. It will be highly appreciated if, upon granting permission, you could provide us with the name of a contact person and his/her contact details (telephone number, cell- phone number, e-mail), should the student need some information pertaining to this study.

Your assistance on the above mentioned matter will be highly appreciated. If you need any information regarding the student, feel free to contact me at details mentioned on the letterhead.

Yours sincerely,

Mr. Andre Nel

Lecturer/ Supervisor

Department of Industrial Psychology

Student : Mpofo Mthokozisi

Mobile: 078 576 1647; Email: 200602806@ufh.ac.za

APPENDIX B: RESEARCH QUESTIONNAIRE FOR THE RESIDENTS OF BUFFALO CITY MUNICIPALITY



University of Fort Hare
Together in Excellence

FACULTY OF MANAGEMENT AND COMMERCE

DEPARTMENT OF INDUSTRIAL PSYCHOLOGY

RESEARCH QUESTIONNAIRE FOR THE RESIDENTS OF BUFFALO CITY MUNICIPALITY

RESEARCH TOPIC: *The relationship between the quality of employee training and development on service delivery: A case study of Buffalo City municipality in the Eastern Cape Province of South Africa.*

ABSTRACT

Service delivery by local municipal authorities has proved to be a significant problem. One of the main problems in the efficient provision of basic services by municipalities has proven to be the poor performance by the employees of municipalities. Municipalities are faced with a problem of how best to improve the provision of basic services to their communities. One way of improving the efficient and effective provision of basic services is through increased employee performance which can be achieved through employee training and development programmes.

This study seeks to investigate the relationship between the quality of employee training and development on service delivery in the Buffalo City municipality. The researcher thus needs to consult with and determine the perspectives and opinions of residents of the Buffalo City municipality. The main task of the residents of the Buffalo City municipality, in completing this questionnaire, is to measure and assess service delivery through a five-point Likert scale; thus, outlining their perspectives and opinions of service delivery by municipal service departments.

The residents' perspectives and opinions on service delivery are important in this study as they will help in determining whether the employee training and development systems and processes employed by the municipality actually lead to improved employee performance and thus improved provision of services to the communities.

BIOGRAPHICAL INFORMATION

My name is Mthokozisi Mpofu; I am a Masters student in the Department of Industrial Psychology conducting research for the fulfillment of the requirements of my degree. This study attempts to investigate the relationship between the quality of employee training and development on service delivery in Buffalo City Municipality in the Eastern Cape Province of South Africa.

Please note that all the information given in this schedule will be treated as confidential, and will be used solely for academic purposes. Your participation in this study will remain confidential and all information given here will be discarded once the study is completed.

Your co-operation in answering this questionnaire is greatly appreciated and I would like to thank you in advance for your careful and honest replies to my questions, thus making the study more scientific.

Your assistance is highly appreciated.

Thank you.

Contact information:

Name: Mthokozisi Mpofu

Cell number (0027) 785761647

E-mail add: mthoempofu@yahoo.co.uk

SECTION A: DEMOGRAPHIC PROFILE

NOTE: In this section please indicate with an (X) in the box as appropriate.

1. Gender

Male Female

2. Age

18-26		27-30		31-40		41-50		51-60		61-70		71+	
-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-----	--

3. Race

Black		Coloured		White		Indian		other (specify)	
-------	--	----------	--	-------	--	--------	--	--------------------------	--

4. Income level per annum (SAR)

1-5000		5001-10000		10001-15000		15001-20000		Above 20001	
--------	--	------------	--	-------------	--	-------------	--	-------------	--

5. Please indicate your educational level

Post degree		Degree		Diploma		Matric		other (specify)	
-------------	--	--------	--	---------	--	--------	--	--------------------------	--

6. Please indicate your area of residence

King William's Town	1) Woodhouse	
	2) Westbank	
	3) Ginsberg	
	4) Zwelitsha	
Bhisho Town	1) Bhisho Park	
	2) Bhisho Gardens	
	3) Tyutyu North	
	4) Ebhalasi	

**SECTION B: PERCEPTIONS OF RESIDENTS ON ISSUES OF SERVICE DELIVERY
(EFFECTIVENESS AND EFFICIENCY) IN THE MUNICIPALITY.**

Using the scale below, please mark an X a response that best describes your level of agreement with the following statements.

