

The Effects of Training and Development in the Public Health Sector: Towards Enhancement of Health Care System, a Case of Sekhukhune District in Limpopo Province of South Africa

Teffu M.E (PhD): Limpopo Department of Health (LDoH)

Shipalana M.L (PhD): University of Limpopo (UL)

Abstract:- A critical strategic approach to capacitating employees for the improvement of service delivery and product development across the globe is training and development programme. The key drivers for organisations worldwide to reskill the existing employees in order to cope with high demand of services and also to remain competitive with regard to the development of products in the labour market are the rapid environmental changes and advancement in technology. It has been observed that there is an underlying challenge with consistent provision of healthcare services that are not of good quality to the citizens especially in most public health sectors. This article, sought to assess the effects of training and development programme in the public health sector towards enhancement of health care system. In this regard, the quantitative research paradigm with survey research design was used to obtain data from employees across all levels including, several categories of managers in the Limpopo Department of Health. This study included employees (subordinates), and various categories of management who are directly involved and well conversant with the training programmes within the department. The findings from the study, therefore, revealed that the training needs of employees in the department were not aligned with the departmental workplace skills plan. Furthermore, the study findings indicated that employees are not appropriately trained to ensure improvement in the quality of services rendered. Thus, this article suggests training and development strategies that can be applied in the health sector to enhance the provision of quality health care services.

Keywords:- Public Health Sector, Training and Development Programme, Quality Health Care Services and Health Care System.

I. INTRODUCTION AND BACKGROUND

It is crucially important that public institutions prioritise training and development of employees particularly for the attainment of institutional set objectives. The South African democracy in 1994, among others, steered the period of introducing several legislative frameworks to transform public sector for service delivery improvement. These legislatives frameworks are underpinned to the values of *Constitution of the Republic of South Africa* of 1996 which makes a provision that everyone should be treated with dignity, respect and without being discriminated based on race, nationality, gender and any other forms of discrimination, especially when training and development programmes are being implemented. South Africa is thus, experiencing the legacy of inequality of education and a subsequent dysfunctional education system (Daniels, 2007).

The impact of this system is detrimental especially on critical skills in the labour market. Daniels (2007) explained that skills shortage is a result of when labour supply is unable to match labour demand because the workers with sufficient skills are few. In view of this assertion in Daniels (2007), the challenge facing developing countries such as South Africa in addressing the problem of scarcity of job opportunities is hampered by the fact that its labour force is largely low skilled.

This skills shortage implies it is essential to have numerous approaches to development and implementation of policies and training practices that a diverse.

In this regard, the South African public sector introduced several training and development legislative frameworks in line with the *Constitution of the Republic of South Africa* of 1996 such as *Skills Development Act 97* of 1998 and *South African Qualifications Authority Act, 1995*. In terms of these legislative frameworks, it is a requirement for public institutions to develop and submit their Workplace Skills Plans to the relevant Sector Education and Training Authority (SETA) for the purpose of monitoring. It worth noting that

despite these efforts, there are still various challenges confronting training and development in the public sector. According to the Department of Public Service Administration (DPSA) (2013), employees in the government department s tend to attend training programmes which are not in aligned to their skills gaps as identified, and the budgeting process, utilisation and accountability measures and have not yielded desired results. It is also observed that training and development, the value for money offered by these interventions is so minimal due to the fact that the focus is on the skills gaps that are not a prerequisite for service delivery improvement. Thus, public institutions find themselves in situations where budget meant for training interventions is used but challenges relating to shortage of skilled and capable personnel remain. In view of these continuous challenges regarding training and development in the public institutions, it became necessary that scientific study be undertaken. This article sought to ascertain the effects of the effects of training and development in the public health sector needs for service delivery improvement in the context of the Limpopo Department of Health for provision of healthcare services that are accessible and of good quality.

II. LITERATURE REVIEW

Employee training and development construct is usually used interchangeably in various sectors and employees learning practices are incorporated by this construct. More precisely, training and development encompass interventions which are beneficial to employees since they lean or acquire knowledge which in turn improves their performance and that of an organisation. In the context of public health sector, this would refer to improved access to quality healthcare services by the communities. A more expansive growth plan is part of training and development programmes for future performance rather than immediate career role improvement. In this article it is vitally important to highlight the purpose and importance of employee training and development in the public organisation, specifically in the public health sector which provides healthcare services to communities.

