

**PERCEIVED EFFECT OF TRAINING AND DEVELOPMENT PROGRAMMES ON  
EMPLOYEE PERFORMANCE IN MAMELODI CLINICS, GAUTENG PROVINCE**

by

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## **DEDICATION**

I dedicate this research thesis to my wife and kids as well as colleagues who helped me to reach this point and for their full support, love, prayers and encouragement at all times throughout.

## **DECLARATION**

I Mabina Madimetsa Legong declare that the mini dissertation titled “perceived effect of training and development programmes on employee performance in Mamelodi Clinics, Gauteng Province”, hereby submitted to the University of Limpopo for the degree Masters of Business Administration has not been previously submitted by me for a degree at any other university; that it is my own work in design and execution, and that all material contained therein has been duly acknowledged.

Legong mm

19 December 2021

**Mr Mabina M Legong**

**Date**

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## **ABSTRACT**

The purpose of this study was to investigate the effects of training and development on employee performance at Mamelodi Clinics, Gauteng Province. This study was guided by the following objectives. To determine the perceived effect of training and development courses on skills development of professional nurses in the Mamelodi clinics, Gauteng Province. To explore the perceived effect of training and development courses on the performance of professional nurses in the Mamelodi clinics, Gauteng Province. To examine which of the attended short courses are more effective in improving the skills of professional nurses. To find out which short courses, according to the professional nurses in the study, were found to be ineffective and unnecessary.

The study was of importance to future researchers and academicians as it added new insight into the existing information with regards to employee training and development. It also provided the department of health, both nationally and provincially with an understanding of successes and challenges inherent to training and development and their corresponding effect on employee performance. As a result, this had a contribution towards how training and development are carried out within the organisation.

A qualitative research design was deployed in this study to allow investigation of the possible relationship between training and development as well as to establish a comparison between the two. The study population was 45 staff of Mamelodi Clinics which were approved for this study. The data was collected through a questionnaire. Percentages, means, cross-tabulation were used as means of data analysis. The findings were presented using tables and figures.

In terms of training and development, the study was able to show that all Mamelodi Clinics under department of health Gauteng Province, has a range of training programmes for different staff of their clinics, and are of high quality standard and very effective. As a result, employee skills, overall performance of staff, and general competence of the employee has sharply increased due to training and development

methods and strategies put in place by department of health, both provincially and nationally.

The study showed that in terms of employee performance and motivation, training and development programmes help in increasing employee motivation and thus performance. Employees are thus able to successfully be aligned with the goals, aims and missions of the clinics and the department of health, as well as the *Batho Pele* principles.

The study concludes that training and development have positive effects on employees. The study was able to find that within the clinics, employees are given adequate chance to engage in training and development courses. The study concludes further that more training and development programmes should be undertaken.

The study recommends that there should be regularly assessments on employees and their subsequent need for further training and development courses in order to increase employee satisfaction and performance.

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# **CHAPTER 1**

## **INTRODUCTION AND OVERVIEW OF THE STUDY**

### **1.1 INTRODUCTION**

The health care system, be it private or public, plays an important role in maintenance, sustenance and development of a people. A state is responsible and enforced by protection and promotion of human rights, to provide quality health care system. The health care system is typically comprised of clinicians and other health care service providers and professionals, who play an essential role in the provision of public and private health care services. This thesis, “perceived effect of training and development programmes on employee performance in Mamelodi clinics, Gauteng”, seeks to show the importance of both training and development programmes within the health care system, and argues that department of health should consider making such programmes compulsory often on specific topics.

### **1.2 BACKGROUND INFORMATION**

According to Bent and Oxon (2014), welfare remains an aspiration set by states in order to meet their social obligations towards their citizens. Central to social welfare are hospitals and clinics, -public and private health institutions. Within these health institutions are managers, seniors responsible for the fulfilment of the vision as pursued by states through welfare to their citizens. Skills are important for health workers to be able to fulfil the vision of their states, of good health for all of their citizens.

Aguinis and Kurt (2009) show the importance of having training and development short courses in the health care system of any country, South Africa included. Such courses could assist clinicians in acquiring new skills to deal with a vast number of patients. Furthermore, Howard, Haskins, Phakathi and McKerrow (2018) outline the importance of skills development for a coherent and efficient positive effect on caring for the sick. Thomas, Susan, Jina, Roxana, Tint, San, Fonn and Sharon (2018) give an example of the effect of further training given to maternity clinicians to care for

new-born babies and their mothers by preventing mother transfer of HIV to new-born babies.

Organisations consist of human capital that needs to be developed and improved in a way that will enhance the performance and quality of services that are provided by the facility at hand. Human capital consists of skills and expertise of employees within an organisation. Skills development within the organisation is at the core of overall organisational performance (Karia, Omari, Mwanaongoro and Kimori, 2016). Skills development in this sense is about not only the personal gain of the clinician but also the gain of the organisation's stakeholders. In the case of the health sector, the gain from skills development will be in terms of better management of health matters resulting in better outcomes.

Professional nurses working in Mamelodi health facilities (clinics) are required to attend short learning programmes in order to improve their skills and expertise. However, the effectiveness, or not, of such attendance has never been evaluated. Therefore, this study intends to play a vital role in evaluating whether the courses that have been attended are perceived as having been effective in improving the necessary skills or not.

## **2. PROBLEM STATEMENT**

Not attending short courses by clinicians poses a threat to treatment of patients, as they (professional nurses) would have limited information on how to go about treating their patients' conditions. Previous researchers such as Geysler and Engelbrecht (2012) have shown that continued practice without skill improvement in terms of new learning is not enough. Continuous learning helps to enhance skills and improve service delivery by clinicians to the general public. This then highlights the importance of enrolling in short courses for clinicians to advance their skills.

The current study is based on the premise that attendance of short courses in clinic facilities can have a positive effect on employees' skills development, particularly skills that are well-suited for making a contribution to the enhancement of human well-being and performance in the clinic setting in general. Professional nurses based in clinics in Mamelodi have undergone training and development by attendance of short learning programmes. However, the effectiveness of such

training and development programmes still needs to be evaluated. Therefore, this study intends to do just that, evaluate whether the training and development programmes attended are perceived to have been effective.

### **1.3 AIM OF THE STUDY**

The aim of the study is to evaluate the perceived effect of attendance of short courses, i.e. training and development programmes, on the performance of the professional nurses working in Mamelodi clinics, Gauteng Province.

### **1.4 RESEARCH OBJECTIVES**

The objectives of this study are as follows:

- To determine the perceived effect of training and development courses on skills development of professional nurses in the Mamelodi clinics, Gauteng Province.
- To explore the perceived effect of training and development courses on performance of professional nurses in the Mamelodi clinics, Gauteng Province
- To examine which of the attended short courses are more effective in improving skills of professional nurses.
- To find out which short courses, according to the professional nurses in the study, were found to be ineffective and unnecessary.

### **1.5 RESEARCH QUESTIONS**

This research will attempt to answer the following questions:

- What is the perceived effect of training and development courses on the skills of professional nurses in the Mamelodi clinics, Gauteng Province?
- What is the perceived effect of training and development courses on the performance of professional nurses in the Mamelodi clinics, Gauteng Province?
- Which of the attended short courses seem to be effective in improving skills of the professional nurses?
- Which of the attended short learning courses are considered to be ineffective/unnecessary?

### **1.6 SIGNIFICANCE OF THE STUDY**

The study results will hopefully help in selecting and implementing training and development programmes that can have a perceived positive relationship with skills development and eventual organisational performance.

Similar institutions as the ones used in the current study can also learn from the results of the current study.

Policy makers would also hopefully advocate for the design and implementation of training and development programmes that work. This selection of programmes that are effective will save on costs of running programmes that are not seen to be effective.

The research will also add to academic knowledge of short learning programmes, or rather, training and development programmes that are effective especially for groups of professionals that are similar to those in the current study.

## 1.7 DEFINITION OF TERMS

- **Training and Development** is a field of human resources that focuses on improving the skills and expertise of employees in order to improve overall organisational performance. **Training** refers to an educational process whereby employees can learn new information as well as re-learn and reinforce existing knowledge and skills (Long, Kowang, Chin and Hee, 2016). Additionally, training is defined as facilitation and enhancement of knowledge, attitude and the overall skill set of employees to further facilitate the achievement of organisational goals and objectives (Edralin, 2011). For the context of this study, the importance of improvement of knowledge and skill of the employees cannot be emphasised enough, as well as having better attitude. **Development** refers to the activities used for acquisition of new knowledge and skills for purposes of personal growth of employees (Lee et al. 2010). Usually development prepares individuals for positions of responsibility and higher decision-making.
- **Professional nurse** in the context of the current study will be defined as a person who acquired the requisite qualification in nursing, is registered with the nursing council as a professional nurse, is being employed as a registered nurse and has direct contact with patients. According to the American Association of Nurse Practitioners (2016), a professional nurse is a licensed, autonomous clinician focused on managing people's health conditions and preventing

diseases, often specialising in patient population including paediatric and women's health, dermatology, cardiovascular health and oncology.

