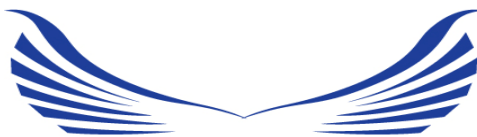




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GORDON INSTITUTE
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**The relationship between workplace training, the perceived effectiveness of training
and organisational commitment.**

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A research proposal submitted to the Gordon Institute of Business Science,
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Abstract

The core objective of this study was to explore the relationship between training method, the perceived effectiveness of workplace training and the three dimensions of organisational commitment namely, affective, normative and continuance commitment. The question that initiated the exploration was the role of learnerships in the workplace and whether or not they, as a different method of workplace training were perceived as effective training methods by learners and if this was related to the three types of organisational commitment, namely; affective, normative and continuance commitment.

A quasi experimental methodology with a static group design was adopted. No randomisation or matching of groups utilised in this study took place. Questionnaires were sent out to the learnership trained (test group) and alternatively trained employees (control group) performing phlebotomy. The responses obtained were coded and run through SPSS v16. Descriptive statistics together with validity percentages were obtained. Group statistics were obtained. An Independent Samples t-test was run and Cohen's size effect test was calculated. A Pearson's Correlation Matrix was utilised to test the variance between perceived effectiveness of training and the three types of organisational commitment.

Findings indicated that the learnership trained employees did perceive their training as more effective. The Pearson's Correlation Matrix also indicated that a significant correlation was found between the perceived effectiveness of training and all three types of organisational commitment. However, learnership trained employees did not demonstrate higher levels of organisational commitment.



Declaration

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Masters of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

_____	_____
NAME	SIGNATURE

DATE	



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TABLE OF CONTENTS

List of Tables	ix
List of Figures	x
List of Appendices	x

Chapter 1

1. Problem Definition	1
1.1 Research Title	1
1.2 Background to the problem	1
1.2.1 National shortages	1
1.2.2 Formal versus informal qualification paths	3
1.3 Research questions	4
1.4 Aim of the research	4
1.5 Relevance and motivation	4
1.6 Research scope	5
1.7 Chapter Summary	6

Chapter 2

2. Theory and Literature Overview	7
2.1 Introduction	7
2.2. Workplace learning defined	7
2.2.1 Workplace Learning and the employment relationship	9
2.3 Expansive versus restrictive learning	9
2.4 Training methods and models	11
2.4.1 Situated approaches to Workplace learning	11



2.4.2 On-the-job training	12
2.4.3 Learnership training/ Apprenticeship training	12
2.4.3.1 The work process and connective models	13
2.5 The effectiveness of training	15
2.5.1 Kirkpatrick's levels of evaluation	15
2.5.2 Learner reactions and perceived training effectiveness	16
2.5.3 Learner reactions and employee work commitment	20
2.6 Organisational Commitment (OC)	21
2.6.1 Allen and Meyer's 3-component commitment model	22
2.6.2 Characteristics of Organisational commitment	24
2.7 The Psychological contract defined	26
2.7.1 Organisational Commitment and the Psychological contract	27
2.8 Conclusion	30
2.9 Chapter Summary	32
Chapter 3	
3.1 Restated Research Questions	33
3.2 Research Hypotheses	34
Chapter 4	
4. Proposed Research methodology	35
4.1 Research design	35
4.2 Unit of analysis	37
4.3 Population	37
4.4 Sampling	37
4.5 Data Gathering	37



4.6 Questionnaire	37
4.7 Data Analysis	41
4.8 Reliability and Validity	42
4.9 Possible Limitations	44
4.10 Consistency Matrix	45
4.11 Chapter Summary	47
Chapter 5	
5. Findings	48
5.1 Introduction	48
5.2 Biographical details	49
5.3 Group Statistics	52
5.4 Correlations	57
5.5 Chapter Summary	63
Chapter 6	
6. Discussion	64
6.1 Introduction	64
6.2 Experimental and Control Group	64
6.3 Hypotheses	65
6.3.1 Hypothesis 1	65
6.3.2 Hypothesis 2	70
6.3.3 Hypothesis 3	72
6.3.4 Hypothesis 4	73
6.3.5 Hypothesis 5	74
6.3.6 Hypothesis 6	75



6.4 Concerns	76
6.5 Conclusions	77
6.6 Chapter Summary	78
Chapter 7	
7. Conclusion	79
7.1 Introduction	79
7.2 Key Findings and Recommendations	80
7.3 Future Research Ideas	83
7.4 Conclusions	84
8. Reference List	85

List of Tables

Table 1: Registered Nurses (SA Nurses Council, 2007)	2
Table 2: Enrolled Nurses (SA Nurses Council, 2007)	2
Table 3: Categories of workplace learning environments (Fuller & Unwin, 2003b)	10
Table 4: Dimensions, statements and sources of effectiveness of training	19
Table 5: Consistency Matrix	45
Table 6: Sample size	49
Table 7: Characteristics of the participants	50
Table 8: Occupational tenure and years-in-current occupation	50
Table 9: Descriptive statistics	51
Table 10: Group statistics	53
Table 11: Independent Samples Test	54
Table 12: Cohen's Size Effect (1988)	56
Table 13: Pearson's Correlation Matrix	58
Table 14: Correlation by tenure, years-in-current occupation, salary and qualifications	61
Table 15: Salary and affective commitment	62
Table 16: Salary and continuance commitment	62
Table 17: Salary and normative commitment	62

List of Figures

Fig 1: Path Diagram for the proposed relationship between training method, perceived effectiveness of training and organisational commitment	13
Fig 2: Example of connective curriculum	26

Fig 3: Stum's employee work commitment model.	31
Fig 4: Inter-rater Agreement Model for content validity	43
Fig 5: The relationship between PET and three types of organizational commitment	81
Fig 6: The relationship between PET scales and the three types of organisational commitment.	82

List of Appendices

Appendix 1: Questionnaire	92
Appendix 2: Expert Judge Questionnaire	97



CHAPTER 1

1. PROBLEM DEFINITION

1.1 RESEARCH TITLE

The relationship between workplace training, the perceived effectiveness of training and organisational commitment.

1.2 BACKGROUND TO THE PROBLEM

In almost every business sector in South Africa skills shortages exist (AsgiSA, 2007). Historically, both the apartheid system and the struggle policy of, “liberation before education”, created a lack of skilled labour. South Africa is therefore below its full employment level. Skilled workers are critical in addressing infrastructural challenges which in turn are, pivotal to the promotion of sustainable growth (Kenyon, 2005). Most businesses are concerned with staff retention and organisational commitment, especially in high turnover areas.

Structured training programmes such as learnerships, are often seen as mechanisms to address skill shortages and the high labour turnover that exists in these categories due, in part to educational disadvantages (Spielhofer and Sims, 2004). This is particularly prevalent in the health care industry where a large discrepancy exists between the numbers of available nurses and vacancies due to voluntary turnover and scarcity (SANC, 2007).

1.2.1 National skills shortages

Data from the South African Nursing Council (SANC) indicates that in 2002, South Africa had approximately 155,000 practicing nurses, for a nurse/population ratio of about 343 per 100,000. Many developed nations with serious nursing shortages have nurse/population



ratios of closer to 1,000 per 100,000. There are currently 32,000 vacant nursing posts in South Africa's public hospitals alone - a figure that is more than 20% of the 2002 practicing nurse total (Hall & Erasmus, 2003). Importantly, in the health care industry there are insufficient numbers of nurses qualifying through formal educational institutions to meet the skills shortages that exist. The following statistics from the South African Nursing Council Website indicate that the demand for nurses in South Africa outstrips supply. The student registered nurses and enrolled nurses' intake across all nursing schools (private and public) versus the nursing school output per year is dramatically different. In 2003 for example, 11478 students enrolled to become registered nurses, however in 2006, only 2027 students graduated. An average pass rate of 17% per year is recorded for registered nurses.

Table1: Registered Nurses (SA Nursing Council, 1999- 2007)

Intake Year	Student Nurse Intake	Graduation year	Number Graduated	% Graduates
1999	10398	2002	1652	16
2000	9639	2003	1553	16
2001	9527	2004	1716	18
2002	10338	2005	1553	15
2003	11478	2006	2027	18
2004	12280	2007		
2005	13096	2008		
2006	11478	2009		

Table 2: Enrolled Nurses (SA Nursing Council, 1999 – 2007)

Intake Year	Student Enrolled Nurse Intake	Graduation year	Number Graduated	% Graduates
1999	3726	2000	1919	52
2000	3811	2001	1932	51
2001	4933	2002	2771	56
2002	6081	2003	3158	52
2003	7245	2004	4273	59
2004	8300	2005	4565	55
2005	8096	2006	4816	59
2006	8483	2007		



Formal education routes are thus failing to meet the demand that exists and the additional burden of meeting these demands is placed on workplace training institutions.

1.2.2 Formal versus informal qualification paths

Many people, due to lack of funds, are unable to pursue the formal qualification routes required to obtain a qualification to enter certain professions. The need for workplace training to address these shortages is evident. With the restructuring of the South African National Qualifications Framework (NQF) and the establishment of the South African Qualification Authority (SAQA), the government proposed that learnerships or vocational qualification routes are implemented (Hall & Erasmus, 2003).

Learnerships allow learners to gain both practical and theoretical experience in an area and obtain a qualification. In international terms, learnerships may be equated to graduate apprenticeships of the vocational education structures of Britain (Mohamud, Jennings & Rix, 2006). Hawkins (2008) classifies this as a student apprenticeship – a trade or occupation where formal training is provided over a specified period where a national certificate or professional qualification is obtained. These programmes run for a period of months/years and require that unit standards be trained in order for theoretical and practical competence to be achieved. Both the Bridging Course for Nurses and the Phlebotomy Technician Learnership were created to meet this need and are examples of vocational qualifications in the health care sector. Phlebotomy may be defined as the process of the collection of blood for the purposes of testing.

Whilst these learnerships create a means for people to obtain qualifications through an informal route, this resource intensive method of training places a great deal of strain on business training departments. Hence, a tremendous amount of resources from



organisations go into mitigating the effect of skills shortages and the impact on industry is far reaching.

1.3 RESEARCH QUESTIONS

Although the need for vocational/workplace training is evident, in many organisations an unwillingness to allocate resources to this area exists, unless clear quantitative results displaying the benefits for business can be shown. The following key questions arise:

Research question 1:

Are these learnerships perceived by learners to be effective training methods?

Research question 2:

Is there a relationship between training methods, perceived effectiveness of training and organisational commitment?

1.4 AIM

The aim of this study is firstly therefore to investigate the relationship between the method of workplace training and perceived effectiveness. Thereafter, the relationship between perceived effectiveness of training and organisational commitment will be examined. This study will therefore focus on learnerships as a workplace training method, learners' perceptions regarding effectiveness of training and its relationship with the various dimensions of organisational commitment.

1.5 RELEVANCE AND MOTIVATION

Importantly, by 2003, 21000 learners had been registered on 503 learnerships (Department of Labour, 2003). In 2003, 42% of technikon students could not graduate because they could not find placements for the practical aspects of their courses. The



Department of Labour (2003) has said that the difficulty of internships and learnerships lies with the unwillingness of employers to come on board. Employers require a clear incentive to participate.

Studies by Carmeli and Gefen (2005), show that employee work commitment is significantly correlated to an employee's intent to leave, both an organisation and occupation. Organisational commitment is thus a critical focus point for industries experiencing, high training costs and high attrition rates.

Sahinidis and Bouris (2007) conducted the first study regarding the perceived effectiveness of training and its relationship to job satisfaction and then organisational commitment. Recommendations from this study called for further investigation into the relationship between perceived effectiveness of training and the various dimensions of organisational commitment. This study utilised a single question namely, "How effective is the training you receive at your company?", and then correlated it with organisational commitment. A correlation between perceptions regarding the effectiveness of training and levels of organisational commitment was found. Importantly, the various aspects that comprise an effective training session were not explored and organisational commitment was not viewed as a multidimensional concept as it is in this study.

1.6 RESEARCH SCOPE

This study will include phlebotomists, registered and enrolled nurses responsible for the collection of bloods and will not incorporate other job categories and titles. The phlebotomists have received training through a structured, formal learnership whilst the



registered and enrolled nurses have received on the job training. This learnership is located in the health care industry, more specifically the pathology industry. Additional learnerships in the health care industry and learnerships in other industries will not be explored.