The purpose and importance of staff training and development

There has been a centralization of programmes for training and development within organisations that are often used as a driving force for competitive advantage in the recruitment process. Organisations establish employee's sense of value by offering training interventions within employment contracts, and this promotes employee loyalty and also ensures the retention of staff. In most public institutions training and development of employees have been seen as playing major role, especially for the attainment of goals as set by the organisation. In this regard, Robbertze (2008) supports this notion by indicating that because of insistent reports on shortages of skills, a great deal of emphasis is placed on training and development of employees both within the country and internationally. Juhdi, Pa Wan, Othman and

Moksin (2010) concede that there are considerations of various approaches as efforts to develop employee's skills and careers for service delivery improvement and for coping with rapid environmental changes and advancement of technology, especially in the fourth industrial revolution. Scholars such as Saleem, Shahid and Naseem (2011) are emphatic on the significance of the employees training and development by arguing that the relevant employee training, development and education programmes at the right time provide huge benefit for employers through knowledge, loyalty, increased productivity and contribution in the organisation. However, it is observed that most organisations are seen not taking into consideration the importance of ensuring that there is an alignment between their employees training interventions with the workplace skills development plans. Juhdi, *et al.* (2010: 1), remind us that when employees are provided with training and their skills are developed, they are giving opportunities of being more employable for various tasks. These scholars' argument is that regardless of the positions or where employees are attached to, exposing to different activities, roles and tasks may enhance their ability to undertake other roles which are initially not meant for them. What is more, Juhdi, *et al.* (2010) indicate that human capital theory's submission s that there will be reduced external mobility and higher internal mobility as a result of investment in employee training and education would. Furthermore, this theory's proposal is that employees would be able to learn new skills and their performance for multiple tasks will improve if they actively participate in training and development programmes. Additionally, their level of commitment to the current employer would improve, leading to turnover rates that are low or acceptable (Juhdi, *et al.*, 2010). Saleem, Shahid and Naseem (2011) contend that the purpose of training and development is pervasive. It is postulated by this scholars, well-mannered and well-motivated employees whose confidence as well self-esteem are enhanced, are the employees who receive training regularly. It worth noting that employees' knowledge and skills are prepared and enhanced through training and development which enables them to adapt changes that are introduced, new technologies, and working environment within the organisation. Saleem, *et al.* (2011) stress that training and development also create a pool of employees and chances for promotion or to replace employees who have left the organisation. Additionally, through implementation of training and development interventions, job satisfaction and productive within the organisation can be enhanced because employees will be fully aware of what the organisation expects from them as they will also be equipped with the required knowledge and tools for efficient performance of their jobs. The other purpose of training and development, as identified by Saleem *et al.* (2011), include proper handling of equipment, safety considerations, facility and materials from the less risky to the hazardous and prevention of the cost of accidents and idle resources. Equipping employees with the necessary knowledge and skills especially through training and development results in the reduction of errors improvement in

efficiency because employees will be well-equipped with the tools which are required for the performance of their work.

There are big payoffs for employees who received the right training, development and education at the right time and the payoffs include loyalty, knowledge, productivity, and contribution (Saleem, *et al.* 2011). These authors also found that there is higher morale and motivation among employees who are well-trained and this is so because they appreciate and feel that employer took it upon himself or herself to invest in their ability and development (Saleem, *et al.* 2011). In addition, the benefits of trained employees include better team work as everyone is aware of the organisational expectations and it becomes easy to achieve the organisational goals as a team. It also easy for employees who received training, to accept change and introduce new ideas which are in the best interest of the organisation (Saleem, *et al.*, 2011). However, what these authors do not allude to is the significance of ensuring that employees' training needs are aligned to workplace skills development plans, which is this articles' central focus. The main argument advanced is that training should be well aligned with the institutions' workplace skills development plan, for it to be seen as the right training. Employee training and development should not just be another human resource development exercise performed which is done in compliance with the regulations in a particular country or for the sake of doing it. Shelton (2001) claims that with not support from the institutions, there will be lack of training and development. According to Shelton (2001), it is vitally important to train managers since their support to employee development is so critical and they should embody that spirit all of their actions. She also says that the entire institution must embrace employee development concept for it to take place, that is, if an employee attends training sessions knowing that what has been learnt won't be needed then it is a wasteful exercise. What is more, Shelton's (2001) argument is that employees who are requested to identify their career goals, but no one assists them in ensuring that the identified career goals are achieved, then the goals become worthless. Juhdi, Pawan, Othman and Maksin (2010) explain that there is a difference between job experience and training. These authors conceded that job experience is geared more towards employee development that is more relevant for future changes like promotion, transfer and change in technology (Juhdi, *et al.*, 2010). It is further expresses by these scholars that, for employees to acquire knowledge and skills that are required in their day-to day job activities, training is a solution in this regard. Similarly, there is no emphasis on the importance of aligning employee training needs and Workplace Skills Plans in the institutions by these scholars. Hence the article sought to analyse the effect of training and development for service delivery imperatives in the context of the public health sector.