Key	Strongly Disagree	1	Agree	4	Strongly Disagree					
	Disagree	2	Strongly Agree	5	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree	
	Not sure	3			1	2	3	4	5	
6										
a)	The residents have access to efficient and effective basic services.									
b)	The municipality attends to problems and issues of service delivery effectively and efficiently.									
c)	The response time to job requests by residents is effective and efficient.									
d)	Municipal employees complete job requests more effectively and efficiently when called to task.									
e)	The municipality recognises its clients as important stakeholders.									
f)	The frontline employees of my municipality can always assist me with queries e.g. at the enquiries desk, the teller can sufficiently assist me with queries.									
g)	The employees of my municipality have extensive knowledge regarding the products/services offered to its customers.									
h)	The municipal employees are trained and developed to offer better services to the residents.									

**SECTION C: PERCEPTIONS OF RESIDENTS ON ISSUES OF SERVICE
DELIVERY IN THE REVENUE MANAGEMENT DEPARTMENT.**

Key	Strongly Disagree	1	Agree	4	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	Disagree	2	Strongly Agree	5					
	Not sure	3			1	2	3	4	5
7									
a)	The services provided by the revenue management department are effective and efficient.								
b)	The meter reading is done on time and correctly.								
c)	There are enough pay points and vending points for customers' accounts payments.								
d)	Monthly accounts are sent and received on time.								
e)	My accounts are always updated to accuracy.								
f)	There is enough security to safeguard my safety at pay points and vending points.								

**SECTION D: PERCEPTIONS OF RESIDENTS ON ISSUES OF SERVICE DELIVERY
IN THE ELECTRICITY SERVICES DEPARTMENT.**

Key	Strongly Disagree	1	Agree	4	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	Disagree	2	Strongly Agree	5					
	Not sure	3			1	2	3	4	5
8									
a)	There is effective and efficient provision of electricity supplies.								
b)	There is effective and efficient maintenance of electricity supplies.								

c)	The electricity billing system is efficient and correctly done.					
d)	There are enough vending points to buy prepaid electricity.					
e)	There are enough pay points to pay my electricity bills.					
f)	Electricity cut-offs and load shedding occur regularly.					
g)	Street lighting and associated services to the community of Buffalo City are facilitated effectively and efficiently.					

**SECTION E: PERCEPTIONS OF RESIDENTS ON ISSUES OF SERVICE
DELIVERY IN THE HOUSING DIVISION.**

Key	Strongly Disagree	1	Agree	4	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	Disagree	2	Strongly Agree	5	1	2	3	4	5
9									
a)	The residents of the municipality have access to sustainable human settlements, housing opportunities, rental accommodation and permanent residential structures.								
b)	The application process for low cost housing opportunities is transparent and efficient.								
c)	There are enough low cost housing units available to the residents. e.g. RDP houses.								
d)	The low cost housing units available to the residents are of high quality and good workmanship.								

**SECTION F: PERCEPTIONS OF RESIDENTS ON ISSUES OF SERVICE DELIVERY
IN THE CONSTRUCTION, ROADS & PROJECTS MANAGEMENT
DEPARTMENT.**

Key	Strongly Disagree	1	Agree	4	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	Disagree	2	Strongly Agree	5					
					1	2	3	4	5
10									
a)	The construction of surfaced, gravel roads traffic and pedestrian facilities (including road-side furniture) is facilitated effectively and efficiently.								
b)	The maintenance of surfaced, gravel roads, traffic and pedestrian facilities (including road-side furniture) is facilitated effectively and efficiently.								
c)	The response rate to job requests on badly damaged roads is facilitated efficiently and effectively e.g. potholes.								
d)	The construction of surfaced, gravel roads, traffic and pedestrian facilities (including road-side furniture) is facilitated through quality workmanship.								