- **Employee performance** is “about behaviours of what employees do, not about what employees produce or the outcome of their work” (Aguinis, 2009: 54). According to Neelam et al. (2014), performance refers to the accomplishment of something or mere working effectiveness. According to Pradhan and Jena (2017:2) ““employee performance” signifies individual's work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around”.
- **Short Learning courses:** These are educational programmes that focus on “just in time” and “just enough” learning to meet a specific learning need identified by society (Identifying and Preparing for Opportunities, 2016). According to the South African Qualifications Authority (SAQA, 2004:5) short courses are “a viable and common method for optimal workplace functioning in all contexts and greatly facilitates access to learning in a manageable manner in terms of cost, time, energy and resources, for both the employer and employee”.
- **Clinic:** In the context of the current study a clinic is defined as a health facility, which is closer to the community and created for the community to get easy access to health services. People go to the clinic to receive medical advice or treatment (Chandrani, Tuckeri, Ravhengani and Mokgalagadi, 2017). According to the National Department of Health (2020:4) “the purpose of a health facility is to promote health and to prevent illness and further complications through early detection, treatment and appropriate referral. To achieve this, a clinic should function optimally”.

## 1.8 OUTLINE OF THE RESEARCH

The current study will be structured as follows:

- **Chapter one** will present an overview of the study, which includes background information, the aim and objectives of the study as well as the significance of the study.

- **Chapter two** will give an outline of the literature review on training and development, as well as the envisaged benefits of training and development especially in the health sector.
- **Chapter three** will present research methodology, which includes the method followed to conduct the study, the study area, target population, sampling method and sample size, data collection method, as well as data analysis.
- **Chapter four** will present and discuss the research results.
- **Chapter five** will give the conclusions, recommendations for further studies and a training and development programme for further implementation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Literature review speaks to the analysis of literature on a specific content, using different scholars to map a view on that particular topic. This chapter will give an explanation of the concepts presented forth in respect to this research dissertation, by using different scholars to map what the concept entails and how it relates to this very dissertation. By so doing, this chapter will be able to present the researcher's view on the topic, in relation to his peers and industry expects. The researcher will be able to develop his own voice using this literature review.

This chapter presents literature review on training and development, and their assumed and envisioned benefits in the health sector, in South Africa specifically, but also taking into cognisance the fact that South Africa is a country in the world and has bilateral relationships with other countries. Thus in developing the literature review of this research dissertation, the researcher will also use scholars within the global arena to map out his thinking and presents his argument.

#### **2.2 IMPORTANCE OF TRAINING AND DEVELOPMENT**

“Training is a process of learning a sequence of programmed behaviour. It is application of knowledge and it attempts to improve the performance of employee on the current job and prepares them for the intended job. Training is a short term process utilizing a systematic and organized procedure by which non-managerial personnel acquire technical knowledge and skills for a definite purpose. Training refers to instructions in technical and mechanical operations, like the operation of some mechanical/equipment. Training is for a specific job-related purpose.”

Training is the processes of skills provision, skills which are specific and with an aim of improved skills set for a particular purpose. It is an on-going effort to facilitate change within any organization. Of recent, training is used to promote growth and for acquisition of new skills set which are efficient for the target that each organization ought to reach in order to perform at the highest levels possible. Training remains



the primal and effective approach in promoting a modern and sophisticated work culture, based on continual learning. It is the guide for every organization that needs to improve on its service delivery (Harrison, 2013).

Training in most cases, is done by individuals who are part of a particular organization, however, who are not managers within that specific organization. Also, training in most cases, is for short courses as it happens over a short period of time as learning is specific to a certain topic. Training is about individual development, it takes the self of an employee and prioritizes it as opposed to common development. It prioritizes individual improvement, focusing on an employee as a whole. It is highly organized, as so to improve the knowledge of an employee and to develop him or her, harnessing confidence in their jobs (Cascio, 2014).

“Training consists of planned programme designed to improve performance at the individual, group, and/or organizational level. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills, attitude, and/or social behaviour” Training results in competence in both personal life and in the occupation that an individual has professionally. It presents different opportunities for learning, and also, learning is central to training, it is the fundamental process that is needed in training. Training is knowledge applied, learned as a sequence of programmed behaviour for a specific outcome, (Cascio, 2014).

Development is the end result as a matter of consistent planned programmes, which are in their being, designed to offer a specific improvement which is usually in the form of training in its initial phases. It is the achievement of both personal and professional attributes which personally and professionally makes you a better human being to work and co-exist with. Development is the positive inputs of training realised, it is the manner in which obligations are met (Cascio, 2014).

It is through development that we are able to judge as to whether we are moving forward or not, and to see the change that we have recorded in relation to what we have been training for. By virtue of being a public servant, the South African ministry of health ought to develop as a ministry and also develop its workers, who are public health care providers in order to do a service to the general public. It is in this regard that development becomes a socioeconomic attribute that combats against

disservice of any kind. As such, for both the government and the ministry of health to serve a great service to the general public, they ought to develop their workers.

Development is completion of a skills provision procedure, with those skills being offered for the additional knowledge on a certain subject matter, and also, to increase knowledge in practical sense on that very same topic, (Harrison, 2013). In this case, development speaks to acquired new skills and information by health care professionals in the health care sector for the sole purpose of treating and making patients' lives a little bit better at all times. Development has varied meanings in accordance to the concept it describes, in terms of health, it is defined as the process that facilitates growth, often defined as a process that accelerates a new phase in health, characterized by improvement of that certain entity. In accordance to Pearsons (1992), development involves "An improvement qualities, quantitative or both, in the use of available resources".

Training and development are important in that, they help to make the working environment of individuals' a bit better as compared to before. Furthermore, training is the footprint for development; it sets a pathway for positive change to emerge in an organisation. It is through training that individual brilliance can be restored and explored in detail. In this case, when clinicians train, they equip themselves with information and necessary practical knowledge to be able to execute fully the mandate of department of health. Practical knowledge is without a doubt a need in the health sciences, and such knowledge is better taught to subjects (clinicians) through training framework structures (Cascio, 2014).

The perfection of knowledge and skills acquired by clinicians' from their respective primary background (universities), means further training to be done. To put to speed how the practicality of content taught and learned at graduate level, clinicians need additional training programmes which are constructed on the basis of equipping clinicians with necessary information, and to make sure that the department of health together with the general public are not compromised by poor services as a result of lack of experience by young clinicians' in the field.

Given the socio-economic background of most South Africans, there has to be multiple ways to combat against such, and create in the process finer professionals who will take into their own hands, responsibilities to build a nation. To determine the

strength and progress of our building force as a nation, we check the state of health, in both private and public sector. Offering clinicians with extra needed training for specific items is a positive step towards building a much inclusive and prosperous nation, whose national state of health is great. The state of health has to be in great quality for all persons who live in the Republic.

Training also makes sure that public health facilities', including clinicians, are in a competitive state with the private sector. When the department of health offers its clinicians and other staff training, they not only build their professional lives, but they also help them in becoming better and greater individuals who are a significant part of our communities.

Similarly, development is also important in that, it sustains and makes training to be seen, it recognises effort and brilliance done through training. It is through development that we can be able to measure our progress on anything in particular. Development is the embodiment of progress; a measurement stick as to how far are we reaching whatever set of goals we had as a nation. The sustenance part to development owes to the fact that development is an indication as to how serious do we really take human rights. With South Africa being a perfect model of how to champion human rights, development becomes a huge role player.

Development's importance is that, particularly in health, it champions life saving more than just numbers. In order to be deemed developing, or successfully trained, clinicians ought to be able to develop a culture of winning which essentially cares for human life and making sure that human beings who do visit clinics get better treatment and are healed from whatever that was hindering their good health. Development ought to facilitate growth and also administer amongst other things, a new dawn, a new phase which should be highly mesmerized by positives within a particular clinic or health facility and also in general across the entire health sector.

According to Atlattas and Abunar (2021), training and development are important traits to be used in developing the importance and skills set of employees within an organisation. They are of the thought that, employees are the most important assets, which should be used to develop success and progression within an organisation. They argue "Training and development increases awareness and information towards responsibilities and duties amongst employees. Training activities led to

development and market positioning of any organisation and ultimate fulfilment of the organisational mandate.

At core, training is used to develop skills of employees. It is used to develop abilities and skills set that are both important and essential for personal or corporate success. Both training and development are used to create and develop consistency in terms of employee performance. Training and development are essential in promoting new skills and enabling new talent to flourish, as it should. They help to put the employees' behaviour and general attitude at a level that is necessary and important for the success of any organisation. Both training and development are there as a guide to creating sustainable abilities and skills set for employees within a specific organisation that will result in optimal use of those particular newly acquired skills and abilities, (Atlattas and Abunar, 2021).

Training and development are the scope that organisations use in order to facilitate employee skills development and adoption of the workplace culture that will enable success in both personal and professional life of an employee. In order for training and development to succeed, there ought to be work related training and development programmes, that aims at strengthening the nature of skills development through workplace short courses in training and development, (Atlattas and Abunar (2021).