Approaches for Training and Development

Training and development approaches exist in various forms of designs. The strong attention to the systematic structure and evaluation of the learning and development,

which are applied in environment of learning, are the most formal and directed learning and development forms. Informal and self-directed learning and development appear to be the most common forms because they occur without strong attention to a systematic design and evaluation and without many experts guiding through experiences. There are however, three approaches of training and development identified by Gemo (2004) and Halim and Ali (1997) and were found to be related to formal and non-formal education, these are based on performance, the traditional and the experiential. As outlined in Gemo (2004), the traditional training programmes are mostly characterised with the structured system such as teaching techniques, development of training objectives, lesson plans, assignments, motivation, examinations and evaluation as well as portfolio of evidence. Also, Gemo (2004) stresses that the experiential approach incorporates real experiences and relevant simulated situations into the training programmes for stimulating trainees' participation and influencing the process of training. Again, the model's conception is that both trainers and trainees determine the elements and objectives of training in a collaborative manner, where facilitators, catalysts or resource persons are facilitators (Gemo, 2004). The performance-based approach's main emphasis is explained in Gemo (2004) as acquiring of skills needed for job-determined tasks. To be able to purse defined tasks, trainees are challenged to acquire skills that are needed in this regard. Acknowledging these training approaches, it can be maintained that successful implementation of training approaches will be achieved where public institutions align their employee training needs Workplace Place Skills Development Plans.

Influencing Factors for the effectiveness of training and development

Training and development is influenced by many factors and these include but not limited to the following, organisational change and technological advancement. It is indisputable that the basic training and development's propose is to anticipate rapid changes and to respond to them in a more proactive manner. The entire organisation, individuals and groups are certainly affected by change as it I involves transitioning from one condition to another. The survey conducted by Haslinda *et al.* (2009) which aimed to examine the public sector's training and development effectiveness, showed that the respondents in their majority cited that there was a group which had a negative view about the effectiveness of training programmes in the public institutions. Employees' lack of interest in training was reported and it was also found that employees were coerced to attend training programmes (Haslinda, 2009). Haslinda (2009) explained that Nancy's study (1988) showed that managers who came from institutions with an atmosphere which that showed resistance to new methods, suspicion of new ideas and of the delegation of authority, and favoured centralization, reported no impact on the training programme. Additionally, budget constraint, lack of planning for training, inappropriate selection of trainer, lack of training needs assessment and lack of feedback after

training were found to be the constraints (Nancy, 1988). Although Haslinda's (2009) observation has been that good training practices are key to the effectiveness of training programmes, numerous deficiencies were found to exist in the management of training especially in the public sector. Further, in Haslinda (2009), it is shared that in the public sector, the selection of participants to attend training is decided haphazardly although training is based on systematic identification of needs. Also, it was revealed that there has been inconsistent application of knowledge and skills on the job (Haslinda, 2009). Haslinda (2009), shares that Nancy (1998) reported that top management and fellow colleagues lacked commitment to implement new knowledge and skills on the job. According to Haslinda (2009), the effectiveness of training particularly in the public sector, can be hindered by lack of management commitment.

Project management framework for workplace training providers

It is undisputed that the role played by project management framework is an important one especially in ensuring that the implementation of training and development is effective and achieves the desired results. Scholars such as Bisschoff and Govender (2004) agree with this notion by demonstrating that the project management framework is valuable to the workplace that is new, fast-paced and an environment that promotes environment. These scholars, stressed that beginning, end-dates, and times, are what govern many projects initiated in the skills development workplace. The skills legislation clearly spells out the life cycle of skills development. The current legislative requirements for workplace training providers include annual workplace skills plans, annual training reports and annual implementation of skills projects. As explained in Bisschoff and Govender (2004), the payments of skills levies are made annually and the claiming of skills grants also happens annually. Thus, it is crucial that the breaking down of the annual life cycle of skills projects into various skills processes and skills development phases be of an apex priority in an institution. Bisschoff and Govender (2004) also explain that it is a requirement for managers to conduct cost benefit analysis, budget for annual training, and report on annual budget projections. It is necessary that the costing of skills projects be considered prior to the beginning of the projects (Bisschoff & Govender, 2004). That is, there is a need to calculate and budget for the cost of time, resources, effort and other factors of improving skills development. Thus, qualitative standards of performance engrained in all skills development projects, must be achieved by training providers, employers and employees.