1.7 CHAPTER SUMMARY

This chapter focused on the reasons for examining the relationship between workplace training methods and the perceived effectiveness of training as well as its relationship with organisational commitment. The following chapter will explore the theoretical bases for these concepts.



CHAPTER 2

2. LITERATURE OVERVIEW

2.1 INTRODUCTION

A great deal of emphasis has been placed on training and development both internationally and in South Africa, largely due to persistent reports of skills shortages. According to Mohamud *et al* (2006, p. 440), "It is widely recognized that employee' skills are the bedrock of success in the highly competitive business environment of the modern economy". It is against this backdrop that workplace learning is of pivotal importance.

In this chapter, the broad concept of training will be expanded on. Methods of workplace training will be discussed, namely, on-the-job training and more particularly apprenticeships, often referred to as situated learning (Billett, 1994). These training methods form the foundation from which the exploration of the learners' perceptions of the effectiveness of training will take place. The evaluation of training and the criteria used to determine the effectiveness of training will be examined. The various dimensions and characteristics of organisational commitment will be highlighted and thereafter, an examination will be made of studies, which support an association between training and organisational commitment, and more specifically the perceived effectiveness of training and organizational commitment as a multidimensional concept. The relationship between organisational commitment and the psychological contract will also be examined.

2.2 WORKPLACE LEARNING DEFINED

Many definitions of workplace learning exist. In literature, this term is often used interchangeably with other forms of learning. However, Matthews (1999, p. 20) describes workplace learning as, "... not just any form of learning that takes place within a work



environment; it may be formal, informal or incidental. It has a number of features that distinguish it from other types of learning. Learning in the workplace:

- is task-focused,
- occurs in a social context,
- collaborative and often grows out of a problem for which there is no knowledge base, and
- is cognitively different from learning in schools”.

Matthews (1999) developed a model of workplace learning that incorporates eight mindsets that are important to learners and the organisation in perceiving work place learning as positive, so that growth and development can take place. These mindsets include:

1. Workplace learning must be greater than the change.
2. Workplace learning must be systematic and interactive.
3. Workplace learning must be geared to business outcomes.
4. Workplace learning must provide meaning, self worth and sustaining for all employees.
5. Workplace learning must be worker driven.
6. Workplace learning must be competency based.
7. Workplace learning must be timely.
8. Workplace learning must expand the frontiers of knowledge, (Rylatt, 1994, p.16).

In this study, these mindsets will be utilised to formulate questions that will be addressed to learners to test their perceptions regarding the effectiveness of training.

Matthews (1999) emphasizes the fact that the process followed is as important as the content being taught. This type of workplace learning then needs to take place for



increased employee commitment, a more rapid response to global, environmental and technological change and improved productivity and quality (Rylatt, 1994).

2.2.1 Workplace learning and the employment relationship

Workplace learning thus forms a critical part of the successful functioning of a business.

Evans, Hodgkinson, Rainbird and Unwin (2006, p.5) state that, “The employment relationship is significant to workplace learning because the workplace is a site where workers experience the unequal power relations between themselves and the employer.”

This refers to expectations that employees may have regarding skill levels that need to be acquired to perform a job. This then links workplace learning to expectations of both employers and employees.

Workplace learning is about the creation of opportunities that are accessed as part of the employment relationship. These learning opportunities may be narrowly or broadly defined and contribute to the attainment of job related knowledge and skills but also to their role and function in the wider organisation, (Evans *et al*, 2006). In this study, learner reactions to training will be explored and correlated to their levels of commitment to the organisation.

Billet (2001) also points out that workplace learning is often linked to factors such as whether or not an individual is full time or part time, to their personal and vocational goals, possible membership in a particular team and other affordances. The importance of the environment in determining learning opportunities and methods is thus vital.

2.3 EXPANSIVE VERSUS RESTRICTIVE LEARNING

Expanding on the concept of the social aspects of workplace learning and the importance of the learning environment, Fuller and Unwin (2003b) identified a continuum of expansive



versus restrictive learning environments. Table 3, identifies an expansive learning environments as an environment in which a holistic approach to learning is adopted. This is a supportive environment where learners are given an opportunity to develop and a formal, clearly identifiable and easily accessible curriculum exists. Learners are gradually released into tasks after competence has been determined.

In contrast to this, a restrictive learning environment is not as supportive and opportunities to learn are limited. Learners are often required to perform a task before competence has been assessed. Importantly, there is no standardised workplace curriculum. These characteristics are summarised in the table below.

Table 3: Categories of workplace learning environments (Fuller and Unwin, 2003b)

EXPANSIVE	RESTRICTIVE
Employee participation in multiple communities of practice	Employee participation in multiple communities of practice is limited
A shared tradition of development within the primary community of practice	There is no shared tradition of development within the primary community of practice
Encouragement of diverse learning in terms of tasks, knowledge and location of the development experience.	Learning opportunities are limited.
Supporting employee efforts to acquire formal qualifications.	There is little support for employee efforts to acquire formal qualifications.
Allowing time off from work for reflection or to access other learning opportunities.	Most training is on the job with few chances for reflection.
Emphasis on gradual transition by employees to full competence and participation	Emphasis is on full transition immediately to full participation
Promotion of learning as a vehicle for employee career advancement and building organisational capability.	Workplace learning is purely focused on developing skills required for current job.
Organisational acknowledgement and support for employees as learners	Little organisational acknowledgement and support for employees as learners
Employee development initiatives that provide opportunities for boundary crossing.	There are few opportunities for boundary crossing.
The establishment of a concrete workplace curriculum easily accessible by learners	There is no concrete workplace curriculum
A workplace where technical skills are valued.	Technical skills are taken for granted.



In a study conducted by Bryson, Pajo, Ward and Mallon (2006) they found that learning opportunities were differentially experienced according to, level in the organisation and type of job. One organisation can thus have both environments simultaneously. This may provide an explanation for the possible differences that may exist between the test and control groups in this study.

Questions asked regarding the effectiveness of workplace training will thus include these vital environmental aspects.

2.4 TRAINING METHODS AND MODELS

2.4.1 Situated Learning

According to Billett (1994), social interaction and cultural practices influence cognitive processes. Evans *et al* (2006) identified three important dimensions of situated learning. Situated learning focuses on the process according to which the learners become involved in the culture of the organisation. Participation in these practices occurs. In this approach socialisation of the learner takes place. Social learning theories define learning as an essentially social process (Illeris, 2004).

Moore (2004) identified the concept of the situated curriculum. He constructed this concept from the notion that people in a particular situation have a more or less shared conception of knowledge through which they organise their interactions and activities. Importantly, this is not the same as the term the “hidden curriculum”, that refers to the social lessons that a learner takes through experience.

This social dimension will be evaluated through learners’ reactions to questions posed to training in this study. Although many different methods of workplace training or situated



training exist, for the purposes of this study, on-the-job training and apprenticeships will be explored.

Apprenticeships are intensive training methods that require a great deal of commitment from the organisation. It is a structured and formal process where workplace coaches are assigned to learners after they have had their theoretical training. On-the-job training refers to a more informal approach where workplace standard operation procedures (SOPs) are used as the curriculum and workplace coaches are not always formally assigned to a new employee. It is expected that the more intensive training method, in terms of resources and commitment, will result in a significant correlation with organisational commitment.

2.4.2 On-the-job-training

On-the-job training is differentiated from apprenticeships in that whilst it falls under the umbrella term of workplace learning, learning takes place in an informal manner and may be less directed. It also does not require attendance at a technical college or training centre (Billett, 2001). This is how training is conducted for part of the sample utilized in this study.

2.4.3 Learner ship training/Apprenticeship training

This is a more structured form of workplace training and may combine theoretical and practical aspects of training. In South Africa a learnership incorporates the processes of obtaining a qualification. Various models of training exist that may be applied to learnerships.

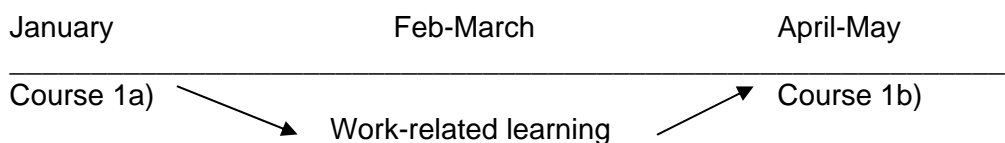


2.4.3.1 The work process model and the connective model

According to Tynjälä (2008), a number of models of workplace training exist. The models that may by definition best-fit learnerships in South Africa are the work process model and the connective models. Both of these models, focus on students obtaining a holistic understanding of the work process and work context. Students are given the opportunity to participate in communities of practice. This model relies on a thorough integration of theoretical and practical learning, which allows learners to go through the process of reflection-on-action and reflection-in-action. Coaches form a large part of the work experience of learners.

Tynjälä (2008) therefore propagates what she calls a connective curriculum in which the learners are taught the theory of a subject and how to practice it in the workplace. This is the learnership model which best describes the phlebotomy technicians learnership utilized in this study. Diagrammatically this may be displayed as follows:

Fig 1. Example of a connective curriculum (Tynjälä, 2008)



This model also incorporates assessment, feedback and learner reflection (Tynjälä, 2008).

Furthermore, Billett (1994) identifies core elements of apprenticeship learning as

- observation/modeling,
- Coaching,



- scaffolding and,
- fading.

Modeling refers to the process by which an expert completes a task, explaining why and how it is done. The learners observe this process, which allows them to mentally rehearse the task.

Coaching incorporates the modeling process but also involves feedback from the expert on the learner completing the task or activities. This process may involve repeated demonstrations and ongoing feedback and support. The central idea of the coaching experience is therefore to guide the learner to obtain the expertise of the coach, (Billett, 1994).

Scaffolding refers to the support that experts provide for learners. It encompasses the process of cooperative problem solving and may require the expert to step in when the learner is unable to complete a task. It may also incorporate questions such as, “What should we do next and why?” (Billett, 1994).

Fading refers to the gradual removal of support until the learner acts autonomously, (Billett, 1994). He also suggests that certain principles of apprenticeships promote learning by:

- Providing access to a range of authentic vocational activities. These activities allow learners to experience both process and product.
- Encouraging self-initiation and regulation through engagement in relevant task and task structures aimed at the achievement of goals.
- Providing access to a range of experts.
- Providing access to a range of other learners



- o Allowing sufficient time for learners to become oriented and experience cognitive activities by structuring learning activities.

However, it is important to note that training should be aligned to the achievement of job related outcomes. Furthermore, the applicability of the method of training is largely determined by the goals set. Arthur, Bell, Bennett and Edens (2003) did find that the effectiveness of organisational training varied as a function of the specified training method, the skill or task trained, and the criterion used to operationalise effectiveness.

Acton and Golden (2003, p. 137) also state that, “To have positive results, organisational commitment to training must tie closely to appropriate effective training methods and training delivery mechanisms”.

The evaluation of training is thus a critical part of training. These theories, principles, and guidelines of workplace training, together with characteristics of expansive and restrictive learning environments are used to identify criteria to test learner reactions to various dimensions of training.

2.5 THE EFFECTIVENESS OF TRAINING

2.5.1 Kirkpatrick’s levels of training evaluation

One of the most definitive works on the evaluation of training is that of Kirkpatrick. He identified four levels according to which training may be evaluated. Firstly, on level one he identified learners’ reactions. These reactions are usually related to how the trainee feels about the training experience. This incorporates the knowledge and skills content of training, training methods and tactics, learning conditions and environment and the attitudinal objectives of the training program (Kirkpatrick, 1998).



The second level deals with the transfer of knowledge (learning), which is assessed through knowledge tests and performance observations. The third level identified, is change in behavior, which is assessed through actual performance measures of how the job is performed and finally, the fourth level incorporates the return on investment or cost/benefit analysis of training programs for the organisation, (Kirkpatrick and Kirkpatrick, 2005).

Although a great deal of work has been done on expanding these levels of evaluation by Phillips, Phillips and Hodges (2004), for the purposes of this study, questions evaluating training will only focus on the first level of evaluation, namely learner reactions to the training experience.

2.5.2 Learner reactions (Level 1) and perceived training effectiveness (PET)

In their study of knowledge workers in Irish software companies Acton and Golden (2003,p.145) state, "Thus, to be perceived to be a good training organisation it is beneficial to offer many training methods; yet when employees undertake training, it is the actual training experience that is of most importance in terms of assessing its quality."