Wahab, et al, (2014) argues that training and development are the platform on which organisations give their employees a platform to improve on their already existing skills, knowledge and practice in order to see through the success of the mandate of that particular organisation. There is a behavioural change that comes with attending training and development courses by different employees within an organisation. Workplace positiveness comes because of attending short courses in training and development. This is to say that both training and development are important in making sure that employees cherish the spirit of belief and being optimistic in order to achieve goals on a professional corporate level.

Training and development on employees is important as it allows for employees to be able to be satisfied with their jobs, making it much easier than before for employees to remain on their top performance when doing a particular work. Thus, it can be said that employee development is important in having positive impact on the

job satisfaction that a particular employee can feel towards their job within a specific corporate structure. Thus, employees who are developed and trained further are able to love their jobs and successfully execute the corporate goals of their company, (Oribabor, 2000).

According to Oribabor (2000) and Banerji (2013) training is a designed approach that seeks to change the way employees carry themselves in relation to their work and set of professional executive mandate. It is a practice of improving of the skills set for employees in order for them to function uniformly as one entity within a particular organisation. This designed change focuses on skills, behaviour and knowledge as well as attitude. It is for the promotion of competitive edge within each other and other organisations that do similar but competitive work as their own organisation. It is the understanding that is deep of the responsibilities that every individual carries within an organisation in order to make sure that the organisation prospers for the benefit of everyone involved in it.

Lai (2011) argues that training and development are important for making sure that employees get satisfaction from their jobs, and are able to execute every corporate mandate they are given without hesitation. It is about encouraging employees to give an extra mile to their effort for the organisation in order for it to be a success. Employees are more satisfied when they become part of organisations that values training and development. In so doing, by engaging in development and training programmes offered by their institutions, employees are able to better their skills and thus gain satisfaction that emerges from the fact that they are engaged in something which aims to better themselves and their knowledge.

Training and development also positions an organisation in a way that it values its workforce, and serves as a commitment to maintenance of the existing structures that guides the corporate wellbeing of that particular organisation. By engaging in training and development courses for their employees, the organisation fulfils its mandate to keep employees who are fresh and better equipped to deal with any situation that may emerge that requires specialised skills and knowledge on a particular matter. Thus, training and development are important in making sure that the organisation's employment framework is up to date and hires individuals who are fit for specific roles

in order to see success within an organisation, (Barlett, 2001; Tansky and Cohen, 2001).

One of the reasons as to why it is important for organisations to take their staff for additional training and development short courses on specific areas that are important for the organisation is to create professional organisational commitment. Commitment is the backbone of the success of any organisation. Employees who are more committed to their tasks are more likely to do better than others as opposed to those who are not committed. With specialised training and development programmes, employees are more likely to commit themselves to their work and thus motivate each other to work well together for the goodness and success of the organisation (Meyer and Herscovitch, 2001; Egan, Yang and Barlett, 2004).

It is without a doubt that consistent organisational training and development-based programmes will enhance the commitment of the employees and encourage them to work harder and be focused on what they can achieve as individuals and within the broad spectrum of the organisation. Furthermore, when employees are given more training and development short courses to better themselves both on an individual level and professional, they are more likely not to jump ship and look for better opportunities with other organisations as they are fulfilled and committed to the course to care about other things that are happening out there, (Mudor and Tooksoon, 2011).

It is also important for organisations to not only train and develop their works only, but also their managers. This is because managerial positions were designed in a way that they are given specialised types of powers and managers remain at the top of administering the uniform that a particular organisation wants in terms of the operation and structure of things. Managers ought to know and understand in depth the direction that a particular organisation is taking and be able to execute on his or her role to see forth that particular organisational mandate becoming known. As such, manager also deserve to have their own type of training and development programmes that makes them versatile and aware of the great deal of responsibility that they hold within organisations, (Rao, 2009).

In accordance to Rao (2009), a training and development programme brings about much needed skills development and employee positioning that is efficient and

necessary, particularly for public organisations such as health care facilities. Training and development equips the employee with skills set which are efficient to the work of that particular individual employee thus serving the community at large well. It is this very efficiency within skills development brought forth by training and development that employees are able to flourish at the hands and eyes of managers. The managers' role to make sure that all employees play heed to the organisational principles at all times and ensure that the organisation is represented at all times, together with its stakeholders and interests.

“Employee development is not an end in itself but rather a means to a greater productivity, lower costs and higher profits”, argues Jinju and Vijayan (2018). Although training and development enhances the performance of employees and contributes significantly to the personal growth of employees, they are not intended to develop the individual within an organisation, but to use the personal individual development to facilitate organisational success and development. The success and growth of the entire organisation is more important than that of the employees, although individual brilliance and development are used as a way to seek organisational and professional efficiency, (Jinju and Vijayan, 2018).

Effective training remains at the core of both development and training concerning employees and organisational success. In order to have effective productivity and increased success in organisational goals, there ought to be consistent effective training which will essentially speaks to the continual upgrade in new ways of doing things within organisations as the world quickly develops through technology. “The objective of training is to facilitate learning of new skills, enhancing the existing knowledge or changing employees behaviour,” Jinju and Vijayan, 2018). Training is important in bringing about new skills set for employees, thus making sure that production, quality and quantity of work improves because of training. It is how any organisational management structure controls and prospers its employees. Effective training lies on the premise that, there has to be knowledge of what exactly is expected from both an individual or an organisation in order to successfully execute the organisational mandate of transforming both the organisational structure and individual employee performance. Training and development remains a need in today's world, this due to its changing nature and unreliable transformation based on improved technology that emerges daily. To remain in scope with the world and be

competitive, organisations are forced to use a targeted effective training model that focuses on areas of need for the organisation in order to remain relevant and successful, (Yarrow, 2017).

Although training is important for the development of both the organisation and the individuals, it ought to be assessed in order to be able to be on point with the mandate of the organisation. This is to say that, organisation have to have a training based assessment of what is needed to be trained on, for how long and how that specific training should be carried in order to successfully reach the target for the organisation. This is done in order to avoid wrong training of the staff or over training of the staff, thus wasting the limited resources of the organisation without improving the organisation as required. Training has to be done in a way that is correct and covers all the essentials that a particular organisation wants to build on, (Yarrow, 2017).

The importance of training and development comes a result of the organisational success that basis itself on the ability, strength and motivation of the employees of a particular organisation. It is with this regard that training and development remains at the realm of organisational improvement and target reaching. In order for organisation to be better and keep on improving their abilities, strengths and motivation, employees ought to engage in training and development courses to improve themselves for their personal growth and that of the organisational success. The success of any organisation owes to its human resources department selecting the right people for the job. It also owes to experience and proper skills set needed to complete tasks efficiently for the organisation at time, (Kumar and Patro, 2018).

After the human resources department has hired new employees into the organisation, they have to be given training in order for them to become one with the rest of the team and to understand the workplace culture of this particular organisation that they have joined as a result. It is also important for any organisation to give its employees training based on the level of importance that a particular employee plays in that organisation. Each level of important has a specific role that a particular individual employee has to play in order to record success for the organisation, (Patro, 2018).



According to Ahmad et al (2013), organisational operation and ultimate growth relies heavily on the human capital, managed strictly and successfully by the human resources department. Thus, the success of the human resources is the real factor and determinant of the overall organisational support and success thereof. Organisations invest heavily on human resources department in order to scope which training and development courses should be tailored for the organisational workforce. Human resources as a huge responsibility within the organisational structures to motivate employees to bring forth great performance for the organisation and achieve goals set at all times. Most organisations use on the job training for their employees in order to encourage learning more about that particular job and the organisation at the same time.

Another important aspect that training and development course bring forth is efficiency, which is essentially making work easier to complete and reaching more customer satisfaction in terms of services rendered. Organisations offers training in order to have the best efficient staff that will be competitive and be able to solve different challenges and problems daily for the goodness of the people that they will be helping. With efficiency, employees will generally have improved performance and productivity in their duties, which will essentially mean more success for the organisation overall. Efficient work also promotes a more health working environment for all, as there is a lot more confidence in the abilities and skills to do the job at all times, (Tahir et al, 2004; Purohit, 2012).

Employees are given an opportunity to improve their professional skills each time they are given training for a specific content. This helps in making employees content with their jobs and technical abilities to perform certain types of jobs. The ability to specialise in knowledge with regards to a certain type of work or topic professionally, builds and boost the confidence that employees need in order to make an organisation a success. Training and development are the core most important resources that organisations use to build strong organisation which are filled with employees who love what they do and are efficient at all times, (Katou and Budhwar, 2006).

Organisations are platforms of human orientation and with training and development programmes, organisations use them in order to build and promote humans through

the development of profound employee skills and knowledge. Training and development programmes are introduced at organisations in order to shape and build the human capital opposed to building huge profits for the originations. Training and development were introduced to equip employees with skills that are necessary for the survival and efficiency at work within organisations. At heart, training and development shape the character of the human capital in employees, making them more important for the organisation, (Meerut, 2014).