Training and development needs analysis: its role.

Identification of employees' knowledge gaps can be identified through conducting training and development needs analysis especially before the gaps become threats to the functioning of the organisation. It is of utmost important that organisations conduct analysis of employees training development needs and proactively introduce training

interventions. In addition, it is important to highlight a potential problem earlier, rather than becoming aware of the skills gap when major issues related to poor service delivery arise. It has been observed by Mavin, Lee and Robson (2010), the existing literature on learning and development provides that there is clarity on effective system which has to commence with a process of training needs analysis which is comprehensive so that identification of specific needs by individuals, organisations and departments becomes easy. The existing training gaps in knowledge and skills can be identified through careful identification of training needs and this will assist the organisation through the introduction of appropriate interventions for closing the identified gaps (Mavin *et al.*, 2010). Training needs analysis process takes a variety of forms and it is important that organisations pay close attention to this process (Mavin *et al.*, 2010). At an individual level, it may be a distinct activity in its own right or may be driven from other organisational data, or discussed as part of performance management system process. They also argue that, identification of specific areas which needs development can be done through the increasing use of staff surveys. They further point out that through the process of training needs analysis, consideration should be on the linkage with the overall organisational strategy and goals to ensure that consistency is maintained and that training interventions have the potential to have an impact (Mavin, *et al.* 2010). In the final analysis, Mavin *et al.* (2010) conclude that naturally, there is a link between the training needs process and the evaluation of training and development as the objectives of the programmes/interventions should be considered as part of the training needs analysis process.

Evaluation of training model (Kirkpatrick, 1994)

Brinkerhiff, Haslinda and Mahyuddin (2009) expressed that it is imperative that institutions look at the way training and development system is aligned to the strategy of the institution and to assess activities relating to training to ensure that the effectiveness of all training and development activities is achieved. This will assist in initiating training that is effective and ensures that the institution benefits from its training interventions (Brinkerhiff, Haslinda & Mahyuddin, 2009). Kirkpatrick's model of evaluation has been identified these authors as a model which is applied in the Malaysia Public Service. The model consists of four levels of evaluation and they are:

Level 1: Reactions

The reaction level is the first level in which trainees' reactions mean the way in which they perceive and subjectively evaluate the relevance and quality of the training. At this level, the effort that is made is to establish whether or not the participants liked the training and this is done through giving participants opportunities to share their perceptions. Questions that are asked include: "Was the material relevant to their work?". Kirkpatrick (1994) is supported by Haslinda and Mahyuddin (2009) who concur that evaluation of each programme should be done at this level to provide for the

improvement of training programmes. Kirkpatrick's (1994) proposal is that the participants' reaction have important consequences for learning in that a positive reaction does not guarantee learning, and a negative reaction reduces its possibility.

Level two: Learning

This level follows the first level, and it is called "learning". Learning is observed once the first level is done and in this level participants attitudes are checked if they are changing and it also determined if their knowledge and skills have been increased due to training interventions. As Haslinda and Mahyuddin (2009) explain, the way to assess if participants have acquired new skills is through evaluation. At this level, pretests, that tests conducted prior to training and posttests, which are tests conducted after training are used to ascertain if the participants have acquired new skills.

Level three: Job behaviour or performance

According to Haslinda and Mahyuddin (2009), this consist of studies which concentrate on change in job behaviour which is experienced as a result of training. These authors explained that at this point, evaluation sees whether or not tasks are performed differently before and after the training. Their conclusion was that evaluation at this level, tries to answer the question of whether or not the new knowledge, skills or attitudes that have been acquired are being used in the daily environment of the learner.

Level four: Institutional Results

At this level of evaluation, efforts that are made are to evaluate training in terms of institutional results (Haslinda & Mahyuddin, 2009). The agreement expressed by these two authors is that at this point, at the end of the training initiatives evaluation of the results is carried out. In addition, Haslinda and Mahyuddin (2009) explain that at this level, the success of the programmes is measured for managers and executive to understand decreased costs, increased production, improved quality, and reduced frequency of accidents, increased sales, and even return on investment. The conclusion by Haslinda and Mayuddin (2009), was that assessment of training needs often entails using the four-level model developed by Donald Kirkpatrick in 1994. According to this model, evaluation should always begin with level one, and then, as time and budget allow, move sequentially through levels two, three, and four. Information from each level serves as a basis for the next level of evaluation.