According to Arthur *et al* (2003), the effectiveness of training in terms of learners' reactions is not indicative of learning criteria, behavioral criteria and results criteria identified by Kirkpatrick. Alliger and Janak (1989) and further studies conducted by Alliger, Tannenbaum, Bennett, Traver, and Shotland (1997) show that reaction measures have a limited influence as indicators of training effectiveness and show that there is a lack of relationship between reaction criteria and the other levels of evaluation criteria identified by Kirkpatrick. However, reaction measures are still the criteria most widely used by companies, (Alliger *et al*, 1999).



Importantly, although Arthur *et al* (2003) uses Kirkpatrick's framework, emphasis is placed on using the objectives of training to determine the most appropriate criteria for assessing the effectiveness of training. Tan, Hall and Boyce (2003) found that negative reactions were correlated to performance in the workplace and that trainee reactions proved to have a stronger relationship with learning transferred (level 2) than behavior change (level 3).

However, it should be noted that Tannebaum, Mathieu, Salas and Cannon-Bower (1991), and Alliger *et al* (1997) found that affective and utility trainee reactions were positively and significantly related to performance improvement. Alliger *et al* (1997) showed that while affective judgments do not correlate with learning transfer, utility judgments show a modest but significant relationship to immediate learning.

Affective reactions are classified as those reactions dealing with an emotional response to the training course – for example, “I liked the training course”. Utility reactions in contrast dealt with reactions pertaining to the outcomes and skills acquired through the course and their applicability in the workplace (Alliger *et al*, 1997).

Morgan and Casper's (2000) study showed that trainee reactions are multidimensional and that well-developed participant reaction forms can play a role in the systematic evaluation of training (Morgan and Casper, 2000). Of particular importance to the development of such evaluations is that this study shows the critical importance of the training instructor. Positive correlations were found between the satisfaction with the trainer and the materials and testing satisfaction dimensions (Morgan and Casper, 2000).

It is important to note that other models of training effectiveness, support the idea that the effectiveness of training is not only impacted on by the training experience, but by the



individuals' motivation to learn, cognitive abilities, level of education obtained and organisational characteristics such as supervisory support and opportunity to perform the trained tasks (Rowold,2007).

Drawing from the above literature a table is compiled to illustrate the dimensions of perceived effectiveness of training tested and the corresponding questions that will be asked. The sources used are also included.



Table 4: Dimensions, scales, statement and sources

DIMENSION	SUB SCALE	STATEMENTS	SOURCE
Affective	Supportive learning environment	I was not expected to perform the job by myself before I was given the required training and signed off as competent.	Matthews(1999), Acton <i>et al</i> (2003), Fuller <i>et al</i> (2003b).
Utility		I was exposed to practical opportunities in different areas of the organisation to apply what I had learnt.	Fuller <i>et al</i> (2003b), Evans <i>et al</i> (2006), Bryson <i>et al</i> (2006), Rowold(2007).
Affective		My peers supported me whilst I was training.	Fuller <i>et al</i> (2003b), Billett (2001), Evans <i>et al</i> (2006)
Affective		I was given sufficient time during training to ask any questions that I had.	Kirkpatrick (1976, 1998, 2005).
Utility	Curriculum	The training material was focused on achieving all my job outcomes.	Moore (2004), Tynjälä (2008)
Utility		The course material used workplace terminology.	Moore (2004), Tynjälä (2008)
Utility		The course material (SOPS, working instructions, training manuals) covered all the technical aspects of my job.	Fuller <i>et al</i> (2003b), Moore (2004), Tynjälä (2008)
Affective		The course content was well-structured and clearly set out.	Kirkpatrick Kirkpatrick (1976, 1998, 2005).
Utility	Workplace coach	I was assigned a workplace coach during my training.	Billett (1994, 2001), Tynjälä (2008)
Utility		My workplace coach was a subject matter expert.	Billett (1994, 2001)
Affective		My coach showed me how to perform my tasks and gradually allowed me to do it on my own.	Billett (1994, 2001), Tynjälä (2008)
Affective		My workplace coach supported and encouraged me throughout my training.	Mathews (1999)
Utility	Assessment	My competence was assessed through knowledge assessments (written or oral tests) at the end of my training.	Acton <i>et al</i> (2003)
Affective		I feel confident that my training enabled me to competently perform all aspects of my job.	Alliger <i>et al</i> (1997)
Utility		My competence was assessed through performance assessments (Observation of a task) at the end of my training.	Holdnak <i>et al</i> (1990)
Utility		I was signed off as competent by my trainer/sister in charge.	Holdnak <i>et al</i> (1990)
Affective	Trainer	I was encouraged by my trainer to ask questions throughout my training.	Kirkpatrick(2005), Morgan <i>et al</i> (2000)
Affective		My trainer was a role model and reflected my company values.	Morgan <i>et al</i> (2000)
Utility		My trainer was skilled in phlebotomy procedures and knew all he company procedures.	Morgan <i>et al</i> (2000)
Affective		My trainer encouraged learning by using a variety of fun training activities.	Morgan <i>et al</i> (2000)



The question that then arises, is whether learnerships or apprenticeships, due to the nature of the connective curriculum followed and the processes of scaffolding and coaching, together with the strong social aspects of the learning environment may be perceived to be a more effective method of workplace training than pure on-the-job training received by people performing the same job tasks? This then forms the foundation on which hypothesis 1 rests.

Hypothesis 1

H_A = Employees having undergone learnership training will demonstrate higher levels of perceived effectiveness of training than alternatively trained employees performing phlebotomy.

H_O = Employees having undergone learnership training will demonstrate the same levels of perceived effectiveness of training as alternatively trained employees performing phlebotomy.

2.5.3 Learner reactions and employee work commitment

Whilst learner reactions are not conclusively indicative of transfer or learning or even performance (Arthur *et al*, 2003), the Sahinidis and Bouris (2007) study provided evidence that a relationship does exist between employee perceived training effectiveness and employee job satisfaction and commitment to the organisation. In this study, perceived training effectiveness was tested through a single item measure – “How effective is the training that you receive at your company?” A five point scale was used to measure the response. The response to this construct demonstrated a correlation between perceived training effectiveness, job satisfaction, and organisational commitment.



In other words, although learner reactions may not always be indicative of an effective transfer of learning or behaviour change (although utility reactions are more useful), they do influence employee work commitment. Additionally, Holdnak, Clemons and Bushardt (2000, 30) found that a strong correlation did exist between perceived competence and organisational commitment.

2.6 ORGANISATIONAL COMMITMENT (OC)

Organisational commitment has long been a topic of debate. When defining organisational commitment it is important to note that four main approaches to studying this concept have emerged over a period of time. Porter, Steers, Mowday and Boullian (1974, p.27) defined organisational commitment as “the relative strength of an individual’s identification and involvement in a particular organisation”.

Thereafter, the Behavioural Approach emerged. This approach emphasised employee investment in an organisation through time, friendships and pension which bind the employee to their organisation. It essentially focused on profit associated with belonging to an organisation (Maxwell and Steele, 2003).

The third approach was labelled the Normative Approach which focused on the degree to which employees’ values were represented by the organisation. Maxwell *et al* (2003, p.408) identifies this approach as “the totality of internalised normative pressures to act in a way which meets organisational goals and interests.”

Expanding on these ideas and concepts a Multidimensional Approach evolved. This approach focused on three key dimensions of organisational commitment namely commitment to the values of an organisation, positive feelings about an organisation and



the costs associated with leaving an organisation. Of the most well known of these models, is that of Allen and Meyer (1996).

2.6.1 Allen and Meyer's 3-component commitment model

Allen and Meyer (1996) identified three dimensions of commitment, namely normative commitment, affective commitment and continuance commitment. This study viewed organisational commitment as a multidimensional work attitude. It is also important to note that because organisational commitment is a multidimensional construct at any given moment in time, any employee will demonstrate varying levels of commitment on all three of these dimensions (Bentein and Meyer, 2004).

Affective commitment is positive feelings of identification with, attachment to and involvement with, the work or organisation. Employees with strong affective commitment remain because they want to as opposed to employees with strong continuance commitment remain because they need to (Curtis and Wright, 2001).

Normative commitment refers to a sense of obligation that an employee may feel towards his/her organisation (Meyer and Allen, 1996). They also argue that this moral obligation arises either through the general organisational socialization processes. This places the employee under a moral obligation to respond in kind. This reciprocal obligation lies at the centre of the concept of the psychological contract.

Continuance commitment is defined as the extent to which employees feel committed to their organisations by virtue of the costs they feel are associated with leaving. These costs may be perceived as two-fold and would involve the personal sacrifices associated with leaving as well as lack of alternatives available to the person (Curtis and Wright, 2001).



Meyer, Allen and Smith (1993) also found that a positive correlation existed between affective and normative commitment. Measures of the three component model were found to be psychometrically sound (Karim and Noor, 2006).

From the above definitions we may deduce that the affective (emotional) dimensions of perceived effectiveness of training and the affective and normative dimensions of organisational commitment will correlate. This too could be said for the utility (skills and outcomes) dimensions of perceived effectiveness of training which based on the definitions of organisational commitment should result in the perception of a personal sacrifice that would be incurred on leaving the organisation and costs associated with leaving. These theories, principles, and guidelines of workplace training, together with characteristics of expansive and restrictive learning environments are used to identify criteria to test learner reactions to various dimensions of training.

Hypothesis 2 and 3 are thus based on these concepts.

Hypothesis 2

H_A = The affective dimensions of the perceived effectiveness of training will significantly correlate with the affective and normative dimensions of organisational commitment.

H_O = The affective dimensions of the perceived effectiveness of training will have no correlation with the affective and normative dimensions of organisational commitment.

Hypothesis 3

H_A = The utility dimensions of perceived effectiveness of training criteria will significantly correlate with the affective and continuance dimensions of organisational commitment.



H_0 = The utility dimensions of perceived effectiveness of training criteria will have no correlation with the affective and continuance dimensions of organisational commitment.

2.6.2 Characteristics of organisational commitment (OC)

It is important to note that organisational commitment should not be confused with employee engagement. Employee engagement is defined as being psychologically present when occupying and performing an organisational role. Two critical components of engagement are attention and absorption. Organisational commitment refers to an attitude and attachment to an organisation, whilst engagement is not an attitude (Saks, 2006).

Studies conducted by Carmeli and Gefen (2005) indicate that there is a strong correlation between work commitment and withdrawal intentions from organisations and occupations. They expand on the models of Morrows (1993). Meyer and Allen (1996) and Meyer and Herscovitch (2001) distinguish between career commitment, affective organisational commitment, continuance organisational commitment and normative organisational commitment.

Career commitment is defined as one's attitude towards one's profession or vocation. Findings show that occupational commitment is strongly correlated to organisational and occupational turnover intentions. A significant correlation was found to exist between career commitment and affective organisation commitment (Carmeli and Gefen, 2004). Additionally, McAuley, Zeitz and Blau (2006) found that job insecurity lowered affective and subsequently normative organisational commitment. This study also showed that occupational commitment was not automatically strengthened by a decline in organisational commitment.



Furthermore, “formal mentoring especially where the relationship between the mentor and mentee is good and the mentor provides the relevant information about the organisation to the mentee contributes to greater organisational commitment”, (Orpen, 1997, p.59).