Training and development are increasingly becoming popular as an organisation realises and understands their importance, it is great techniques used to train and develop employees that really matters. These techniques include a training and development programme that puts the human capital at the centre of their exploration, promoting humans and prioritising their efficiency at all times. These programmes ought to come with ways that will enhance the performance of the organisation without compromising the abilities and the knowledge of the employees. By organisations through the human resources selecting the right and the best training and development programmes for their employees, organisations are bound to make it and win, (Landale, 1999).

Employees are trained in order to possess skills that are unique to their competitors and also help shape a better organisation that they can be proud of and willingly give their best for it in terms of their abilities. The optimisation is at the centre of any organisation, and thus in order for any organisation to reach perfect optimisation of its employees; it has to invest in human capital resources, to invest in employee skills and talent in order to succeed against the competition. Training and development are important in reaching both organisational and individual employee brilliance through skills optimisation which are enhanced by training and development programmes, (Yarrow, 2017).

### **2.3. METHODS OF TRAINING AND DEVELOPMENT**

According to Warnich, Carrell, Elbert and Hatfield (2018) training can either be delivered on-the-job or off-the-job.

- 1) **On-the-job training:** On-the-job training is a type of training performed whilst the candidate is at work. In this training, a trainee is trained whilst actively serving service in real time at his or her work place. It is not done away from work, and it is carried in real time. On-the-job training is majority of the time given to graduate nurses who are trained whilst they serve patients and they get used to working with people. Several other methods of on-the job training that can be utilised include job rotation, job enlargement and job enrichment, which are often used for more junior personnel. Other methods include coaching and mentoring as well as job instruction training.
- 2) **Off-the-job training:** Off-the-job training is a type of training performed whilst the candidate is away from the working site. This training method is the most usual one, a trainee is trained at a specific place and he or she is off his or her work at the time. It is done away from work; he or she will later come with the newly acquired knowledge and skills to his or her workplace to be used. Several methods can be utilised for training candidates away from their everyday work. These include for instance, workshops are common ways of training and developing employees for a specific goal. Workshops are whereby the instructor at work is giving a lesson on a specific item, whilst employees take notes and will later apply them at work physically. It is just about knowledge sharing than doing physical work. It deals with the presentation of newly found information that is important for employees to learn and know about so that they can apply it at work. Lectures can also be used. Lectures go hand in hand with workshops in that; they are about presenting knowledge in a form of a class, attended by employees of a specific organization. The aim of lectures is to give broader detailed information than workshops. Information is well researched, detailed, and deeper. There are several other methods of training that can be used including case studies, management games, vestibule and simulation, technology-based systems, in-basket exercises, conference discussions and others.

## 2.5. TYPES OF TRAINING AND DEVELOPMENT PROGRAMMES OFFERED

This section presents programmes that nurses in Mamelodi undergo in order to obtain new skills. They include:

- 1) **Intergraded Management of child Illness:** This programme was introduced to give professional nurses a deeper understanding of child illness and how to diagnose, treat and cure childhood illnesses. Nurses are given training on this programme to safeguard children and combat against diseases that could prove dangerous and life threatening to them.
- 2) **Elimination of Mother to Child Transmission:** This programme is about how to save children from contracting HIV from their mothers from birth. A programme makes it compulsory for all pregnant women residing in the Republic to go for monthly checks in order to ensure that the child is protected against the virus. In the event that the mother is HIV positive, she is given medication that will help the child not to be HIV positive as well.
- 3) **Tuberculosis:** This programme is about reduction and treatment of Tuberculosis, nurses are taught diagnosis and treatment of the disease and how to go about in protecting themselves from it and also how to treat and cure the patient from it.
- 4) **Expanded Program of Immunisation:** Immunisation is a life saving programme that should be well executed at all times. This is a source of investment on the government part in that, by having a very strong immunisation programme, diseases and top killers can be avoided saving the government a lot of money and lives.
- 5) **Sexually Transmitted Infections:** This programme is about reduction of sexually transmitted infections such as HIV, and making sure that the country can be saved from this pandemic. It is about encouraging condomisation during sex, abstinence was possible, and people knowing their HIV statuses.
- 6) **National Contraception and Fertility Planning:** This programme was initiated to insure that the country has a very strong health system, which is able to supply contraceptive to those who need them and offer fertility planning. This programme, “involves improved access, expanded choice, quality care, staff training and continuous and efficient commodity supply.”

## **2.5 BENEFITS OF TRAINING AND DEVELOPMENT IN THE HEALTH SECTOR**

With robust research over the years, there is existing proof that suggests that training produces positive results, both to the individuals and the team as a whole. As a result, training can bear other types of outcomes such as for example, attitudes,

motivation, and empowerment, although training effects, particularly on general performance, may be little but measurable (Aguinis and Kurt, 2009).

Continuous skills training and keeping updated is important for skills development. The availability of skilled clinicians within clinics has a significant impact on the effectiveness and quality of the services that are delivered to civilians daily to meet their health needs. Professional nurses and clinicians generally attend short courses that enhance their knowledge and practice on familiar topics or issues such as HIV and AIDS, Tuberculosis and also the technology and innovation of new equipment, medication or treatment and other issues related to health systems (Barton, Kristen, Capozzi, Yipp, Hollenberg, Rabi, Beck and Aker, 2018). For example, in today's world, technology plays an important role in our personal lives, including a crucial role in healthcare. It is important for health professionals to get skills development and training of such technology. This skill improvement enhances the responsibility of clinicians to improve and save countless lives all around the healthcare facilities.

Furthermore, medical technology is a broad field where innovation plays a crucial role in sustaining health. Areas like biotechnology, pharmaceuticals, information technology, the development of medical devices and equipment, and more, have all made significant contributions for improving the health of people all around the world, and much needed training and skills development is required on how to use that equipment. This improvement in medical technology further highlights the importance of training and development of healthcare professionals, nurses included. Through continuous training and development, attendance of short courses and skills development healthcare practitioners can continue to find ways to improve their practice from better diagnosis, surgical procedures, and improved patient care.

## **2.6 RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT AND ORGANISATIONAL PERFORMANCE**

Training and development are often used interchangeably, professionally almost as a similar process to create sustainable and foreseen change. However, they are separate phenomena that work together to create harmonious organisational change and come with sustainable organisational performance. The relationship between training, development and organisational performance is positive in that, without the other, others cannot function to optimal and the result are almost always negative when one is disregarded. As such, the relationship between the three ought to be

understood and be explained as to why they have such an interesting organisational outcome.

Training is the basis of the relationship; it is the foundation on which the positivity of this relationship is based on. Through training, organizations are able to tackle whichever area of lack that they might have as an organisation and thus be able to strengthen its team by offering training through short courses to better equip them with necessary skills to carry out certain specific work in relation to the organisational need. It embodies the physical and often psychological re-enforcement to the organisational pool of labour and assets through human capital. Training focuses entirely on the person, the professional, his work ethic and his skills set, and find ways to better equip him with ways to be much better and stronger.

With more interest in the psychology also of the person, development focuses on both the workers individual professional and organisational progress as well as his or her psychological well-being. To be considered developing or developed fully as a person, one has to be both organisationally and psychologically good. As such, development is the yardstick of this relationship, in that, it questions the effects of training on an individual and goes deep to cater for his or her psychological well-being as well. Through development, training is in motion, what was practically taught is shown in real work, under no controlled circumstances. It is through development that the can be a positive organisational performance which is simply on the basis of acquired knowledge and practical work done through training and implemented deeply through development.

The performance of the entire organisation is a reflection of how training and development were done and how all three forms a unique yet strong bond with each other. The organisational performance is the bigger picture and determinant of success or failure of both training and development done on members of a specific organisation over a specific period of time.

Organisational performance shows to an extent how important training and development are, that they are the critical and most important aspects of the entire organisational structure. The entire organisational structure and its short, medium and long term success owing to the training and development routine which should be well thought out and executed. The execution of the organisational structure ought to be precise and accurate. This precision and accurateness of the execution of the organisational structure solidify the pediment that is training and development.

## **2.7 EFFECT OF TRAINING AND DEVELOPMENT COURSES ON THE SKILLS DEVELOPMENT**

Training and development without a doubt are essential in skills development, either general or specific, they are both needed and play an important role in realising skills development. The primal role, mission and intent of offering training and development courses, is to be able to achieve a particular set of principles that will result into specific skills set for individuals and organisations in general. This means that, the very basis of establishing training and development courses on particular individuals for whichever organisation is to equip them with a new skill set which will eventually see that particularly organisations thrive. Organisations can only thrive when their essential attributes, who are workers, thrive with rare types of skills.

Skills development is the main motivator in terms of carrying out training and development courses for professional nurses in general. It is the emphasis on skills development that solidifies and guarantees further advancement of training and development courses. It is a requirement of law for professionals to be properly equipped with skills that are needed in order for them to perform the job in a satisfactory manner. Both training and development give a way for the Skills Development Act.