Limitations of Kirkpatrick's training evaluation model

Bates (2004) has identified three limitations of Kirkpatrick's model that that have effects on the ability of training evaluators to deliver benefits and further the interests of organisational clients. The limitations are as follows:

The model is incomplete

According to Bates (2004), the four model of training evaluation oversimplified view of training effectiveness that

ignores individual or contextual influences in the evaluation of training. Bates (2004) argues that vast research over the past decades has recognised the presence of a wide range of individual, organisational, training designs and influencing delivery factors of training effectiveness before, during, or after training. Bates (2004) further argues that a new understanding of training effectiveness is available and this considers organisational characteristics and work environment as well as the individual trainee's characteristics as crucial input factors. An example provided by Bates (2004) is that contextual factors such as work unit goals and values, the adequacy of material resources such as tool, the nature of interpersonal support in the workplace for skill acquisition and behaviour change, the culture of learning within the organisation, equipment and supplies have been shown to influence the effectiveness of both process and outcomes of training. As Bates (2004) argues, Kirkpatrick's model implicitly assumes that examination of these factors is not essential for effective evaluation.

The assumption of causal linkages

Bates (2004) explains that Kirkpatrick's model undertakes which represent a causal chain such that positive reactions lead to greater learning which produces greater transfer and subsequently more organisational results that are encouraging and positive. Bates (2004) expression is that Kirkpatrick's writings suggest that a causal relationship that is simple exists between the levels of evaluation, although this scholar is vague about the precise nature of the causal linkage between training outcomes. Bates (2004) also mentions that in one of his publications, Kirkpatrick states that "if training is going to be effective, it is important that trainees react favourably and that without learning, no change in behaviour will occur". Bates' argument is that little evidence either of substantial correlations between measures at different outcome levels or evidence of the linear causality suggested by Kirkpatrick (1994) was found by two meta-analysis of training evaluation studies using Kirkpatrick's framework, and research has largely failed to confirm such causal linkages.

Incremental importance of information

Bates (2004) has observed that the assumption of Kirkpatrick's model is that more informative data is provided by each level of evaluation than the previous one. Accordingly, the perception among training evaluators that the establishment of level four results will provide the information that is most useful about the effectiveness of training programme has been generated by this assumption. Bates (2004), however, highlights that in practice, adequate basis for the assumption is not provided by the weak conceptual linkages inherent in the model which result in data generation. Nickols (2013) explains that Kirkpatrick's model can be used up front for establishing the expected value of training and its impact. He argues that the model can be useful for analysing, clarifying verifying and validating requests for training. Nickols (2013) further argues that on the back end, the logic

of the Kirkpatrick's model flows from trainee reactions through learning and on-the-job behavioural change to results.

III. RESEARCH METHODOLOGY

The research paradigm in this article included quantitative approach with survey research design. Random sampling method was used to select participants from the Limpopo Department of Health. Participants included low, middle and various management categories of employees. The choice of these participants was premised from the fact that employees are beneficiaries of the training and development programme and while managers are also tasked with responsibility of ensuring proper coordination and effective implementation of training and development programme.

IV. RESEARCH FINDINGS

Alignment of employees training needs and the workplace skills plan of the department

Respondents were asked about their awareness of the skills audit exercise which the Department conducted in the previous financial years. The study findings indicate that respondents in their majority (36%) strongly disagreed that the Department has not made them aware of exercise relating to skills audit. A percentage of 16% represented respondents who disagreed that they were clueless on the skills audit exercise that the Department conducted in the previous financial years.

Generally, 52% of the respondents disagreed that they Department made them aware of the skills audit exercise it has been undertaking. In addition, this study showed that 28% of the respondents indicated their neutral view about the Department communicating the skills audit exercise undertaken in the Department. The findings also show that 14% of the respondents agreed that the Department made them aware of the skills audit it has been undertaking. A small percentage of 6% strongly agreed that the Department has made them aware of skills audit exercise that has been undertaken. Collectively, 20% of the respondents agreed that the Department made them aware of the skills audit exercise it has been undertaking. It is evident that training programmes arranged by the Department and which the employees attend, are not in aligned with their training needs. This is supported by the fact that a large percentage of the respondents is not made aware of the skills audit exercise the Department often undertakes.