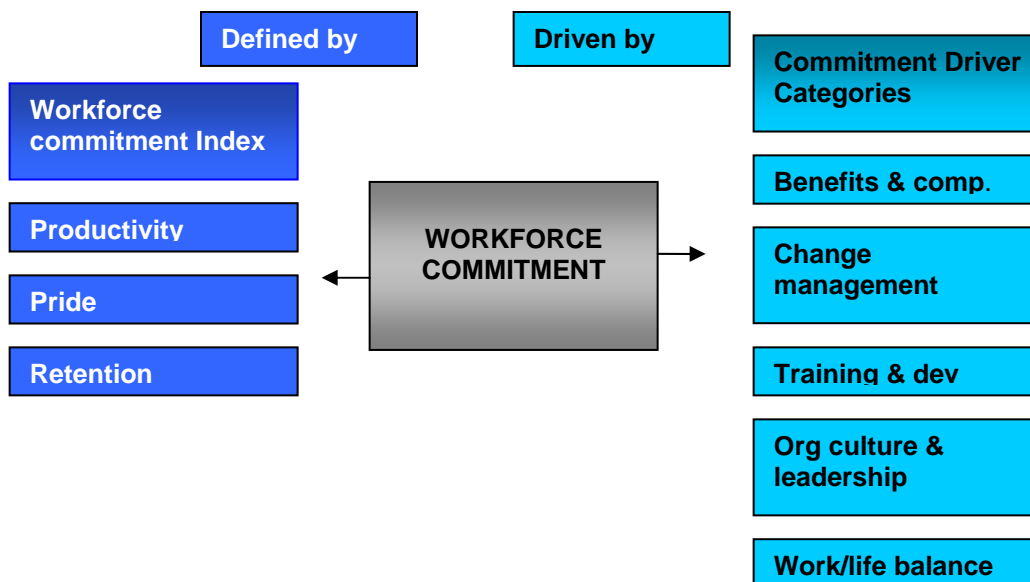
The commitment performance relationship has also been explored in numerous studies (Suliman and Iles, 2000). No conclusive evidence has been obtained that commitment is positively correlated to performance. Elizur and Koslowsky (2001) found that work values together with gender are related to organisational commitment. Importantly however, gender was thought to be bound to cultural perceptions and societal socialisation processes and should be viewed in this context. Importantly, Guffey, West and White (1997) found that a significantly positive relationship existed between employer financial educational assistance and organisational commitment.

Building on the three component model of Allen and Meyer(1996), Meyer and Bentein (2004) explored the way in which commitment developed and found that the extent to which employees felt normatively and affectively committed to their organisation decreased over time but that continuance commitment remained stable. Possible explanations for this included the transactional and relational aspects of the psychological contract.

This has vast implications for this study as it contains both employees that have been with the organisation for long and short periods of time. Importantly, “...not all forms of commitment are alike and organisations concerned with keeping employees should examine the kind of commitment they instil” (Meyer, Allen and Smith, 1993, p. 539).In this study an exploration of the link between the dimensions of training effectiveness and the dimensions of organisational commitment will thus be made.

Stum (2001) defines workforce commitment as pride, productivity and retention. He bases his definition on the fact that workforce commitment is driven by the following categories; benefits and compensation, change management, training and development organisational culture, leadership and direction and work life balance. Diagrammatically this may be displayed as follows:

Fig 2: Strategy and Leadership (Stum, 2001)



2.7 THE PSYCHOLOGICAL CONTRACT DEFINED

Rousseau (1989) identifies two types of psychological contracts based on two distinct sets of employee obligations, namely relational and transactional. A transactional psychological contract is characterized by obligations that might be considered to be "economic" in nature. They include a willingness to work overtime, to provide high levels of performance for contingent pay, and to give notice before quitting, but with the employee feeling no loyalty to the organisation. These obligations were correlated with employer obligations to their employee to provide high performance based pay (Rousseau, 1989).



A relational contract, on the other hand, is characterized by employees' perceived obligations to their employer of loyalty, and by the employer's obligation to provide job security. These factors are then representative of a relational psychological contract. Transactional contracts tend to be short term, whilst relational contracts imply long-term reciprocal expectations and obligations. Importantly, psychological contracts are not either/or but are often a continuum. Any particular psychological contract will contain both transactional and relational elements, but in differing amounts, (Guerrero and Herrbach, 2007).

2.7.1 Organisational commitment and the psychological contract

The nature of the psychological contract incorporates the individual's commitment to an organisation. Employees with contracts that are predominantly transactional in nature are unlikely to display high levels of organisational commitment, whilst those with more relational contracts may display much higher levels of commitment. However, because there are a number of different dimensions to commitment, the psychological contract may have differential effects on these different dimensions (Mac Donald and Makin, 2000).

Not only, are the different types of commitment influenced by different factors, but they also have different consequences. Affective commitment is concerned with what Rousseau (1989) has termed the "relational obligations" of the psychological contract. Importantly, he views, the exchanges in normative commitment as slightly more transactional than relational. Normative commitment is viewed as lying between affective commitment and continuance commitment. Whilst it is concerned with transactional obligations, the underlying psychological mechanism is not calculative, but based upon what is perceived to be "fair". Individuals often feel an obligation to repay the investment



the organisation has put into their training, even if this is not explicitly stated in the contract of employment (Guerrero and Herrbach, 2007).

The most important determinant of affective commitment is the extent to which the expectations the individual has of the organisation are met - in other words, the psychological contract is met. "If organisations wish to encourage such commitment to the organisation, they will need to engender a relational contract with their employees", (Mac Donald and Makin 2000, p. 86).

This idea is expressed as, "Employers who are willing to offer developmental opportunities to help employees come to an understanding of what it means to be employable will be winners in the labour market. They will become employers of choice rather than struggling to find and retain good staff. They will be helping to create a more employable workforce", (Clarke and Patrickson, 2008, p. 136).

According to Aggarwal, Datta and Bhargava (2007), even or more especially with changing circumstances, employees are replacing job security with the promise of developing skills which would make them employable. Concomitantly, training and development has become a valued part of the psychological contract of employees. Training is important in the make-up of psychological contract, not only in terms of employer expectations who consider the development of highly trained workers with firm specific skills a major factor for securing competitive advantage but also because it acts as inducement for employees to maintain their commitment to the organisation. "The more employees perceive a violation of organisational obligations with regard to providing skills and career development, the less satisfied they will be with their jobs", (Aggarwal *et al*, 2007, p. 34).



From these theoretical findings, the assumption is made that because of the manner in which learnership training takes place, as opposed to pure on-the-job training a greater alignment between personal and organisational values takes place in the learnership trained employees. Additionally, a greater level of identification with the organisation and its values is fostered through a more expansive learning environment and greater trainer and coach involvement. The process of socialization of learnership employees into the organisation is stronger and takes place for longer, than employees trained on-the-job. Furthermore, learner expectations have a greater chance of being met and their desire to achieve competence and a qualification may also lead to increased levels of organisational commitment.

However, it should be noted that a strong correlation between the perceived effectiveness of training and organisational commitment is not indicative of a causal relationship between the two and predictions cannot thus be made.

However, based on the characteristics of organisational commitment, hypotheses 4 and 5 hypothesize that learnership trained employees may display higher levels of normative and affective levels of organisational commitment, whilst hypothesis 6 postulates that learnership trained employees will display higher levels of continuance commitment because nurses are perceived as having more external work related opportunities and the costs associated with leaving the organization due to the educational assistance they receive, for learnership trained employees are higher.

Hypothesis 4

H_A = Learnership trained employees will demonstrate higher affective organisational commitment levels than alternatively trained employees performing phlebotomy.



H_0 = Learnership trained employees will demonstrate the same levels of affective organisational commitment as alternatively trained employees performing phlebotomy.

Hypothesis 5

H_A = Learnership trained employees demonstrate higher normative organisational commitment levels than alternatively trained employees performing phlebotomy.

H_0 = Learnership trained employees demonstrate the same levels of normative organisational commitment as alternatively trained employees performing phlebotomy.

Hypothesis 6

H_A = Learnership trained employees demonstrate higher continuance organisational commitment levels than alternatively trained employees performing phlebotomy.

H_0 = Learnership trained employees demonstrate the same levels of continuance organisational commitment as alternatively trained employees performing phlebotomy.

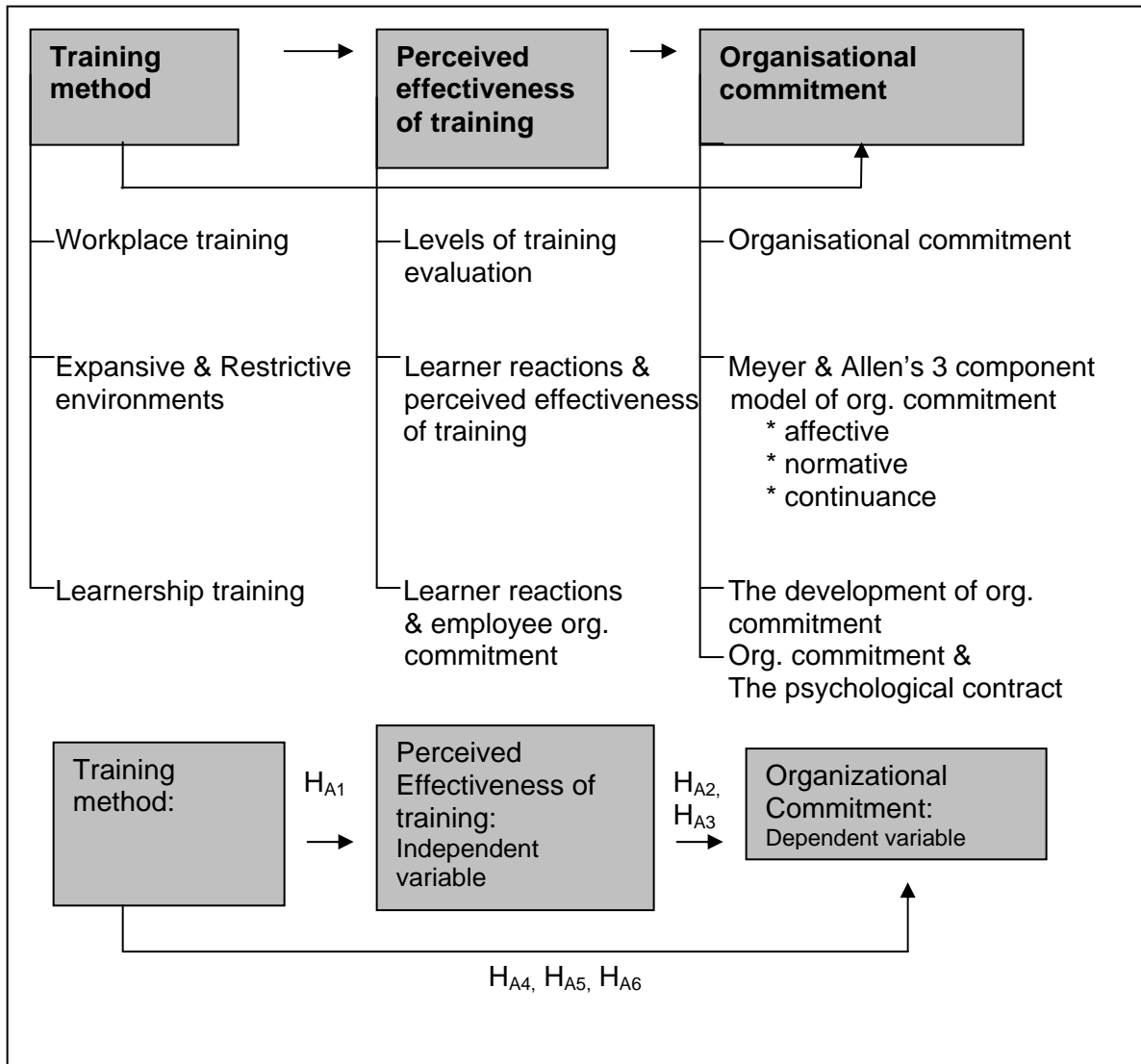
2.8 Conclusion

In order to provide a framework for the theory that will be explored and to best determine the statistical relationships that may exist between the various theoretical bodies of work, a path diagram has been drawn.

Graphically these concepts and the proposed correlations between these concepts are displayed in Figure 3.



Fig 3: Path Diagram for the proposed relationship between training method, perceived effectiveness of training and organisational commitment



A variety of methods will be utilised to explore the relationships that may exist between these three concepts.

2.9 CHAPTER SUMMARY

This chapter provided details of the theoretical underpinnings of the six hypotheses explored in this study. The possible relationships and linkages between training method and perceived effectiveness of training, as well as the relationship between the dimensions



of the effectiveness of training, namely affective and utility dimensions and the three components of organisational commitment were explored. Based on the above theoretical findings, the next chapter will expand on the methodology used to determine the possible relationships that may exist.



CHAPTER 3

3.1 RESTATED QUESTIONS

Question 1:

Are learnerships perceived by learners as more effective methods of workplace training than pure on-the-job training?

Question 2:

What relationship exists between the perceived effectiveness of training, on both utility and affective dimensions with the three dimensions of organisational commitment, namely, normative, affective and continuance?

Question 3:

Do learnership trained employees demonstrate higher levels of all three types of organisational commitment, than alternatively trained employees?