## **2.8. SKILLS DEVELOPMENT ACT**

Skills development act of 1998 is an act within the department of labour which aims to make it compulsory for all employees to develop their skills set. This act aims to increase the knowledge base of employees and their subsequent competency in the workplace. The sole aim is to improve the productivity and efficiency of the labourers.

Main aspirations of the act:

- (a) Increase in quality of life of workers in the work place and beyond
- (b) Increase the comfortability of the working environment
- (c) Promotion of self-employment
- (d) Increases in employee work prospects and opportunity
- (e) To make service delivery in an efficient way.

In accordance with the parliamentary information services research committee, the skills development act helped in improving the national skills fund which solely funds projects nationally which is identified as important in the skills development strategy. In relation to the skills development act, it also champions and promotes Provincial Batho Pele Principles. These are government's guidelines as to how to improve service delivery within its different sectors and departments, also applicable to the department of health, Gauteng province. Skills development act aims to improve on the standard of service offered in clinics, in this case in Mamelodi Clinics

## **2.8. SKILLS LEVIES ACT**

"The Skills Development Levies Act of 1999, provides for the collection, administration, disbursement and regulation of the monies in the national skills fund". It also gives advisory on both national and provincial spheres of government to save a percentage of their annual budget in dedication to skills development through training and development. Thus, it makes it possible for clinics to make their professional nurses and managers to attend training and development short courses. Skills levies act also gives emphasis on provincial Batho Pele Principles. It gives ways into how people can get redress in order for professional nurses and patients to bond and give better service next time. Skills levies act is a financial system within the skills development of any organisation, and thus should be given the respect it deserves.

## **2.9. CONCLUSION**

This chapter presented the literature review that is relevant to the research problem that has been explained in chapter one. Literature on training and development as well as their importance within organisations was presented.

"The skills development levies act of 1999, provides for the collection, administration, disbursement and regulation of the monies in the national skills fund", argues the parliamentary information services research committee. It also gives advisory on both national and provincial spheres of government to save a percentage of their annual budget in dedication to skills development through training and development.



Thus, it makes it possible for clinics to make their professional nurses and managers to attend training and development short courses.

## **CHAPTER THREE**

### **RESEARCH METHOD**

#### **3.1 INTRODUCTION**

This chapter presents the research method that was used to collect data to address the research questions as set out in the first chapter. The chapter outlines the research design; study area, target population as well as the sampling method used for purposes of the study. The ethical issues that the study took into consideration in executing the study are also presented in this chapter.

#### **3.2 RESEARCH DESIGN**

**This is an interpretivist study** in that it focuses on the subjective experiences of the clinicians as well as the managers. The research uses qualitative and non-scientific methods to conduct the study and reach the conclusion of the research.

A research method is a way to systematically solve the research problem (Palinkas, Green, Wisdom and Hogwood, 2013). A qualitative design method was used in this study to determine the perceived effects of employee attendance of short courses on employee skill development in Mamelodi clinics, Gauteng Province. The qualitative design method is a research method that does not use numerical numbers to give a broad understanding of the outcomes of the research; rather it gives an in-depth understanding of the context of the research (Palinkas, Green, Wisdom and Hoagwood, 2013).

#### **3.3 STUDY AREA**

Mamelodi is a township located in Tshwane in Gauteng Province. Mamelodi has 5 clinics under the municipality of Tshwane in Gauteng Province. It has an area the size of 45.19km squared, with a population of more than 334 577 who use the clinics in Mamelodi if they want to consult about their health status (Stats SA, 2019).

#### **3.4 TARGET POPULATION**

The target population in accordance with Asiamah, Mensah and Oteng-Abayie, (2017) is defined as an entire group of persons or objects that is of interest to the researcher. The target population for purposes of the current study are professional nurses and nursing managers who work in Mamelodi clinics, Gauteng Province. The

database shows that there are 45 professional nurses and five managers who then constitute the target population for the current study.

### **3.5 SAMPLING METHOD AND SAMPLE SIZE**

Sampling is the process of selecting a portion of the population to represent the entire population (Palinkas, Green, Wisdom and Hoagwood, 2013). According to Palinkas et al. (2013), a sample is a subset of the population element but they go further to state that a representative sample is one whose key characteristics closely approximate those of the population. This study is a qualitative research. Purposive sampling was used to select the participants who are professional nurses. All the professional nurses who were in the database at the time of the current research study as explained above as the target population were included in the study. The initial plan was to interview only about 10 of the identified participants. However, due to difficulties with getting interview time during clinical hours the participants suggested that the measuring instruments be sent to them instead. This sending of the research instrument resulted in an advantage of having about 40 completed research instruments. Although the writings/responses were not as detailed as they would have been had the participants been interviewed, the many responses still helped to give the rich information expected of a qualitative study.

### **3.6 DATA COLLECTION**

Data collection describes a clear and specific explanation of how data were collected, how the results or findings were derived, as well as the rationale for the method selected. The first question when deciding on a data collection method is “What sort of data will help to answer the research question or achieve research aims?” The second question is “What is the most appropriate method for collecting those data?” (Blackwell, 2011:71). A research guide was designed, with open-ended questions, to give semi-structure to the interview process. Then data was collected through individual interviews from professional nurses and nursing managers in the clinic.

### **3.7 TRUSTWORTHINESS IN QUALITATIVE RESEARCH**

Trustworthiness is the ability of a study to be authentic, true and not reflective of the wishes or views of the researcher. The study conclusion should follow the findings of

the study. In order to show trustworthiness in this study, the research findings are not fabricated in order to suit a specific conclusion, and the conclusion itself, follows from the research findings. Trustworthiness has four aspects to it, namely:

#### 3.7.1 Credibility

It speaks to the closeness the research findings are with reality, and in ensuring credibility, I used a line of questioning that enabled the participants an opportunity to answer freely, while tapping from their everyday experiences in their jobs. This thus makes them to be as real as possible in answering their given questions, which are consistent with every participant.

#### 3.7.2 Transferability

It speaks to the potential with which the research findings of one study can be applied to other studies or situations. In ensuring transferability, the study findings can be applied to a larger population, that is, it can be used on a provincial scale. This study ensured that it uses a style of questioning which can be adapted to a greater population while ensuring high standard.

#### 3.7.3 Dependability

It speaks to the ability of obtaining the same results in the event that the study is repeated using the same components of the study as used before. In ensuring dependability, the study used a group of recognised professionals to ensure authentic results and detailed answering based on every day experiences.

#### 3.7.4 Confirmability

It speaks to the ability of obtaining research findings on the basis of real experiences and ideas of the informants, and in ensuring conformability of the results, this study made usage of ethical means in which made approvals of the research questions in order to avoid researcher biasness.

### **3.7 DATA ANALYSIS**

Data analysis involves breaking down data into representative constituents to find answers to research questions (Blackwell, 2011). The thematic data analysis method was used to analyse what the nursing managers think of the short courses attended and whether they see an impact on the skills of professional nurses, as well as eventual performance. The steps of the thematic data analysis followed for the current study are those outlined by Braunand Clarke (2012) that include: “1) Phase 1: Familiarising yourself with the data; 2) Phase 2: Generating initial codes; 3) Phase 3: Searching for themes; 4) Phase 4: Reviewing potential themes; 5) Phase 5:

Defining and naming themes; and 6) Phase 6: Producing the report". Reviewing the objectives of the study as stated in the first chapter of the study also helped in refining the themes for analysis.

### 3.8 ETHICAL CONSIDERATIONS

To conduct research ethically, the researcher must carry out the research honestly, rigorously, methodologically and soundly. It is also important to manage resources with respect and integrity, acknowledge fairly those who contribute guidance or assistance. Communication of results should be accurate and should consider the consequences of the research for the field of study in particular and for society in general (Brink, 2013). For the current study the following ethical issues were taken into consideration:

- **Ethical clearance:** Ethical clearance was requested from the University, the Turfloop Research Ethics Committee (TREC) before the study could be conducted.
- **Permission to conduct the study:** permission to conduct the study was requested, in writing, from the city of Tshwane Health Department prior to conducting the study. A letter was sent to the department explaining the reasons why the study is necessary and how they are going to likely benefit from the study.
- **Informed consent:** the researcher has explained the purpose of the study to the potential participants, as well as how they are likely to benefit from the study to ask for informed consent from them prior to collecting data.
- **Voluntary participation:** in addition to explaining the purpose of the study to the participants, they were also being informed that their participation is voluntary, that they can withdraw their participation at any point should they wish to do so. The participants were also informed that there were be no remuneration for their participation.
- **Confidentiality:** the information gathered from the participants was kept confidential and were not shared with anyone.
- **Anonymity:** no identifying information was asked or written on any research record to protect the participants' identity.
- **No harm:** keeping the data collected from the participants confidential and anonymous will help that they cannot be identifiable and will as a result, not be victimised in any way by the information that they gave.
- During the interview process, the participants were treated with respect.

- **Dissemination of results:** the results of the study were shared with the interested stakeholders.