Workplace Skills Plan

Respondents were asked about their believe regarding the questionnaire which was used by the Department for identification of employees training needs assisted to identify training needs which were pertinent for Departmental Workplace Skills Plan. Respondents in their majority (26%) have strongly disagreed with the statement and 24% disagreed

that the questionnaire assisted with the identification training needs that are relevant for Workplace Skills Plan in the Department. The study findings show that generally, 50% of the respondents disagreed that the questionnaire assisted with the identification of relevant training needs for Departmental Workplace Skills Plan. It has also been found that 18% of the respondents cited that there were unsure about the questionnaire assisted with the identification of relevant training needs for Departmental Workplace Skills Plan. Also, it was discovered that generally, 32% of the respondents agreed to the statement that the questionnaire assisted with the identification of relevant training needs for Departmental Workplace Skills Plan. The implication is that with the respondents in their majority believing that the questionnaire used to identify employees training needs did not deal with identifying pertinent training needs relevant for Department Workplace Skills Plan, then alignment of employees training needs with the Workplace Skills Plan and training interventions was found not to exist.

Employees Awareness of the development of the Personal Development Plan (PDP)

About the participants' awareness of the development of the personal development plan, the study findings indicates that generally, 48% of the respondents disagreed that the department has made them aware of the PDP's development. In addition, it was found that 16% represented respondents who were unsure about the department making them aware of the PDP's development. Again, the findings provide that 36% of the respondents cited that the Department has made them aware of the development of the PDP's development. The fact that the respondents in their majority were not made aware of the development of PDPs implies that only a few employees could develop this instrument. This could lead to employees being sent for training interventions which are not aligned to Departmental Workplace Skills Plan.

Personal Development Plan as a useful tool

This study also provides key findings relating to respondents' indication of whether or not a personal development plan has been a useful tool for identifying and indicating their training needs. The findings reveal that generally, 40% represented respondents who disagreed that PDPs is a tool that is useful for indicating training needs that have been identified. There are also respondents (8%) who were unsure about a personal development plan being a useful tool for indicating their training needs that have been identified. Furthermore, the findings from this study reveal that generally, 52% of the respondents agreed to the statement that PDPs is a useful tool for indicating their training needs that have been identified. It is evident from the study findings that PDPs are useful for indicating employees training needs as and when they are identified. Otherwise, there could be ignorance of the training needs identified as they would not be accurately reflected in the PDPs.

Importance of Personal Development Plan

Respondents were asked about whether or not personal development plans were important for aligning employees' training needs with the Departmental Workplace Skills Plan.

The study findings reveal that generally, 36% of the respondents disagreed to the fact that personal development plans were important for aligning employees' identified training needs with Workplace Skills Plan of the Department. There are respondents (4%) who were not sure about the personal development plans being important for aligning employees' training needs with the Departmental Workplace Skills Plan. Nevertheless, respondents in their majority (60%) agreed that the personal development plans were important for aligning employees' identified training needs with the Departmental Workplace Skills Plan. The implication is that with a larger number of respondents indicating that personal development plans were important for aligning their identified training needs with the Workplace Skills Plan of the Department, employees could respond positively by developing the plan if they are made aware of the personal development plan.

Employees' attendance of useful training

Concerning employees' attendance of training, the majority of the respondents (50%) have disagreed that the training that they have attended was useful, while 24% of the respondents were not sure. In addition, the study findings show that 26% of the respondents were in agreement that the training that was arranged by the Department was useful. This is a clear indication and confirmation that although some employees attended training, the training interventions organised by the Department were not aligned to the training needs of the employees.

Training Interventions

Respondents were asked about the adequacy of training interventions which were organised and supported by the Department. Respondents in the majority (66%), generally disagreed that training interventions which were organised and supported by the Department were adequate, while 10% of the respondents were unsure. The findings also indicated that 24% of the respondents generally, agreed that training interventions which were organised and supported by the Department were adequate. It can be said that although the Limpopo Department of Health organised and supported training interventions, they were found not to be appropriate by the respondents. This could imply that there is lack of training or some of the employees could hardly go for training.

Post Training Evaluation

In response to the question of whether or not post-training evaluation done by the Limpopo Department of Health contributed to important training interventions. Respondents in their majority (50%) generally disagreed that post-training evaluation conducted by the Department had a contribution to important training interventions, while 22% of

the respondents were unsure and 28% of the respondents generally agreed to the statement. This implies that if inappropriate training interventions were attended by employees especially the interventions not relevant to their work situation, then this will not improve their competency gaps. This can be viewed as a futile exercise of training since there is not return on investment in this circumstance.

Mentoring and evaluation Skills

Respondents were requested to share their views on mentoring and evaluation skills they have transferred to their work situation. A huge percentage of respondents (72%) strongly disagreed that they have transferred mentoring and evaluation skills to their work situation, while those who were not sure are represented by 4%. Additionally, this study found that 24% of the respondents agreed that have transferred mentoring and evaluation skills to their work situation. The fact that a small number of respondents was able to transfer mentoring skills to their work situation could mean that there were no subordinates or people to be mentored by most of the respondents.