3.2 HYPOTHESES

Hypothesis 1

H_A = Employees having undergone learnership training will demonstrate higher levels of perceived effectiveness of training than alternatively trained employees performing phlebotomy.

H_O = Employees having undergone learnership training will demonstrate the same levels of perceived effectiveness of training as alternatively trained employees performing phlebotomy.

Hypothesis 2

H_A = The affective dimensions of the perceived effectiveness of training will significantly correlate with the affective and normative dimensions of organisational commitment.



H_0 = The affective dimensions of the perceived effectiveness of training will have no correlation with the affective and normative dimensions of organisational commitment.

Hypothesis 3

H_A = The utility dimensions of perceived effectiveness of training criteria will significantly correlate with the affective and continuance dimensions of organisational commitment.

H_0 = The utility dimensions of perceived effectiveness of training criteria will have no correlation with the affective and continuance dimensions of organisational commitment.

Hypothesis 4

H_A = Learnership trained employees will demonstrate higher affective organisational commitment levels than alternatively trained employees performing phlebotomy.

H_0 = Learnership trained employees will demonstrate the same levels of affective organisational commitment as alternatively trained employees performing phlebotomy.

Hypothesis 5

H_A = Learnership trained employees demonstrate higher normative organisational commitment levels than alternatively trained employees performing phlebotomy.

H_0 = Learnership trained employees demonstrate the same levels of normative organisational commitment as alternatively trained employees performing phlebotomy.

Hypothesis 6

H_A = Learnership trained employees demonstrate higher continuance organisational commitment levels than alternatively trained employees performing phlebotomy.

H_0 = Learnership trained employees demonstrate the same levels of continuance organisational commitment as alternatively trained employees performing phlebotomy.



CHAPTER 4

4. RESEARCH METHODOLOGY

4.1 RESEARCH DESIGN

When determining whether or not a relationship exists between workplace training method, the perceived effectiveness of the training and organisational commitment, a quantitative approach was adopted. The main reason for adopting this approach was that a body of work already existed on all three of the core aspects of the literature studied (Zikmund, 2003). However, the six hypotheses which are propositions based on the concepts in literature, were empirically tested to determine whether a significant correlation exists between these variables.

A quasi-experimental design was used as it is impossible to control all the variables between the two groups studied, namely the learnership trained groups versus the alternatively trained group. No randomisation or matching of the sample groups took place. A static group design was used as no pre-treatment measure was taken, only perceptions of the training event after training had taken place was measured (Zikmund, 2003). Learnership trained employees formed the test group and alternatively trained employees the control group. Both groups perform phlebotomy procedures within the pathology environment (Albright, Winston and Zappe, 2006).

Variables that may differ between the two groups that have undergone training include salary, organisational tenure, time spent in current position and qualifications. Although they perform the same job functions some registered nurses perform allergy testing which the phlebotomists' scope of practice does not allow for. The enrolled nurses also do not perform these tests. In order to try and measure the effects of these variables, correlations between these biographical differences were run against the dependent variable



(organisational commitment) to determine if they have any impact. Extraneous variables such as the difference in time taken to train, and the length of time to the measuring of learner reactions to training, were not measured or controlled.

The independent variable of training methodology applied to the phlebotomy learnership is that of the connective curriculum. Twenty four unit standards are taught to the phlebotomists. These are taught in a modular format and after the theoretical aspects of a unit standard have been covered through classroom training, a practical period of doing what has been taught follows. Thereafter, learners are once again removed from the workplace and the coaches which have been assigned to helping them to apply what they have learnt and they are assessed through observation and written tests. A connective curriculum model is followed. A great deal of support is offered to the learners in terms of their learning both in the class room and in the workplace. The learning environment may thus be described as an expansive one.

Contrasting this approach, the enrolled and registered nurses who are alternatively trained receive a far shorter periods of on-the-job training. Knowledge for them is assumed to be in place, by virtue of their existing qualification. On-the-job training is informal and may or may not be structured dependent on the approach followed by their workplace coach. Assessment should however take place and the workplace coach assigned to them will be responsible for signing them off. The learning environment, by nature of design – time allocated for training and the limited nature of their theoretical training and the fact that they remain in the workplace, may be described as less expansive. The same questionnaire which tests the perceived effectiveness of training and the statements of normative, affective and continuance commitment were given to both groups(dependent variable).



4.2 UNIT OF ANALYSIS

Phlebotomy technicians who have been trained through the learnership.

4.3 POPULATION

The population may be defined as those learners who participated in the phlebotomy technician's learnership over the past three years and registered and enrolled nurses who received on-the-job or alternative training by the company during this period. The total population size was 106. They were all responsible for the collection of blood and pathology specimens. These groups were located in Gauteng.

4.4 SAMPLING

A non-probabilistic sampling approach was followed and judgement sampling techniques were used to identify the two groups. This method was utilised as only those who had received training could be utilised for the study. The total sample population for the learnership trained phlebotomists equated to 50 for the test group and 56 for the control group. 40 respondents were desired for each group. This was a small sample and generalisations cannot be inferred from this sample size.

It is important to note that various bias and sampling errors had to be guarded against. Respondent bias was taken into consideration in the research design. To ensure that respondents answered honestly, without fear of reprisal, no names or areas were requested.

4.5 DATA GATHERING

A questionnaire was designed to collect the data. As not all the respondents in the sample had e-mail, questionnaires were distributed via internal mail options. Sealable envelopes



with the instructions for mailing were provided with each questionnaire. On completion questionnaires were sent via the internal mail system to the identified collection point. This was then retrieved by the researcher.

4.6 QUESTIONNAIRE

The questionnaire as the data collection instrument was divided into three parts. The first section incorporated all the biographical details and variables that may differ between persons such as organisational tenure, salary and years in current position and qualifications. Race and gender were also included in this section. These biographical details were included to determine what effect if any they have on organisational commitment (dependent variable).

The Organisational Commitment Questionnaire (OCQ) formed part of this questionnaire and was used to test the various dimensions of organisational commitment namely, affective, normative and continuance commitment. Questions 23 – 46 on the respondent questionnaire represent these dimensions of organisational commitment. Questions 23 – 30 represent the affective dimension of organisational commitment, whilst question 31-38 the continuance dimension and the remaining questions 39 -46, the normative dimension. Reverse questions are spread throughout this section. Questions 26, 27, 28, 30, 31, 32,40,41,46 are reverse questions. This was taken into account when scoring the questions sets.

The effectiveness of training was tested by criteria obtained from literature (Table 5) namely; situated learning, expansive versus restrictive environments, principles of apprenticeships and workplace learning. These dimensions were classified into two broad categories namely, affective and utility components. Within these two broad categories



various subscales exist namely; supportive learning environment, curriculum, workplace coach, assessment and trainer effectiveness.

A single item construct was used by Sahinidis and Bouris (2007) to test the effectiveness of training. However, arguments have also been made for using multiple item constructs instead of single item constructs. Multiple item constructs in both the affective and utility domain of learner reaction criteria were used to test effectiveness of training on the questionnaire. The affective dimensions were tested by questions 1,5,9,11,14,15,18,21. The utility dimensions were tested by questions 2,3,4,6,7,8,10,12,13,16,17,20 (Table 5).

The questionnaire also contained inverse questions (19 and 22) to prevent respondents from answering all the questions in the same manner. The scale of measurement used was that of an interval scale or more specifically the 5 point and 7 point Lickert scales respectively. The five point scale was used to measure the effectiveness of training and the 7 point lickert scale for the OCQ. An interval scale is used as this is the best manner of measuring attitudes and psychological attributes, (Zikmund, 2003).Initially a pilot questionnaire was given to 10 employees that had gone through workplace training to ensure that questions were easily understood and answered. Amendments were made to the perceived effectiveness of training section based on their responses.

Structured questions were used and attempts were made in section 2 of the questionnaire, to avoid leading and loaded questions (Albright et al, 2006). Respondents were required to respond to statements and rate the statements on the Lickert scale. In terms of layout biographical details were placed in the first section, biographical details, to set the participant at ease. Ratio and interval scales were utilised in this section. Additionally, no names or locations were asked to assure the participant of no negative consequences for



them or their trainers and workplace coaches. The most sensitive section regarding organisational commitment was placed last (Zikmund, 2003).

Table 5: Dimensions, subscales and item numbers

Dimension	Subscale	Item no	Reverse Questions
Affective	SL	1	
Utility	SL	16	
Affective	SL	6	
Affective	SL	11	
Utility	Curriculum	2	
Utility	Curriculum	17	
Utility	Curriculum	7	
Affective	Curriculum	12	
Utility	WP Coach	3	
Utility	WP Coach	13	
Affective	WP Coach	9	
Affective	WP Coach	18	
Utility	Assessment	4	
Affective	Assessment	14	
Utility	Assessment	8	
Utility	Assessment	20	
Affective	Trainer	5	
Affective	Trainer	15	
Utility	Trainer	10	
Affective	Trainer	21	
Utility	Curriculum	22	Reverse
Utility	SL*	19	Reverse

* SL is an abbreviation for Supportive Learning Environment



4.7 DATA ANALYSIS

The questionnaire was coded to allow for data analysis. The questionnaire was coded on an excel spreadsheet according to the various items numbers on the questionnaire. One case per line was captured to avoid confusion and allow for easy coding, (Albright *et al*, 2006).

Descriptive statistics were obtained. This was done for the independent variable (perceived effectiveness of training) and the dependent variable of organisational commitment (Zikmund, 2003). An Independent Samples t-test and Pearson's Correlation Matrix was performed on the data. The Independent samples test was run to determine whether the difference between the means of the two groups were statistically significant. Using the different group statistics obtained, Cohen's Size Effect calculation was performed on excel. All other analysis was run on the SPSS version 16. Hypotheses were two-tailed, as they are not directional statements. A 95% confidence interval was used. An alpha of 0.01 and 0.05 was used to determine significance (Zikmund, 2003).

A distinction was made between statistical and practical significance of results. According to Cohen (1988) the following cut off points are recognised for the correlation coefficient as practically significant:

$r = 0.10$ (small effect)

$r = 0.30$ (medium effect)

$r = 0.50$ (large effect).

For the purposes of this study r-values larger than 0.30, are considered practically significant.



4.8 RELIABILITY AND VALIDITY

Reliability and validity in terms of measurements and constructs is critically important (Howard, 1985). Construct validity refers to the process of determining what concept is being measured. Are you actually measuring what you think you are measuring? Furthermore, what is the criterion validity? Is it predictive or concurrent?

The scale of measurement used was that of an itemised interval scales or more specifically the 5 point and 7 point Lickert scales. An interval scale was used as this is the best manner of measuring attitudes and psychological attributes, (Zikmund, 2003). The 3 types of organisational commitment have already been tested as psychometrically sound and the validity of the constructs, criterion and internal validity (Van der Mescht, 2000) has been determined in prior studies, Karim and Noor (2006) and Allen and Meyer (1996).

However, to address content validity on the 2nd part of the questionnaire pertaining to learner reactions, where the affective dimensions and the utility dimensions were tested the sample size of 80 was too small to run the required factor analysis. Factor analyses, together with factor loading, ensure that the underlying dimensions tested are identified (Zikmund, 2003).

To ensure that these dimensions and their sub scales (supportive learning environment, curriculum, workplace coach, assessment, trainer) actually represented the correct constructs, Gregory (2000) proposes conducting a content validity test using the judgements of experts. In order to do this, two expert judges were used to evaluate individual items of a test or questionnaire on a four point scale (Appendix 2). The first expert judge used was an accredited Technical Training Manager in the health care industry. This person is accredited in terms of South African unit standards that deal with



training, assessment and moderation. The second expert judge was a Doctor of Industrial Psychology, responsible for training in the health care Industry. Diagrammatically the model used appears as follows:

		Expert Judge #1	
		Weak Relevance (1 or 2)	Strong Relevance (3 or 4)
Expert Judge #2	Weak relevance (1 or 2)	A	B
	Strong relevance (3 or 4)	C	D

Fig 4: Inter-rater Agreement Model for content validity.

The questions were placed in a questionnaire format (Appendix 2) so that the expert judges' responses were recorded. A coefficient of content validity was derived for each subscale in the two dimensions of affective and utility reactions. Most responses were identified as strongly relevant, with a minimum rating of three given on two dimensions. The following formula was used and on most dimensions a score of 1 or more was obtained.

$$\text{Content validity} = \frac{D}{(A + B + C + D)}.$$

It should be noted that this was just one element in establishing the validity of a test but is an effective mechanism for small samples (Gregory, 2000).