### **3.9 LIMITATIONS OF THE STUDY**

The study will be conducted in one area of Gauteng Province, i.e. Mamelodi Township. Therefore, the results cannot be generalised. The results can only serve to guide others in similar situations.

### **3.10 CONCLUSION**

This chapter outlined the research method used for the current study. The research design, study is, target population, sampling and data collection method was outlined in this chapter. The method of data analysis was also explained. The chapter ends with an outline of the ethical issues that were taken into consideration by the study. The next chapter presents the study results.

## CHAPTER FOUR

### RESEARCH RESULTS

#### 4.1 INTRODUCTION

This chapter presents the results from the data collected from the participants. The presentation of the chapter starts with the biographical information of the participants. The biographical information is followed by the responses of the participants in line with the objectives of the study as set out in the first chapter of this report.

#### 4.2. BIOGRAPHICAL INFORMATION

In total, 36 professional nurses participated in the study, in order to complete the study. The intention was to interview the participants until the saturation point is reached. However, due to the nature of the work of clinic-based professional nurses, it was difficult to get a moment to interview them. As a result, they were given the research guide for them to complete at their convenience. This section presents the biographical information of all the participants starting with the total that responded.

##### 4.2.1 Total number of Participants

Table 4.1 shows the total number of people who participated in the study. Forty clinicians were interviewed to form part of this study, and they were given questionnaires to fill up and they were later collected in order to establish the merits of this research. Twenty-five of the participants were females while males were fifteen. The study was able to find age of the respondents, their years of experience as professional nurses, and years they have been working at Mamelodi clinics.

**Table 4.1: The total number of participants**

<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
No. who Responded	40	100
No. who did not Respond	0	0
<b>Total</b>	<b>40</b>	<b>100</b>



#### 4.2.2. Gender of the Participants

This section of the study represents the gender of the participants in relation to their participation in the study. In the study, 62,5% of the study's gender participants were female in comparison to that of males at 37,5%. The study included 40 participants, who are professional nurses.

**Table 4.2: Gender of Participants**

Gender	Number	Percentage
Female	25	62,5
Male	15	37,5
<b>Total</b>	<b>40</b>	<b>100</b>

#### 4.2.3 Age of the Participants

This section of the study represents the age of the 40 participants, who are also professional nurses. The ages range from 25 to 60 and above. In accordance with the information presented in the table below, the majority of the clinicians were those aged between 30-39, with their total number at 13.

**Table 4.3: Age of Participants**

Age Range	Number	Percentage
>25	3	7.5
25 - 29	7	17,5
30 - 39	13	32,5
40 - 49	8	20
50 - 59	4	10
60 and above	5	12,5
<b>Total</b>	<b>40</b>	<b>100</b>

#### 4.2.4 Number of Years working in the Clinics in the Area of the Study

This section of the study presents forth the number of years in experience of the participants of the study in the area of the study, the professional nurses. It seems those with years between 5 to 10 years were at dominance in the group of the interviewed.

**Table 4.4: Number of Years' Experience**

<b>Number of years</b>	<b>Number of Participants</b>	<b>Percentage (%)</b>
0-5	3	7,5
5-10	20	50
10-15	8	20
15-20	4	10
20-25	5	12,5
<b>Total</b>	<b>40</b>	<b>100</b>

#### **4.2.4 Number of Years' Experience as a Professional Nurse**

This section of the study presents forth the number of years as a professional nurse in terms of the participants of this study. The majority were professional nurses with 15 to 20 of experience, followed by those with 10 to 15 years of experience.

**Table 4.4: Number of Years as Professional Nurse**

<b>Number of years</b>	<b>Number of Participants</b>	<b>Percentage (%)</b>
<b>0-5</b>	3	7,5
<b>5-10</b>	4	10
<b>10-15</b>	8	20
<b>15-20</b>	20	50
<b>20-25</b>	5	12,5
Total	40	100

#### **4.2.5 Short Learning Courses Attended by the Participants**

The numbers of participants who attended the short learning programmes, which are available from a provincial and national platform, are outlined in this section. In both the provincial and national departments of health, it is stated that the purpose of these programmes is to stimulate the growth and knowledge of professional nurses. The courses are available on a national scale-free for all the professional nurses within the province of Gauteng, as well as outside the province. Table 4.3 presents the number of participants who attended each course.

**Table 4.5: Short Learning Courses Attended by the Participants**

Attended Course	Number who attended	Percentage
1) Intergraded Management of Child Illnesses	40	100
2) Elimination of Mother-to-Child Transmissions	40	100
3) Tuberculosis management	40	100
4) Expanded Program of Immunisation	28	70
5) Sexually Transmitted Infections	40	100
6) National Contraception and Fertility Planning	40	100
7) Nurse Initiated Management of HAART	36	90
8) (Nurse Initiated Management of Drug Resistant	32	80
9) Infection control	40	100
10) Diabetes management	38	95
11) Hypertension management	38	95
12) HIV Management	40	100
13) Management/supervisory skills	40	100
14) Other	27	67.5

#### **4.3 THE PERCEIVED EFFECT OF TRAINING AND DEVELOPMENT COURSES ON SKILLS DEVELOPMENT OF PROFESSIONAL NURSES**

The first objective of this study is stated as “To determine the perceived effect of training and development courses on skills development of professional nurses in the Mamelodi clinics, Gauteng Province”. The participants in this study indicated that training and development courses have a developmental effect on the skills of professional nurses in that “*they promote acquiring professional skills that are specific to a certain area of speciality*”. This is supported by sentiments that include, for instance, “*after I attended the supervisory course, I made some suggestions to my manager, which brought change in the working place*’.

Another participant stated that ‘*the short courses improved my knowledge of the new guidelines and management of ART*’.

The participants also added that the attended short courses for professional nurses give them the necessary skills set to protect themselves as well as others during any contact at work. Skills development is a necessity for professional nurses as they

face dangerous diseases and infections on a daily basis. It is on this note that both provincial and national departments of health make it compulsory to give professional nurses a chance to attend training and development short course designed to equip them with more information in order to better, understand how to deal with people in different situations irrespective of how hard it may be. Skills provision is a result of attended short courses of training and development, which essentially makes it easier to cope in different life threatening situations for professional nurses.

The participants also felt that the offered courses are so important that they need to be compulsory for all registered professional nurses at the clinics because they improve their skills. One participant supported this idea by saying that “*the short courses are important in that they keep clinicians updated on clinical care, guidelines knowledge and improve skills*”. Another indicated that short courses will help them “to manage their clients with current and correct treatment” and that “*medical information changes frequently that if we attend a short course we will get recent updates*”.

#### **4.4 THE PERCEIVED EFFECT OF TRAINING AND DEVELOPMENT COURSES ON PERFORMANCE OF PROFESSIONAL NURSES**

The second objective of this study is “To explore the perceived effect of training and development courses on the performance of professional nurses in the Mamelodi clinics, Gauteng Province’. Participants in the current research study reported improvement in performance and productivity of professional nurses in Mamelodi Clinics after attending short learning courses. According to the participants, these training and development courses make professional nurses to understand their mandate and how to be of better service to patients. They indicated, as a result, that attending these courses is important.

One respondent said the following about the importance of attendance of short courses amongst clinicians: these courses foster “*growth and development of one’s career and to be up to date with regards to guidelines*”. This showed to an extent the importance of short courses. Another responded also when asked about the importance of short courses, she reiterated the importance of short courses by arguing, “*They are important for skills development*”.

Training and development courses also help in nurturing competency, which essentially helps professional nurses in the execution of their job. Thus, it then results in improved performance by professional nurses. *“They make employees to be highly engaged and committed to their jobs”*. Thereby benefiting the entire health organizational structure. This agrees with what Sims (1990) stated that training and development courses leads to improved employee and employer confidence in one another, thus improving the morale of all the employees.

Apart from the primary education that professional nurses have, short courses also help in improving their skills set. This is because short courses are effective and precise to their mandate and in a way, the information from a particular short course is meant for a specific knowledge sharing. A respondent when asked about how short courses relates to skills development and improvement, he responded, *“They expand one’s knowledge and skills development”*. This took into account the continued similar respond that many nurses had concerning skills development and short courses, and their link and importance to each other.

An attended short course forms a basis of experience and needed real time activity by professional nurses. The attended short courses are without a doubt a knowledge-based and skills transformation initiatives that overall have a positive effect on the skills development of professional nurses. Different nurses argue that attending short courses helps them to better their skills and be able to help patients better.

Given the fast change in population numbers and continuity in the fight for immunisation, which essentially protects everyone by making them less susceptible to the diseases, attending short courses for professional nurses gives them the necessary skills set to protect themselves as well as others during any contact at work. Courses such as: Intergraded Management of Child Illness, Elimination of Mother To Child Transmission, Tuberculosis, Expanded Program of Immunisation, Sexual Transmitted Infection, National Contraception and Fertility Planning, help in making sustainable skills for professional nurses in order to help the community of Mamelodi at large.