V. CONCLUSION

The study can conclude based on the research findings that, few respondents were aware of the skills audit exercise that the Limpopo Department of Health has undertaken. It can also be concluded that, only a small number of employees attended training interventions. This is consistent with Haslinda and Mayuddin (2009) who argue that in order to initiate effective training, institutions need to look into how the training and development system is aligned to the strategy of the institution, and what is being done to ensure that all trainings and development activities are effective. It is important to note that training and development of employees should be central to the overall strategic objectives of the public institutions for service delivery improvement, particularly in the health sector, for the provision of quality health care services.

REFERENCES

- [1]. Abdullah, H. 2009. "Training Needs Assessment and Analysis: A Case of Malaysian Manufacturing Firms". *American Journal of Scientific Research*. Vol.37 No.3. Malaysia: Euro Journals Publishing Inc.
- [2]. Ahmad, I. & Din, S. 2009. "Evaluating Training and Development". *Gomal Journal of Medical Sciences*. Vol.7. No.2. Pakistan.
- [3]. Athanassouls, N. & Wilson, J. 2009. "Clinical Ethics". *Centre for Professional Ethics, Comprehensive Biomedical Research Centre and Centre for Philosophy, Justice and Health*. UK: University College London.
- [4]. Bisschoff, T. & Govender, C.M. 2006. "A management framework for training providers to improve skills development in the workplace". *South African Journal of Education*. Vol 24. No. pp. 70-79.

- [5]. Bruvold, N.T. & Lee, C.H. 2003. "Creative Value for employees: investment in employee development", *International Journal of Human Resource Management* 14:6 September. Routledge.UK: Taylor & Francis Ltd.
- [6]. Department of Public Service and Administration (DPSA), 2013. *Utilisation of the 1% Personnel Budget for Training and Development in the Public Service*. Pretoria: DPSA.
- [7]. Daniels, R. C. 2007. "Skills Shortage in South Africa: A Literature Review". *Cape Town: University of Cape Town*.
- [8]. Desmond, P. Martin, T. & Kevin, D. 2006. "Research in Practice. Applied Methods For The Social Sciences". 2nd edition. Cape Town: University of Cape Town Press (Pty) Ltd.
- [9]. De Vos, A .S. 1998: "Research at grassroots", Petroria: JL van Schaik.
- [10]. Fred N. 2013. "Leveraging the Kirkpatrick Model". *Validation vs Evaluation*. Distance Consulting LLC.
- [11]. Gauvreau, K. & Pagano, M. 2000. "Principles of Biostatistics", 2nd Edition. USA: Duxbury Brooks/Cole.
- [12]. Gemo, H.R. 2004. "An assessment of Human Resource Development Program in Mozambique's Public Extension Service". *Dissertation for the award of MSc degree in Agrarian Extension*. Pretoria: University of Pretoria.
- [13]. Gethin, G. 2008, "Understanding Research", *Journal of Intellectual Disability Research, Vol 4. No.4*. pp140-141.
- [14]. Goddard, W. & Melville, S. 2001. "Research methodology: An introduction". 2nd edition. Lansdowne: Juta.
- [15]. Hameed, A. and Waheed, A. 2011. "Employee Development and Its Effect on Employee Performance: A Conceptual Framework". *International Journal of Business and Social Science. Vol.2 No.13*. Parkistan: COMSATS Institute of Information Technology Park Road. Islamabad.
- [16]. Haslinda, A. 2009. "Training Needs Assessment and Analysis: A Case of Malaysian Manufacturing Firms". *European Journal of Scientific Research. Vol.37 No.3*. pp. 351-360.
- [17]. Ibrahim, M.H. 1995/1996. "The Impact of Human Resource Development Programs Introduced by Ten Manufacturing Companies in Malaysia. With Particular Reference To Company Productivity and Profitability". Submitted in partial fulfillment of the requirements for the Master in Business Administration: ITM/CARDIFF Business School.
- [18]. Juhdi, N. Moxsin, H.Othman, N.A. 2010. "Factors Influencing Internal and External Employability of Employees". *Business and Economics Journal. Volume 2010: BEJ-11*. Selangoor: Kelana Jaya.
- [19]. Lancaster, K. Mabaso, J & Meyer, M. 2004. "National Training Board". *Facilitating Learning* (Eds, EDT.Practices in South Africa.
- [20]. Leedy, P.D & Ormrod, J.E.2001. "Practical research: Planning and design". 8th edition. Upper Saddle River, NJ: Prentice Hall.
- [21]. Limpopo Department of Health. 2012. "Annual Human Resource Report". Polokwane: Limpopo Department of Health.
- [22]. Meyer, M. 1999. "Managing Human Resource Development: An Outcomes Based Approach". Durban. Butterworth.
- [23]. Martin, T, Kevin, D and Desmond P. 2012. Research in Practice. *Applied Methods for the Social Sciences*. Cape Town: University of Cape Town Press.
- [24]. Orb, A. Eisenhauer, L & Wynaden,D. 2000. "Ethics in Qualitative Research", *Journal of Nursing Scholarship, Sigma Theta Tau International*.
- [25]. Pace, R.W, Smith, P & Mills, G. 1991. "Assessment of the status of HRD in the North West Province-the case of the Office of the Premier and the Department of Education". *Journal of Public Administration. Vol 40.No 2*. pp 5-10.
- [26]. Phalane, D.M. 2007. "An investigation into the alignment of training needs and Skills Development Plan in the office of the premier. Limpopo Province". Submitted in partial fulfilment of the requirements of the Degree of Master's in Development, in the Faculty of Management Sciences and Law, Graduate School of Leadership, at the University of Limpopo.
- [27]. Public Service Commission. 2011. "Assessment of the Human Resource Development Practices in the Public Service". Republic of South Africa. Pretoria: PSC.
- [28]. Polit, D.F. & Hungler, B.P. 1995. "Nursing Research, Principles and Methods", 5th Edition. USA: Limpton Company.
- [29]. Republic of South Africa. 1996. "Constitution of the Republic of South Africa". Pretoria: Government Printer.
- [30]. Republic of South Africa. 1998. "Skills Development Act (Act 97 of 1998)".Pretoria: Government Printer.
- [31]. Republic of South Africa. "Public Finance Management Act (Act 1 of 1999)".Pretoria: Government Printer.
- [32]. Republic of South Africa. 1997. "White Paper on Human Resource Management in the Public Service". Pretoria: Government Printer.
- [33]. Republic of South Africa. 2001. "Public Service Regulations. Pretoria: Government Printer.
- [34]. Republic of South Africa. 1997". *Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa*, Pretoria.
- [35]. Reid Bates. 2004. "A critical analysis of Evaluation Practice: the Kirkpatrick Model and the Principle of Beneficence". USA: Louisiana State University, Baton Rouge, LA.
- [36]. Robbertze, R. 2008. "The relationship between workplace training, the perceived effectiveness of training and organisational commitment, submitted to the Gordon Institute of Business Science, in partial fulfillment of the requirement for the degree of Masters