4.9 POSSIBLE LIMITATIONS

- It was impossible to get employees that are exactly the same in all respects for the test and control group's extraneous variables. Their impact was difficult to measure or control. Although all training took place over the past two years, there is no way to measure the impact that the delay in time taken to measure learner reactions on this questionnaire may have taken.
- Furthermore, even though the groups were not told that they were compared; respondent bias may exist as they may have tried to give a more favourable response to their training to favour their trainers, (Albright *et al*, 2006).
- Furthermore, additional drivers of organisational commitment such as tenure, rewards, leadership and organisational culture will not form part of this study.
- The sample is small due to the fact that the phlebotomy learnership was only recently established. Content validity was determined through the used of expert judges (Gregory, 2000).
- Job satisfaction and job performance will not be measured in this study. Aspects such as the portability of qualifications and the impact of international employment opportunities will not be explored.
- This study is limited to one organisation in the health care industry and one type of learnership.



4.10 CONSISTENCY MATRIX

Table 5: The relationship between training method, perceived effectiveness of training and organisational commitment:

Hypotheses	Literature review	Data Collection Tool	Analysis
Employees having undergone learnership training will demonstrate higher levels of perceived effectiveness of training than alternatively trained employees performing phlebotomy.	Matthews (1999) Billett (1994) Tynälä(2008) Tan,Hall,Boyce (2003) Evans et al (2006) Fuller and Unwin (2004)	Questionnaire Section 1, Q 1.1 – 1.8	Descriptive stats, mean, std, deviation and Frequency analysis and an Independent samples test was used.
The affective dimensions of the perceived effectiveness of training will significantly correlate with the affective and normative dimensions of organisational commitment.	Arthur et al (2003) Kirkpatrick et al (2004) Velda and Caetano(2007) Alliger,Tannebaum,Bennet, Traver and Shotland (1997) Morgan and Casper(2000) Sahinidis and Bouras(2008)	Questionnaire: Section 2, Questions 1,5,9,11,14,15, 18,21.	Pearson's correlation, Expert judgment test Cohen(1988) correlation size effect scale
The utility dimensions of perceived effectiveness of training criteria will significantly correlate with the affective and continuance dimensions of organisational commitment.	Arthur et al (2003) Kirkpatrick et al (2004) Velda and Caetano(2007) Alliger,Tannebaum,Bennet Traver and Shotland (1997) Morgan and Casper(2000) Sahinidis and Bouras(2008)	Questionnaire Q2 2,3,4,6,7,8,10,1 2,13,16,17,20	Pearson's correlation, Expert judgment test Cohen(1988) correlation size effect scale



Hypotheses	Literature review	Data Collection Tool	Analysis
Learnership trained employees will demonstrate higher affective organisational commitment levels than alternatively trained employees performing phlebotomy.	Carmeli and Geffen(2005) Allen and Meyer (1996) Meyer, Herscovitch(2001) Meyer and Bentein (2004) Gill(1996) Clarke and Patrickson (2008) McDonald and Makin (2000)	Questionnaire: Section 3, Questions 23 – 30	Independent samples tests, t-test, descriptive stats, group means.
Learnership trained employees demonstrate higher normative organisational commitment levels than alternatively trained employees performing phlebotomy.	Carmeli and Geffen(2005) Allen and Meyer (1996) Meyer, Herscovitch(2001) Meyer and Bentein (2004) Gill(1996) Clarke and Patrickson (2008) McDonald and Makin (2000)	Questionnaire: Section 3, Questions 39 - 46	Independent samples tests, descriptive stats, group means, t-test.
Learnership trained employees demonstrate higher continuance organisational commitment levels than alternatively trained employees performing phlebotomy.	Carmeli and Geffen(2005) Allen and Meyer (1996) Meyer, Herscovitch(2001) Meyer and Bentein (2004) Gill(1996) Clarke and Patrickson (2008) McDonald and Makin (2000)	Questionnaire; Section 3: Question 31-38	Independent samples tests, descriptive stats, group means, t-test.



4.11 Chapter Summary

In this Chapter the research methodology and data analysis were discussed and the questionnaire reviewed. In the following chapter, focus will be placed on the findings and statistical analysis conducted on the two groups, and the results obtained from the questionnaire.



CHAPTER 5

5. FINDINGS

5.1 INTRODUCTION

When answering the hypotheses set out in chapter 3, the designed questionnaire was coded and the results from the test and control groups were scored on SSP v.16. Pearson's correlation matrix and descriptive group statistics were utilised for the analysis. An independent samples test was run to identify whether or not differences between the means of the test and control groups were significant. Thereafter, a calculation was performed on excel to determine the size effect for the differences between the mean scores based on the scores set out by Cohen (1988). The resultant statistics have been set out in tabular format. The first set of tables presented in 5.2 (Tables 6 - 8) reflect the validity and reliability of the actual sample used. Biographical details addressed indicate that the sample was valid. 42 learnership and 32 non-learnership questionnaires were completed and returned. The population for the learnership trained group was 50 (test group) and 56 (control group) for the alternatively trained group. 32 responses were obtained for the control group and 42 for the test group. This means that a response rate of 84% was obtained for the test group and 57.14% for the control group. Demographics indicated that 48% of the sample was African. 93% of the sample was female.

Thereafter, Table 9 covers the validity of the various scales, Table 10 compares the experimental and control group on all the dimensions of perceived effectiveness of training (Hypothesis 1) as well as the three dimensions of organisational commitment (Hypotheses 4,5,6). Table 11 reviews the independence of the two groups namely; the learnership trained versus alternatively trained employees. Significance levels provided in this table are utilised to determine whether or not the differences between the two groups are significant. A distinction is made between practical and statistical significance (Cohen,



1988). In Table 12, the size effect was tabulated on excel. These scores are presented in this table. Table 13 provides insight into all the correlations that exist using Pearson's correlation matrix. Hypotheses 2 and 3 are answered in this correlation matrix. Finally, Table 14, 15 and 16 examine the correlation between organisational tenure, salary, qualifications and years in current occupation with organisational commitment and the various dimensions of perceived effectiveness of training.

5.2 BIOGRAPHICAL DETAILS

Table 6: Sample size

Sample	Group	Race	Gender	Salary	Qualifications
Valid	74	74	74	72	72
Missing	1	1	1	3	3

**Table 7: Characteristics of the participants**

Item	Category	Frequency	Percentages	Valid Percentage
Group	Learnership trained	42	42.7	43.2
	Alternatively trained	32	56	56.8
Race	Black	36	48	48.6
	White	18	24.	24.3
	Indian	12	16	16.2
	Coloured	8	10.7	10.8
Gender	Female	70	93.3	94.6
	Male	4	5.3	5.4
Salary	2600 - 5 000	30	40	41.7
	5001 – 10 000	34	45.3	47.2
	100001 – 15 000	8	10.7	11.1
Qualifications	National Diploma	22	29.3	30.6
	National certificate	31	41.3	43.1
	Degree	2	2.7	2.8
	Grade 12	17	22.7	23.6

Table 8: Occupational tenure and years- in-current occupation

	n	Min (months)	Max (months)	Mean (years)	Std. deviation
Organisational Tenure	74	2	23	3	72
Years in current occupation	73	16	18	1.8	3

**Table 9: Descriptive statistics**

Item	Min	Max	Mean	SD	Skewness	Std. Error	Kurtosis	Std. Error
SL Affective	2.33	5.00	4.2027	.67758	-.895	.279	.040	.552
Curriculum Utility	2.75	5.00	4.4358	.54907	-1.186	.279	1.603	.552
WP Coach Utility	1.50	5.00	4.41419	.90856	-1.408	.279	1.531	.552
WP Coach Affective	1.00	5.00	4.1149	1.06805	-1.408	.279	1.610	.552
Assessment Utility	2.33	5.00	4.3964	.64738	-1.335	.279	1.690	.552
Trainer Affective	1.67	5.00	4.2455	.83867	-1.545	.279	2.275	.552
SL Utility	2.50	5.00	4.3176	.67527	-.913	.279	.120	.552
Curriculum Affective	1	5.00	4.41	.681	-1.788	.279	7.092	.552
Assessment Affective	1	5.00	4.38	.932	-2.191	.279	5.482	.552
Trainer Utility	2	5.00	4.49	.766	-1.501	.281	1.749	.555
Utility Affective	2.38	5.00	4.3569	.58191	-1.641	.279	3.045	.552
WP Coach Affective	1.58	5.00	4.2354	.75803	-1.832	.279	3.916	.552
WP Coach Utility	1.25	5.00	4.1284	.92921	-1.595	.279	2.417	.552
Trainer Affective	1.83	5.00	4.3727	.75022	-1.680	.279	2.822	.552
Assessment Affective	1.83	5.00	4.3874	.74439	-1.939	.279	4.159	.552
Curriculum Affective	1.88	5.00	4.4206	.55885	-1.482	.279	4.504	.552
SL *	2.75	5.00	4.2601	.62284	-.903	.279	0.44	.552
SL Affective	2.00	7.00	4.8784	1.22229	-.632	.279	-.187	.552
SL Commitment	2.50	6.63	4.6199	.93620	-.091	.279	-.540	.552
SL Continuance	2.63	6.00	4.2635	.71600	.209	.279	-.079	.552
SL Normative								
SL Commitment								
Valid N (Listwise)	73							

* SL refers to Supportive Learning Environment



5.3 GROUP STATISTICS

The following hypotheses are answered by the statistics presented in Table 10.

Hypothesis 1

H_A = Employees having undergone learnership training will demonstrate higher levels of perceived effectiveness of training than alternatively trained employees performing phlebotomy.

H_O = Employees having undergone learnership training will demonstrate the same levels of perceived effectiveness of training as alternatively trained employees performing phlebotomy.

Hypothesis 4

H_A = Learnership trained employees will demonstrate higher affective organizational commitment levels than alternatively trained employees performing phlebotomy.

H_O = Learnership trained employees will demonstrate the same levels of affective organizational commitment as alternatively trained employees performing phlebotomy.

Hypothesis 5

H_A = Learnership trained employees demonstrate higher normative organizational commitment levels than alternatively trained employees performing phlebotomy.

H_O = Learnership trained employees demonstrate the same levels of normative organizational commitment as alternatively trained employees performing phlebotomy.

Hypothesis 6

H_A = Learnership trained employees demonstrate higher continuance organizational commitment levels than alternatively trained employees performing phlebotomy.

H_O = Learnership trained employees demonstrate the same levels of continuance organizational commitment as alternatively trained employees performing phlebotomy.

**Table 10: Group statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
SL Affective	Alternatively trained	32	3.8750	.73201	.12940
	Learnership	42	4.4524	.51441	.07937
Currriculum utility	Alternatively trained	32	4.2500	.64758	.11448
	Learnership	42	4.5774	.41499	.06403
WPCoach utility	Alternatively trained	32	3.7031	1.10614	.19554
	Learnership	42	4.4762	.52906	.08164
WPCoach Affective	Alternatively trained	32	3.8906	1.30591	.23085
	Learnership	42	4.2857	.82005	.12654
Assessment utility	Alternatively trained	32	4.2188	.83219	.14711
	Learnership	42	4.5317	.42330	.06532
Trainer affective	Alternatively trained	32	3.7552	1.02826	.18177
	Learnership	42	4.6190	.34977	.05397
SL utility	Alternatively trained	32	4.1406	.70977	.12547
	Learnership	42	4.4524	.62283	.09611
Utility	Alternatively trained	32	4.1188	.72369	.12793
	Learnership	42	4.5383	.35910	.05541
Affective	Alternatively trained	32	3.8724	.94239	.16659
	Learnership	42	4.5119	.41282	.06370
Wp coach	Alternatively trained	32	3.7969	1.15255	.20374
	Learnership	42	4.3810	.61792	.09535
Trainer	Alternatively trained	32	4.0182	.94037	.16623
	Learnership	42	4.6429	.40083	.06185
Assessment	Alternatively trained	32	4.0938	.97637	.17260
	Learnership	42	4.6111	.38372	.05921
Curriculum	Alternatively trained	32	4.2656	.68667	.12139
	Learnership	42	4.5387	.40808	.06297
SL	Alternatively trained	32	4.0078	.66409	.11740
	Learnership	42	4.4524	.51932	.08013
Affective commitment	Alternatively trained	32	4.7109	1.47576	.26088
	Learnership	42	5.0060	.98733	.15235
Continuance commitment	Alternatively trained	32	4.4141	1.04024	.18389
	Learnership	42	4.7768	.82710	.12762
Normative commitment	Alternatively trained	32	4.1836	.80697	.14265
	Learnership	42	4.3244	.64158	.09900
Curriculum Affective12	Alternatively trained	32	4.28	.851	.150
	Learnership	42	4.50	.506	.078
Assessment Affective14	Alternatively trained	32	3.97	1.204	.213
	Learnership	42	4.69	.468	.072
Trainer Utility10	Alternatively trained	32	4.28	.924	.163
	Learnership	41	4.66	.575	.090

According to the findings presented, the alternative hypothesis 1 is true and the null hypotheses for 4, 5 and 6 are true.