Skills development is a necessity for professional nurses as they face dangerous diseases and infections on a daily basis. It is on this note that both provincial and national departments of health make it compulsory to give professional nurses a chance to attend training and a development short course designed to equip them

with more information in order to better, understand how to deal with people in different situations irrespective of how hard it may be. Skills provision is a result of attended short courses of training and development, which essentially makes it easier to cope in different life threatening situations for professional nurses.

#### **4.5 SHORT COURSES THAT WERE PERCEIVED TO BE EFFECTIVE**

The third objective of the study is “to examine which of the attended short courses are more effective in improving skills of professional nurses”. Short courses in training and development are designed to assist professional nurses by providing them with different skills that otherwise they could not get in from formal training. Most of the participants indicated that they found the courses that they attended to be valuable and worthy of the time and cost spent on them. The courses on HIV management were found to be particularly useful as they “*increased knowledge of how to handle those patients*”.

One participant indicated that all the short courses they attended were useful to them because they “*only attend the courses that are in line with my duties*”. This kind of response suggests that people should not attend courses randomly but that the choice of which course to attend should be carefully looked at according to interest and need. The need can be based on the kind of issues the individual deals with most of the time.

#### **4.6 THE SHORT COURSES THAT WERE FOUND TO BE INEFFECTIVE**

The last objective of the study was “to find out which short courses, according to the professional nurses in the study, were found to be ineffective and unnecessary”. The results of the study suggest that although there is a lot of acceptance and praise in most of the short courses that are offered by the department of health, there is also a number of participants who consider courses such as Tuberculosis management as ineffective. The participants pointed out that the courses lack details about how to protect oneself from such when in the working environment.

Some of the participants were of the opinion that management-related short courses are ineffective and useless. They argue that those courses serve no purpose as clinics have their own management thus making it impossible to exercise those particular learned skills from training and development.

The participants also added that some courses in training and development often fail to meet their set requirement of skills and knowledge provided to nurses, rendering them ineffective and unnecessary. One mentioned that *“learning every course is ineffective as you fail to master all”*.

#### **4.7 TRAINING AND DEVELOPMENT SHORT COURSES THAT THEY WOULD LIKE TO ATTEND**

The participants in the study were also asked about which courses they would like to attend. Their responses suggested that they would like to attend courses such as: emotional intelligence, anger management, negotiation skills. One participant indicated the reason for wishing to attend a course on emotional intelligence as *“to be able to control my emotions when in conflict”*.

It was also suggested that it would be good to attend courses on mental health because *“people are going through stress due to COVID-19 mental problems are a big issue in our communities”*.

Another participant indicated that they would like to attend a course on debriefing because *“we are working under stress and we need to debrief regularly, get professional people to help us”*.

Other courses that they indicated that they would like to attend include Primary Health Care, Extended Programme of Immunisation, family planning, advanced computer skills and performance management. For computer skills, one participant pointed out that *“as technology improves filling will be done online”*. One participant who indicated that they would like to also attend courses on Integrated Management of Child Illness and Nurse Initiated Management of HAART indicated that *“because we have a high HIV prevalence I need these skills to improve patient care and community health”*.

#### **4.8 CONCLUSION**

This chapter presented the results of the study from the data that were collected from the participants. The chapter presented the biographical information first followed by presentation of the participants' opinions in relation to the objectives of the study as outlined in the first chapter of this report. The participants were also asked about the kind of courses they would like to attend. The next chapter will present the summary of results, conclusions and recommendations.



## **CHAPTER FIVE**

### **SUMMARY OF RESULTS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This chapter explores the conclusion part of the research, thus stipulating to an extent, the answer to the research question. It also offers recommendations that can be used by both City of Tshwane health department and the Gauteng health department, in conjecture with the national health department. It also amongst other things highlights some of the critical and most important aspects or findings of this research. The conclusion to this research is that there is indeed a perceived effect on employee performance after attending training and development short courses.

#### **5.2. SUMMARY OF RESULTS**

The summary of the results of this research is written in terms of the research objectives, stipulated as:

- To explore the perceived effect of training and development courses on the performance of professional nurses in the Mamelodi clinics, Gauteng Province
- To determine the perceived effect of training and development courses on skills development of professional nurses in the Mamelodi clinics, Gauteng Province.
- To examine which of the attended short courses are more effective in improving the skills of professional nurses.
- To find out which short courses, according to the professional nurses in the study, were found to be ineffective and unnecessary.

#### **Objective 1: The research findings in terms of perceived effect of training and development courses on skills development of professional nurses in the Mamelodi clinics, Gauteng Province**

The research was able to successfully determine a link between skills development and attended short courses in training and development which professional nurses in Mamelodi clinics attended. These courses are able to increase and improve employee skills and their constant development in that subject. The research was able to establish the need for training and development courses, their subsequent importance, and their mutually beneficial relationship to skills development. Skills

development is the critical and most important aspects that which these courses were designed to provide for the participants. They were intended to drive a hike in skills development in order for the individual nurses, clinics and the provincial health department to gain skills development.

**Objective 2: The research findings in terms of perceived effect of training and development courses on the performance of professional nurses in the Mamelodi clinics, Gauteng Province**

The research found that there is a perceived effect of training and development courses on the performance of professional nurses in the Mamelodi clinics, Gauteng Province. There was a general increase in performance of professional nurse's post attending short courses in training and development organised by the Gauteng department of health. The research was able to establish a clear link between professional nurses' performance in Mamelodi clinics and attendance of short courses in training and development.

The performance of the professional nurses with regards to their duties at work has seemingly increased this due to attendance of short courses in development and training as they help to stimulate more personal belief and understanding of the job description. There is an increase in the morale of the staff as well as the dedication to their work on a daily basis, followed by an increase in the sustained performance in their everyday work as professional nurses.

**Objective 3: The research findings in terms of examination of the attended short courses that are more effective in improving skills of professional nurses.**

Given the fast change in population numbers and continuity in the fight for immunisation, which essentially protects everyone by making them less susceptible to the diseases, attending short courses for professional nurses gives them the necessary skills set to protect themselves as well as others during any contact at work. Courses such as: Intergrated Management of Child Illness, Elimination of Mother to Child Transmission, Tuberculosis, Expanded Program of Immunisation, Sexual Transmitted Infection, National Contraception and Fertility Planning, help in

making sustainable skills for professional nurses in order to help the community of Mamelodi at large.

**Objective 4: the short learning programmes that are considered to be ineffective and therefore unnecessary.**

Majority of the interviewed nurses seem to converge on an understanding that management based short courses are ineffective and useless, they argue that they serve no purpose as clinics have their own management thus making it impossible to exercise those particular learned skills from training and development. They argue that such short courses are a waste of time and resources on both them and the government. Although there is a lot of acceptance and praise in most of the short courses that are offered by the department of health, arguing them to be effective, there is also a number of professional nurses who deem courses such as Tuberculosis as ineffective and lack detailed means of how to protect oneself from such, as well as Covid 19.

### **5.3 RESEARCH CONCLUSIONS**

This study has shown that there is indeed a perceived effect in attending short courses in development and training by professional nurses in Mamelodi clinics, Gauteng. Through a careful analysis of the data from the professional nurses and the clinic managers from all four Mamelodi clinics, short courses attended by professional nurses in training and development do help in increasing professionalism in them and also makes it easy for professional nurses to cope with different circumstances' when patients do come.

The research was able to emphasise the need for short courses in training and development in the public health care system. Short courses are the primary goal-achieving strategies for clinic managers in order for them to facilitate the clean and smooth operations and running of the clinic. They, short courses, prepare the professional nurses in a way that makes them to be efficient to the clinic and thus the patients as they would have gained important information and specific skills. A specialised skill is essential in serving the community rightly and most importantly, advances the skills of professional nurses.

The professional nurses of Mamelodi clinics, together with their clinic managers also attended various short courses offered by the department of health provincially in association with the national health department to equip them with the necessary skills set and knowhow of how to deal with various patients and infections that are a huge possibility within the clinic atmosphere and space. Such courses in training and development continue to remedy the situation in the poor diagnosis of patients by professional nurses, as they know better due to training.

This study wanted to determine whether the short learning programmes attended by the professional nurses who work at the clinics in Mamelodi contribute towards skills development and individual performance. The study results suggest that not only did most of the participants enjoy attending the courses but that they also found them useful and had suggestions to make as to what other courses can be offered. The study also found out that it is important to audit properly who has to attend which course when, i.e. the courses should be relevant to the area of health within which individuals are working at the time of course attendance. The study concludes with making conclusions and recommendations in this, the final chapter of the study.

#### **5.4 RESEARCH RECOMMENDATIONS**

Seeing the benefits that can be gained from training and development, in terms of skill development and performance enhancement the study recommends the following:

- Offering more short courses in training and development for both professional nurses and clinic managers
- Making sure that the short courses that are offered are the ones needed by those who attend them, i.e. those professionals who work with a certain health problem or area should ideally be the ones to attend a short course that is related to the area in which they are placed at the time of attendance. In that way, the short course would promote organisational brilliance.
- As some of the participants indicated that they would also like a course that focus on personal growth like leadership and managerial courses, more of those type of courses should be offered to promote personal growth and betterment of themselves.