- of Business Administration”. Pretoria: University of Pretoria
- [37]. Sharon, M. Lesly, L. & Fiona, R. 2010. “The evaluation of Learning and Development in the Workplace: A review of the Literature”.
- [38]. Salleh, F. Yaakub, N. & Dzulkifli, Z. 2011. “The Influence of Skill Levels on Job Performance of Public Service Employees In Malaysia”. *Business and Management Review 1(1)*, Malaysia: Global Research Society.
- [39]. Saleem, Q. Shahid, M. & Naseem, A. 2011. “Degree of Influence of Training and Development on Employees Behaviour”. *International Journal of Computing and Business Research*. Vol 2. Issue 3 September 2011.
- [40]. Shelton, K.L. 2001. “The Effects of Employee Development Programs on Job Satisfaction and Employee Retention”. *Submitted for Partial Fulfillment of the Requirements for the Master of Science Degree in Training and Development. Menomonie: The Graduate College: University of Wisconsin-Stout WI 54751.*
- [41]. Steyn, A. Smith, C. Du Toit, S. & Strasheim, C. 1999. “Modern Statistics in Practice”. Pretoria: J.L. van Schaik Academic.
- [42]. Sukamolson, S. 2009. “Fundamentals of Quantitative research”. *Language Institute. Chalalongkorn University.*
- [43]. The Presidency. 2010. “Guide to the outcomes approach: The defining feature of this administration will be that it knows where people live, understands their concerns and responds faster to their needs”. Pretoria: The Presidency.
- [44]. Vithal, R. & Jansen, J. 1997. “Designing Your First Research Proposal”, *A Manual For Researchers in Education and the Social Sciences*. Cape Town: Juta & Co Ltd.
- [45]. Welman, J.C, Kruger F & Mitchell, B. 2005. “Research methodology”. 3rd edition. Cape Town: Oxford University Press.