Table 11: Independent Samples Test

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
SL Affective	Equal variances assumed	6.274	.015	-3.984	72	.000	-.57738	.14491	-.86626	-.28851	
	Equal variances not assumed			-3.803	53.039	.000	-.57738	.15181	-.88186	-.27290	
urruculum utility	Equal variances assumed	5.895	.018	-2.643	72	.010	-.32738	.12386	-.57429	-.08047	
	Equal variances not assumed			-2.496	49.752	.016	-.32738	.13117	-.59087	-.06389	
WPCoach utility	Equal variances assumed	23.101	.000	-3.977	72	.000	-.77307	.19437	-1.1605	-.38559	
	Equal variances not assumed			-3.648	41.788	.001	-.77307	.21190	-1.2007	-.34538	
WPCoach Affective	Equal variances assumed	6.993	.010	-1.593	72	.116	-.39509	.24802	-.88950	.09932	
	Equal variances not assumed			-1.501	49.076	.140	-.39509	.26326	-.92411	.13393	
Assessment utility	Equal variances assumed	12.237	.001	-2.109	72	.038	-.31300	.14844	-.60891	-.01708	
	Equal variances not assumed			-1.945	43.159	.058	-.31300	.16096	-.63757	.01158	
Trainer affective	Equal variances assumed	24.571	.000	-5.081	72	.000	-.86384	.17000	-1.2027	-.52495	
	Equal variances not assumed			-4.556	36.492	.000	-.86384	.18962	-1.2482	-.47946	
SL utility	Equal variances assumed	1.282	.261	-2.008	72	.048	-.31176	.15526	-.62126	-.00225	
	Equal variances not assumed			-1.973	61.928	.053	-.31176	.15805	-.62770	.00419	
Utility	Equal variances assumed	11.290	.001	-3.270	72	.002	-.41954	.12829	-.67529	-.16380	
	Equal variances not assumed			-3.009	42.589	.004	-.41954	.13942	-.70078	-.13831	
Affective	Equal variances assumed	11.927	.001	-3.936	72	.000	-.63951	.16247	-.96339	-.31563	
	Equal variances not assumed			-3.586	40.079	.001	-.63951	.17836	-.99996	-.27906	
Wp coach	Equal variances assumed	11.367	.001	-2.802	72	.007	-.58408	.20848	-.99967	-.16849	
	Equal variances not assumed			-2.596	44.453	.013	-.58408	.22495	-1.0371	-.13085	
Trainer	Equal variances assumed	19.130	.000	-3.874	72	.000	-.62463	.16125	-.94607	-.30319	
	Equal variances not assumed			-3.522	39.603	.001	-.62463	.17737	-.98321	-.26604	



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Assessment	Equal variances assumed	13.605	.000	-3.136	72	.002	-.51736	.16497	-.84623	-.18850
	Equal variances not assumed			-2.835	38.324	.007	-.51736	.18247	-.88665	-.14807
Curriculum	Equal variances assumed	4.002	.049	-2.132	72	.036	-.27307	.12806	-.52835	-.01778
	Equal variances not assumed			-1.997	47.336	.052	-.27307	.13675	-.54812	.00198
SL	Equal variances assumed	3.243	.076	-3.233	72	.002	-.44457	.13752	-.71870	-.17043
	Equal variances not assumed			-3.128	57.224	.003	-.44457	.14214	-.72917	-.15997
Affective commitment	Equal variances assumed	7.880	.006	-1.029	72	.307	-.29501	.28669	-.86653	.27650
	Equal variances not assumed			-.977	51.243	.333	-.29501	.30211	-.90145	.31142
Continuance commitment	Equal variances assumed	1.225	.272	-1.671	72	.099	-.36272	.21703	-.79536	.06991
	Equal variances not assumed			-1.620	57.899	.111	-.36272	.22384	-.81080	.08535
Normative commitment	Equal variances assumed	1.853	.178	-.836	72	.406	-.14081	.16835	-.47642	.19480
	Equal variances not assumed			-.811	57.897	.421	-.14081	.17364	-.48840	.20678
Curriculum Affective	Equal variances assumed	2.215	.141	-1.378	72	.173	-.219	.159	-.535	.098
	Equal variances not assumed			-1.290	47.343	.203	-.219	.170	-.560	.122
Assessment Affective	Equal variances assumed	7.078	.010	-3.553	72	.001	-.722	.203	-1.127	-.317
	Equal variances not assumed			-3.210	38.158	.003	-.722	.225	-1.177	-.267
Trainer Utility10	Equal variances assumed	8.769	.004	-2.139	71	.036	-.377	.176	-.729	-.026
	Equal variances not assumed			-2.024	49.087	.048	-.377	.186	-.752	-.003



Table 12: Cohen's Size Effect

Group 1				Group 2				Pooled N	Pooled SD	d Stat
Scale	Valid N	Mean	Std.Dev.	Scale	Valid N	Mean	Std.Dev.			
SL	42	4.4524	0.52	SL	32	4.0078	0.66	74	0.59	0.76
SL Affective	42	4.4524	0.51	SL Affective	32	3.8750	0.73	74	0.62	0.93
SL Utility	42	4.4524	0.62	SL Utility	32	4.1406	0.71	74	0.66	0.47
Curriculum	42	4.5387	0.41	Curriculum	32	4.2656	0.69	74	0.55	0.50
Curriculum Affective	42	4.5	0.51	Curriculum Affective	32	4.2800	0.85	74	0.68	0.33
Curriculum Utility	42	4.5774	0.41	Curriculum Utility	32	4.2500	0.65	74	0.53	0.62
Trainer	42	4.6429	0.40	Trainer	32	4.0182	0.94	74	0.69	0.91
Trainer Affective	42	4.619	0.35	Trainer Affective	32	3.7552	1.03	74	0.72	1.19
Trainer Utility	42	4.66	0.58	Trainer Utility	32	4.2800	0.92	74	0.75	0.51
WP Coach	42	4.381	0.62	WP Coach	32	3.7969	1.15	74	0.89	0.66
WP Coach Affective	42	4.2857	0.82	WP Coach Affective	32	3.8906	1.31	74	1.06	0.37
WP Coach Utility	42	4.4762	0.53	WP Coach Utility	32	3.7031	1.11	74	0.83	0.93
Assessment	42	4.6111	0.38	Assessment	32	4.0938	0.98	74	0.70	0.74
Assessment Affective	42	4.69	0.47	Assessment Affective	32	3.9700	1.20	74	0.87	0.83
Assessment Utility	42	4.5317	0.42	Assessment Utility	32	4.2188	0.83	74	0.63	0.49
Affective commitment	42	5.006	0.99	Affective commitment	32	4.7576	1.47	74	1.22	0.20
Normative commitment	42	4.3244	0.64	Normative commitment	32	4.1836	0.81	74	0.72	0.20
Continuance commitment	42	4.7768	0.83	Continuance commitment	32	4.4141	1.04	74	0.92	0.39
Affective	42	4.5119	0.41	Affective	32	3.8724	0.94	74	0.69	0.92
Utility	42	4.5383	0.36	Utility	32	4.1188	0.72	74	0.55	0.77

0.20 = small effect

0.50 = moderate effect

0.80 = large effect (Cohen, 1988).



5.4 CORRELATIONS

Pearson's Correlation Matrix is used to answer hypothesis 2 and 3. According to the findings presented in Table 12, the alternative hypotheses 2 and 3 are true.

Hypothesis 2

H_A = The affective dimensions of the perceived effectiveness of training will significantly correlate with the affective and normative dimensions of organizational commitment.

H_O = The affective dimensions of the perceived effectiveness of training will have no correlation with the affective and normative dimensions of organizational commitment.

Hypothesis 3

H_A = The utility dimensions of perceived effectiveness of training criteria will significantly correlate with the affective and continuance dimensions of organizational commitment.

H_O = The utility dimensions of perceived effectiveness of training criteria will have no correlation with the affective and continuance dimensions of organizational commitment.



Table 13: Pearson's Correlation Matrix

		Correlations																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.SL Affective	Pearson Correlation	1.000	.588**	.624**	.576**	.720**	.688**	.696**	.794**	.826**	.636**	.706**	.738**	.613**	.921**	.472**	.209	.274*	.532**	.680**	.637**
	Sig. (2- tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.075	.018	.000	.000
2. Curriculum utility	Pearson Correlation	.588**	1.000	.616**	.547**	.708**	.759**	.531**	.845**	.763**	.615**	.784**	.774**	.886**	.608**	.547**	.168	.260*	.648**	.744**	.705**
	Sig. (2- tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.154	.025	.000	.000	.000
3.WPCoach utility	Pearson Correlation	.624**	.616**	1.000	.766**	.610**	.685**	.489**	.832**	.815**	.929**	.682**	.706**	.596**	.605**	.535**	.259*	.197	.482**	.704**	.591**
	Sig. (2- tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.026	.092	.000	.000	.000
4. WPCoach Affective	Pearson Correlation	.576**	.547**	.766**	1.000	.561**	.608**	.519**	.754**	.832**	.949**	.662**	.617**	.579**	.595**	.570**	.078	.196	.510**	.596**	.637**
	Sig. (2- tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.511	.094	.000	.000	.000
5. Assessment utility	Pearson Correlation	.720**	.708**	.610**	.561**	1.000	.721**	.491**	.828**	.794**	.620**	.727**	.917**	.647**	.658**	.552**	.197	.361**	.490**	.770**	.641**
	Sig. (2- tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.092	.002	.000	.000	.000
6.Trainer affective	Pearson Correlation	.688**	.759**	.685**	.608**	.721**	1.000	.622**	.857**	.895**	.684**	.943**	.823**	.767**	.712**	.609**	.327**	.397**	.647**	.814**	.753**
	Sig. (2- tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.004	.000	.000	.000	.000

** . Correlation is significant at the 0.01 level (2-tailed). $r = 0.10$ (small effect) $r = 0.30$ (medium effect) $r = 0.50$ (large effect).

* . Correlation is significant at the 0.05 level (2-tailed).



Table 13: Pearson's Correlation Matrix

Correlations		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
7.SL utility	Pearson Correlation	.696**	.531**	.489**	.519**	.491**	.622**	1.000	.745**	.695**	.537**	.642**	.590**	.551**	.921**	.512**	.302**	.246*	.476**	.601**	.578**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.009	.035	.000	.000	.000
8. Utility	Pearson Correlation	.794**	.845**	.832**	.754**	.828**	.857**	.745**	1.000	.942**	.840**	.913**	.893**	.802**	.836**	.650**	.268*	.328**	.635**	.851**	.855**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.021	.004	.000	.000	.000
9. Affective	Pearson Correlation	.826**	.763**	.815**	.832**	.794**	.895**	.695**	.942**	1.000	.877**	.900**	.905**	.769**	.826**	.651**	.248*	.355**	.648**	.894**	.786**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.033	.002	.000	.000	.000
10. Wp coach	Pearson Correlation	.636**	.615**	.929**	.949**	.620**	.684**	.537**	.840**	.877**	1.000	.714**	.699**	.624**	.637**	.589**	.171	.209	.528**	.687**	.655**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.145	.074	.000	.000	.000
11.Trainer	Pearson Correlation	.706**	.784**	.682**	.662**	.727**	.943**	.642**	.913**	.900**	.714**	1.000	.822**	.777**	.732**	.605**	.268*	.378**	.643**	.808**	.930**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.021	.001	.000	.000	.000
12.Assessme nt	Pearson Correlation	.738**	.774**	.706**	.617**	.917**	.823**	.590**	.893**	.905**	.699**	.822**	1.000	.721**	.721**	.599**	.257*	.392**	.560**	.961**	.711**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.027	.001	.000	.000	.000

** . Correlation is significant at the 0.01 level (2-tailed). $r = 0.10$ (small effect) $r = 0.30$ (medium effect) $r = 0.50$ (large effect).