- There should be formal and informal feedback on the short courses attended as well as those that the professionals would like to attend. Focusing on what the professionals indicate they would like to attend would also help because they would be requesting based on what they know that it is what they need. Feedback on those that have been attended will help with improving or maintaining the quality of the content and the training method. Feedback might just help in establishing whether the short courses were worth investing in or not.
- Encouraging more advanced postgraduate programmes for professional nurses and also clinic managers apart from the short courses in training and development. Attendance of courses and educational programmes encourages interaction with other professionals from other clinics, health institutions or cities to understand how they conduct their services. Interaction should be based on similar programmes of short courses.

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**APPENDIX A**  
**PERMISSION TO CONDUCT THE STUDY**



**GAUTENG PROVINCE**  
HEALTH  
REPUBLIC OF SOUTH AFRICA

Enquiries: Dr. Manel Letebele Hartel  
Tel: +27 12 451 9038  
E-mail: Troy.Makhabela@gauteng.gov.za

**TSHWANE RESEARCH COMMITTEE: CLEARANCE CERTIFICATE**

**DATE ISSUED:** 11/11/2020  
**PROJECT NUMBER:** 49/2020  
**NHRD REFERENCE NUMBER:** GP\_202009\_016

**TOPIC:** Perceived Effect of Training and Development Programmes On  
Employee Performance in Mamelodi Clinics, Gauteng Province

**Name of the Lead Researcher:** Ms Mabina Madimela Legong  
**Name of the Supervisor:** Ms M.F. Rachidi  
**Facilities:** Nelmapius Clinic  
Mamelodi West Clinic  
Stanza 2 Clinic  
Phahameng Clinic  
**Name of the Department:** University of Limpopo

**NB: THIS OFFICE REQUEST A FULL REPORT ON THE OUTCOME OF THE RESEARCH DONE AND**

**NOTE THAT RESUBMISSION OF THE PROTOCOL BY RESEARCHER(S) IS REQUIRED IF THERE IS DEPARTURE FROM THE PROTOCOL PROCEDURES AS APPROVED BY THE COMMITTEE.**

**DECISION OF THE COMMITTEE:** APPROVED

  
.....  
**Dr. Manel Letebele-Hartel**  
Chairperson: Tshwane Research Committee

Date: 11/11/2020

  
.....  
**Mr. Mothomone Pitso**  
Chief Director: Tshwane District Health

Date: 2020.11.11



Annexure 1

**DECLARATION OF INTENT FROM SKILLS DEVELOPMENT FOR TSHWANE MUNICIPAL CLINICS**

I give preliminary permission to LEGONG MABINA MADIMETSA to do his/her Research on **"PERCEIVED EFFECT OF TRAINING AND DEVELOPMENT PROGRAMMES ON EMPLOYEE PERFORMANCE IN MAMELODI CLINICS, GAUTENG PROVINCE."**

I know that the final approval will be from the Tshwane Regional Research Ethics Committee and that this is only to indicate that the clinic is willing to assist.

Other comments or conditions prescribed by the PHC Manager to the Researcher are

*THE FACILITIES CHOSEN FOR THE STUDY ARE WILLING TO ASSIST  
THE GENERAL REQUEST IS THAT THE RESEARCHER SHOULD  
DO THE REQUIRED TASK FOR COLLECTION DATA THEMSELVES  
AND NOT BURDEN THE BUDGET RUNNING OF THE FACILITY.*

*EPHISOBANGA M. LESOLANGI*

Ms Pirkle Lesolang  
Deputy Director: Skills Development  
Date:

**APPENDIX B**  
**ETHICAL CLEARANCE CERTIFICATE**



**University of Limpopo**  
**Department of Research Administration and Development**

**Private Bag X1106, Sovenga, 0727, South Africa**  
**Tel: (015) 2683935, Fax: (015) 2682306, Email: anastasia.ngobe@ul.ac.za**

**TURFLOOP RESEARCH ETHICS COMMITTEE**  
**ETHICS CLEARANCE CERTIFICATE**

**MEETING: 16 September 2020**

**PROJECT NUMBER:**

**TREC/2**

**96/2020: PG PROJECT:**

**Title:**

**Perceived Effect of Training and Development Programmes On Employee Performance in Mamelodi Clinics, Gauteng Province**

**Researcher:**

**MM Legong**

**Supervisor:**

**Ms MFRachidi**

**Co-Supervisor/s:**

**N/A**

**School:**

**Turfloop Graduate School of Leadership**

**Degree:**

**Master of Business Administration**

**PROF P MASOKO**

**CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE**

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

**Note:**

- i)** This Ethics Clearance Certificate will be valid for one (1) year, as from the above mentioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii)** Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii)** **PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.**

**APPENDIX C**  
**CONSENT FORM**

Dear Participant

I, Mabina Madimetja Legong, am registered for the Master of Business Administration degree at the University of Limpopo. As part of the requirements for the degree, I am supposed to conduct a research study. The title of my research is “the perceived effect of training and development programmes on employee performance in Mamelodi Clinics, Gauteng Province”. The purpose of the study is to evaluate the perceived effect of attendance of short courses, i.e. training and development programmes, on the improvement of the skills of the professional nurses working in Mamelodi clinics, Gauteng Province.

You are requested to assist by taking part in the study. Kindly note that the information that you will provide, will be treated with confidentiality and will be used for purposes of the study only. You will also not be named in any written work arising from the study. Your participation is voluntary and there is no remuneration involved. You can also withdraw your participation at any time should you wish to do so.

Should you require further clarity, you are free to discuss your concerns with me at – 0827701846 or by email at [mabinalegong@gmail.com](mailto:mabinalegong@gmail.com)

Signature \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX C**  
**RESEARCH INTERVIEW GUIDE**

**SECTION A: DEMOGRAPHIC INFORMATION**

1. How old are you:    1) under 25    2) 25-29    3) 30-39    4) 40-49  
                                 5) 50-59    6) 60 and older
2. What gender are you?    1) Male    2) Female
3. You position/rank at work: \_\_\_\_\_
4. Number of years you have worked at the Mamelodi Clinics: 1) 0-5    2) 6-10 3) 11-15  
                                 4) 15-20    5) Over 20
5. Number of years' experience as a professional nurse: 1) 0-5    2) 6-10    3) 11-15  
                                 4) 15-20    5) Over 20

**SECTION B: OPINION ON ATTENDANCE OF SHORT COURSES**

6. What is the importance of attendance of short courses amongst clinicians/professional nurses?

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7. To what extent is the health department involved in the acquisition of short courses among clinicians?

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8. Which short courses have you attended in the last 5 years? List all of them.

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9, Which of those courses did you find useful:

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10. In what way were they useful?

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11. Would you say the attended short courses resulted in improvement in your skills?  
If yes, which skills?

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If no, why not?

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12. Which of those short courses that you attended would you regard as not useful?



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12. Give reasons why you regard them as not useful.

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13. What courses would you prefer to attend? (List them in the order you would prefer to attend, i.e. priority order).

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14. Why:

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15. should the attendance of short courses be made compulsory for all professional nurses:  
Yes                      No

If yes, why:

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If no, why not

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15. Do you have any additional comments on the attendance of short learning courses?

**YOUR COOPERATION IS HIGHLY APPRECIATED**

## APPENDIX D

### TRANSLATED RESEARCH SCHEDULE

#### KAROLO YA MATHOMO

1. O na le mengwaga e mekae: 1) ka tlase ga 25      2) 25-29  
3) 30-39      4) 40-49      5) 50-59      6) 60 le go feta
2. Bong ba gago 1) Monna      2) Mosadi
3. Maemo a gago ka moshomong: \_\_\_\_\_
4. O na le mengwaga e mekae o shoma mo dikliniking tsa Mamelodi:  
1) 0-5      2) 6-10 3) 11-15      4) 15-20      5) 20 le go feta
5. O na le mengwaga e meka o le professional nurse:  
1) 0-5      2) 6-10 3) 11-15      4) 15-20      5) 20 le go feta

#### KAROLO YA BOBEDI: MAIKUTLO KA GA TSWETSO PELE YA DITHUTO TSE KOPANA

1. Eka ba bohlokwa ba dithuto tse kopana go baoki ke bofe o bapetswa le dithuto tse difapanego tsa mafapha a mangwe?:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Eka ba lefapha la tsa maphelo le dira mogolekanego gore baoki ba hwetse dithuto tse kopana?  
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3. Ekaba o na le diphetogo morago ga go tsea dithuto tse kopana?  
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4. Eka ba diphetogo di bonagala o fitlha kae mathomong, magareng mmogo le ka morago a dithuto tse kopana?  
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5. Ntle le ditshetele e ka ba baoki ba loba eng boingwadisong ba dithuto tse kopana?

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6. Eka ba dithuto tse kopana e swanela o ba kgapeletso go baaki?

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7. Eka ba o na le meputso ye e bonagalang ya dithuto tse kopana go baaki?

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**KE LEBOGA THUSO YA GAGO!!**