**SECTION G: PERCEPTIONS OF RESIDENTS ON ISSUES OF SERVICE
DELIVERY IN THE WATER AND SCIENTIFIC SERVICES
DEPARTMENTS.**

Key	Strongly Disagree	1	Agree	4	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	Disagree	2	Strongly Agree	5					
					1	2	3	4	5
11									
a)	The storage and distribution of water is facilitated effectively and efficiently by the municipality.								
b)	The residents have access to potable water.								

c)	The collection of wastewater and protection against its elements is effectively and efficiently facilitated by the municipality.					
d)	The residents have adequate sanitary facilities and domestic water supply.					
e)	Water cut-offs and water rationing occur regularly.					

SECTION H: COMMUNICATION ISSUES

Key	Strongly Disagree	1	Agree	4	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	Disagree	2	Strongly Agree	5	1	2	3	4	5
	Not sure	3							
12									
a)	The employees of my municipality use understandable language when communicating with me.								
b)	The municipality provides products/services through technologically advanced methods that are useful to me; for example, through email and facebook.								
c)	The municipality (regularly) provides me with information on municipality services, e.g. new services and refuse collection times.								
d)	The municipal call centres are effective and efficient.								
e)	The municipal 24 hour help lines are effective and efficient and the attendants are always helpful and informed.								
f)	The municipality postal systems are efficient.								
g)	The municipality treats client information confidentially (private).								

THE END

THANK YOU FOR YOUR TIME.

APPENDIX C: RESEARCH QUESTIONNAIRE FOR THE EMPLOYEES OF BUFFALO CITY MUNICIPALITY



University of Fort Hare
Together in Excellence

FACULTY OF MANAGEMENT AND COMMERCE

DEPARTMENT OF INDUSTRIAL PSYCHOLOGY

RESEARCH QUESTIONNAIRE FOR EMPLOYEES OF BUFFALO CITY MUNICIPALITY

RESEARCH TOPIC: *The relationship between the quality of employee training and development on service delivery: A case study of Buffalo City municipality in the Eastern Cape Province of South Africa.*

ABSTRACT

Service delivery by local municipal authorities has proved to be a significant problem. One of the main problems in the efficient provision of basic services by municipalities has proven to be the poor performance by the employees of municipalities. Municipalities are thus faced with the problem of how best to improve the provision of basic services to their communities, and one way of improving the efficient and effective provision of basic services is through increased employee performance which can be achieved through employee training and development programmes.

This study seeks to investigate the relationship between the quality of employee training and development on service delivery in the Buffalo City municipality, thus the need to consult and find out the perspectives and opinions of Buffalo City municipality employees. The main task of the employees in this questionnaire is to measure and assess (through a five point Likert scale) the adequacy of employee training and development needs, strategies, implementation and evaluate the employee training and development programmes that are conducted or offered by the Buffalo City municipality, and to further outline whether the employee training and development systems and processes offered by Buffalo City municipality will lead to improved employee performance and, consequently, the improved provision of basic services to the communities.

BIOGRAPHICAL INFORMATION

My name is Mthokozisi Mpofu; I am a Masters student in the Department of Industrial Psychology conducting research for the fulfillment of the requirements of my degree. This study attempts to investigate the relationship between the quality of employee training and development on service delivery in the Buffalo City municipality in the Eastern Cape Province of South Africa.

Please note that all the information given in this schedule will be treated with strict confidentiality, and will be used solely for academic purposes. Your participation in this study will remain confidential and all information given here will be discarded once the study is completed.

Your co-operation in answering this questionnaire is greatly appreciated and I would like to thank you in advance for your careful and honest replies to my questions, thus making the study more scientific.

Your assistance is highly appreciated.

Thank you.

Contact information:

Name: Mthokozisi Mpofu

Cell number (0027) 785761647

E-mail add: mthoempofu@yahoo.co.uk

5. Which service delivery department are you in?

Housing Division		Electricity services	
Water and Scientific Services		Revenue Management	
Construction, Roads & Projects		Other (specify)	

6. Level of responsibility

Trainee		Apprentice		Supervisor		Middle management		Top management	
---------	--	------------	--	------------	--	-------------------	--	----------------	--

7. Job title (please specify)

SECTION B: EMPLOYEE PERCEPTIONS OF EMPLOYEE TRAINING AND DEVELOPMENT IN THE MUNICIPALITY.

Using the scale below, please mark with an X in the appropriate block to indicate a response that best describes your level of agreement with the following statements.

Key	Strongly Disagree	1	Agree	4	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	Disagree	2	Strongly Agree	5	1	2	3	4	5
Not sure	3								
8									
a)	The municipality management has a clear set of employee training and development objectives for employees.								
b)	The Human Resources (HR) department in the municipality is equipped with resources (personnel and finance) to administer effective and efficient employee training and development programmes.								
c)	Information and opportunities on employee training and development programmes, in the municipality, are made available to municipal employees.								
d)	Employee/staff development procedures/programmes employed by the municipality facilitate and support staff so as to enable them to improve their performance.								
e)	New employees and recruits are trained and developed to gain more knowledge of their scope of work.								
f)	The employee training and development policies of the municipality are effective and efficient i.e. they integrate all parties involved in employee training and development.								

SECTION C: EMPLOYEE PERCEPTIONS OF EMPLOYEE TRAINING AND DEVELOPMENT ISSUES IN THE MUNICIPALITY.

Using the scale below, please mark with an X in the appropriate block to indicate a response that best describes your level of agreement with the following statements.

Key	Strongly Disagree	1	Agree	4	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	Disagree	2	Strongly Agree	5					
	Not sure	3			1	2	3	4	5
9									
a)	The municipality management is actively involved in promoting employee training and development programmes in the municipality.								
b)	There are incentives given to the employees by the municipality management after undertaking training and development programmes e.g. promotions and pay increases.								
c)	The employee training and development programmes available/accessible to municipal employees are of high quality and meet employees' training and developmental needs.								
d)	The employees of the municipality feel motivated to take part in the employee training and development programmes offered by the municipality.								
e)	The employee training and development models used by the municipality are suitable for the training needs of employees.								
f)	The municipality's employee training and development efforts are linked to the organisation's objectives, goals and business strategy.								
g)	The approach toward employee training and development delivery, as used by the municipality, is effective in delivering the training and development systems which are in place in the municipality.								

SECTION D: ISSUES INVOLVED IN THE IMPLEMENTATION AND EVALUATION OF EMPLOYEE TRAINING AND DEVELOPMENT PROGRAMMES.

Using the scale below, please mark with an X in the appropriate block to indicate a response that best describes your level of agreement with the following statements.

Key	Strongly Disagree	1	Agree	4	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	Disagree	2	Strongly Agree	5					
	Not sure	3			1	2	3	4	5
10									
a)	The municipality management supports employee training and development programmes.								
b)	Employee training and development programmes have been successfully implemented in the municipality.								
c)	Research and analysis on employee training needs and shortcomings is done before employee training and development is administered.								
d)	The facilitators and trainers of employee training and developmental programmes are highly qualified and meet employee training needs.								
e)	Employee training and development programmes administered to municipal employees are of a high standard and help them meet their training needs.								
f)	The municipality's employee training and development evaluation strategies are effective and efficient.								
g)	The employee training and development system/process in the municipality, i.e. strategies and delivery approaches, is effective and efficient.								

**SECTION E: ISSUES INVOLVED IN THE IMPLEMENTATION AND EVALUATION
OF EMPLOYEE PERFORMANCE MANAGEMENT.**

Using the scale below, please mark with an X in the appropriate block to indicate a response that best describes your level of agreement with the following statements.

Key	Strongly Disagree	1	Agree	4	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	Disagree	2	Strongly Agree	5					
	Not sure	3			1	2	3	4	5
11									
a)	Performance management and evaluation systems and processes have been successfully implemented in the municipality.								
b)	The employee performance management procedures employed by the municipality are effective and efficient.								
c)	The employee performance evaluation procedures employed by the municipality are effective and efficient.								
d)	Employee performance management and performance evaluation delivery approaches, as employed by the municipality, are effective and efficient.								
e)	The municipality provides objective feedback regarding employee performance.								
f)	The performance measurement and performance evaluation strategies used in the municipality are effective and efficient.								

THE END

THANK YOU FOR YOUR TIME.