* . Correlation is significant at the 0.05 level (2-tailed).



Table 13: Pearson's Correlation Matrix

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
13. Curriculum	Pearson Correlation	.613**	.886**	.596**	.579**	.647**	.767**	.551**	.802**	.769**	.624**	.777**	.721**	1.000	.632**	.566**	.135	.281*	.927**	.703**	.682**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.251	.015	.000	.000	.000
14. SL	Pearson Correlation	.921**	.608**	.605**	.595**	.658**	.712**	.921**	.836**	.826**	.637**	.732**	.721**	.632**	1.000	.534**	.277*	.283*	.547**	.695**	.659**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.017	.015	.000	.000	.000
15. Affective commitment	Pearson Correlation	.472**	.547**	.535**	.570**	.552**	.609**	.512**	.650**	.651**	.589**	.605**	.599**	.566**	.534**	1.000	.310**	.513**	.488**	.573**	.527**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.007	.000	.000	.000	.000
16. Continuance commitment	Pearson Correlation	.209	.168	.259*	.078	.197	.327**	.302**	.268*	.248*	.171	.268*	.257*	.135	.277*	.310**	1.000	.307**	.087	.273*	.161
	Sig. (2-tailed)	.075	.154	.026	.511	.092	.004	.009	.021	.033	.145	.021	.027	.251	.017	.007	.007	.000	.008	.463	.019
17. Normative commitment	Pearson Correlation	.274*	.260*	.197	.196	.361**	.397**	.246*	.328**	.355**	.209	.378**	.392**	.281*	.283*	.513**	.307**	1.000	.252*	.375**	.305**
	Sig. (2-tailed)	.018	.025	.092	.094	.002	.000	.035	.004	.002	.074	.001	.001	.015	.015	.000	.008	.000	.030	.001	.009
18. Curriculum Affective12	Pearson Correlation	.532**	.648**	.482**	.510**	.490**	.647**	.476**	.635**	.648**	.528**	.643**	.560**	.927**	.547**	.488**	.087	.252*	1.000	.554**	.550**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.463	.030	.000	.000	
19. Assessment Affective14	Pearson Correlation	.680**	.744**	.704**	.596**	.770**	.814**	.601**	.851**	.894**	.687**	.808**	.961**	.703**	.695**	.573**	.273*	.375**	.554**	1.000	.692**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.019	.001	.000	.000	
20. Trainer Utility10	Pearson Correlation	.637**	.705**	.591**	.637**	.641**	.753**	.578**	.855**	.786**	.655**	.930**	.711**	.682**	.659**	.527**	.161	.305**	.550**	.692**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.172	.009	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed). $r = 0.10$ (small effect) $r = 0.30$ (medium effect) $r = 0.50$ (large effect).

* . Correlation is significant at the 0.05 level (2-tailed).


Table 14: Correlations by tenure, years-in-current occupation, salary and qualifications

		Correlations						
		Affective commitment	Continuance commitment	Normative commitment	1	2	3	4
1.Organisational tenure	Pearson Correlation	-.023	-.104	-.155	1.000	.355**	.150	-.156
	Sig. (2-tailed)	.847	.378	.187		.002	.208	.191
	N	74	74	74	74	73	72	72
2.Years In current occupation	Pearson Correlation	.075	.028	.282*	.355**	1.000	.264*	-.152
	Sig. (2-tailed)	.530	.815	.015	.002		.026	.205
	N	73	73	73	73	73.000	71	71
3.Salary	Pearson Correlation	-.021	-.184	-.044	.150	.264*	1.000	-.498**
	Sig. (2-tailed)	.860	.123	.716	.208	.026		.000
	N	72	72	72	72	71	72.000	70
4.Qualifications	Pearson Correlation	.021	-.007	.050	-.156	-.152	-.498**	1.000
	Sig. (2-tailed)	.858	.955	.679	.191	.205	.000	
	N	72	72	72	72	71	70	72

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

$r = 0.10$ (small effect)

$r = 0.30$ (medium effect)

$r = 0.50$ (large effect)(Cohen's scale of practical significance, 1988)

**Table 15: Salary and affective commitment**

Salary	N	Subset for alpha = 0.05
		1
5001 – 10 000	34	4.6324
2600 – 5 000	30	5.0167
10 001 – 15 000	8	5.2813
Sig.		.335

Table 16: Salary and continuance commitment

Salary	N	Subset for alpha = 0.05
		1
10001 – 15 000	8	4.2344
5001 – 10 000	34	4.5551
2600 – 5 000	30	4.7875
Sig.		.261

Table 17: Salary and normative commitment

Salary	N	Subset for alpha = 0.05
		1
5001 – 10 000	34	4.0257
2600 – 5 000	30	4.3875
10001 – 15 000	8	4.6094
Sig.		.057



5.5 CHAPTER SUMMARY

In this chapter we see that learnership trained employees do perceive and therefore rate the training that they receive, as more effective than alternatively trained employees. Both affective and utility dimensions of the perceived effectiveness of training, are significantly correlated with all three types of organisational commitment namely, continuance, affective and normative organisational commitment.

Importantly, despite the significant difference between the means of perceived effectiveness of training for the test and control groups, they display similar levels of affective, continuance and normative commitment. A clear correlation between the various scales of perceived effectiveness of training and the three types of organisational commitment is seen. The details of these results will be explored in greater detail in chapter 6.



CHAPTER 6

6. DISCUSSION

6.1 INTRODUCTION

In this chapter, the various questions and hypotheses will be discussed in greater depth, in light of the findings set out in chapter five. The initial questions presented:

- **Question 1:**

Are learnerships perceived by learners as more effective methods of workplace training than pure on-the-job training?

- **Question 2:**

What relationship does the perceived effectiveness of training, both utility and affective dimensions have with the three dimensions of organizational commitment, namely, normative, affective and continuance?

- **Question 3:**

Do learnership trained employees demonstrate higher levels of all 3 types of organizational commitment, than alternatively trained employees.

These questions gave rise to the six hypotheses that were tested. Each hypothesis, with the data relevant to it will be discussed separately, and thereafter conclusions will be drawn.

6.2 TEST AND CONTROL GROUP

As indicated in chapter 5, the response rates of 87% (test group) and 57.14% (control group) indicate that the results may be viewed as valid (Tables 6 – 8). Descriptive statistics as set out in Table 9, provide an indication of the skewness and kurtosis of the sample. This refers to the relative peakedness of the distribution and its skewness (Albright *et al*, 2006). On average, the sample size equals 74 but on some dimensions, such as Trainer utility, only 73 responses could be used. Most of the standard deviations were less than



one, except for the subscale items WP Coach utility and Affective commitment. Most of the ratings obtained indicate that both test and control groups, utilizing a 5 point Lickert scale, thought that their training was effective, with a mean statistic of 4.1 – 4.4. Although a 7 point Lickert scale was used to rate the three organizational commitment types, the mean statistic for the commitment levels ranged between 4.2 and 4.8.

6.3 HYPOTHESES

6.3.1 Hypothesis 1

H_A = Employees having undergone learnership training will demonstrate higher levels of perceived effectiveness of training than employees alternatively trained performing phlebotomy.

H_O = Employees having undergone learnership training will demonstrate the same levels of perceived effectiveness of training as employees alternatively trained performing phlebotomy.

The results of the findings regarding this hypothesis may be viewed in Table 10. No single combined score was obtained for the concept of perceived effectiveness of training (PET). All the dimensions that comprise this concept were evaluated for both groups. Results indicate that on every dimension tested, regarding the perceived effectiveness of training, the learnership trained group achieved higher mean scores. This will be explored in greater detail.

The mean scores obtained for both learnership and alternatively trained employees performing phlebotomy, for the both the affective (4.5119, 3.8724) and utility (4.5383, 4.1188) dimensions of the perceived effectiveness of training had a demonstrated sig. value of the t-test of 0.001 and 0.004 respectively. These statistics highlight the fact that a



significant difference exist in the perceptions of learnership trained employees versus alternatively trained employees. According to Table 13, large effect sizes were obtained on both the affective and utility dimensions with scores of 0.92 and 0.77 respectively. These large effect sizes thus confirm the significant difference in size between the means.

The null hypothesis may thus be rejected.

These results have been obtained despite the fact that the learnership trained employees earn less money (Tables 14 -17). Learnership trained employees are paid a standard learnership allowance of R2600.00 per month.

The 5 items that comprise the different dimensions of perceived effectiveness of training namely; Supportive learning environment (sig.value for the t-test = 0.002), Assessment (sig.value for the t-test = 0.007), Trainer (sig.value for the t-test = 0.000), WP Coach (sig.value for the t-test = 0.001) differed significantly for both groups. In terms of practical significance, the differences are also indicative of medium to large effect sizes, (Table 13). The scale Curriculum, did not indicate a significant difference in the size of the means with a two tailed sig. value of the t-test = 0.052.

These findings support the work of Fuller and Unwin (2003b) and Brynson *et al* (2006), who found that two environments namely restrictive and supportive, exist on a continuum and both environments can exist simultaneously in one workplace.

Furthermore, the questions that dealt with the affective dimensions of the supportive learning environment, namely:



- *I was not expected to perform the job by myself before I was given the required training and signed off as competent,*
- *My peers supported me whilst I was training,*

resulted in learnership trained employees rating this dimension 4.4524 as opposed to those who received alternative training who rated these questions 3.8750. The 2 tailed sig. value of the t-test is 0.00 (Table 11). This means that a significant difference exists between the means. Learnership trained employees perceived their training environment to be more supportive. This supports the findings of Billett (1994, 2001), Matthews (1999) and Fuller and Unwin (2003b), regarding the differences between a supportive learning environment and a restrictive environment.

Of particular importance is the difference between the perceptions of learnership trained versus alternatively trained employees on the subscale, “workplace coach”. Mean scores of 3.7969 (alternatively trained group) and 4.3810 (learnership trained group) were obtained. The 2-tailed sig. value of the t-test was 0.013 (Table 11). This indicates that a statistically significant difference between the scores exists. According to Table 12, a moderate to large effect size is demonstrated (0.76). The questions asked on the affective dimensions include:

- *My coach showed me how to perform my tasks and gradually allowed me to do it on my own,*
- *My workplace coach supported and encouraged me throughout my training.*

These findings also support the findings of Billett (2001) and Matthew's (1999) process described as fading. Fading is the process by which the learner is supported before being expected to perform a task on their own.



In Table 10, of the subscales within the utility dimension on the scale of workplace coach utility, a significant difference was found between the two groups with learnership trained employees having scored 4.4762 as opposed to 3.7031 (sig. value of the t-test = 0.001 in Table 11) for alternatively trained employees. This was not only statistically significant, but practically significant, with large size effect score of 0.93 (Table 12). The questions that were asked to assess this scale included:

- *I was assigned a workplace coach during my training.*
- *My workplace coach was a subject matter expert.*

This possibly implies that registered and enrolled nurses are either not assigned workplace coaches as often as learnership trained employees performing phlebotomy or that these coaches are often not viewed as subject matter experts. This supports the findings of Alliger *et al* (1997) regarding the importance of utility reactions and the work of Tynjälä (2008), which states that the coach is a critical part of the training experience.

It is important to note that the role of the workplace coaches for a learnership is far more structured and formalised than on-the-job training methods. These coaches have to follow a strict training programme, in order to complete forms which indicate that all the necessary practical outcomes have been covered. In terms of the theory base covered, it appears that the more structured approach and connective curriculum discussed by Tynjälä (2008) resulted in perceptions of the coaches as being viewed as more effective. According to Orpen (1997, p. 59), “formal mentoring especially where the relationship between the mentor and mentee is good and the mentor provides the relevant information about the organisation to the mentee contributes to greater organisational commitment”. It appears that the workplace coach fulfils this role.



A very large effect size of 1.19 was observed on the trainer affective subscale (Table 12).

Questions asked included:

- *My trainer was a role model and reflected my company values.*
- *I was encouraged by my trainer to ask questions throughout my training.*
- *My trainer encouraged learning by using a variety of fun training activities.*

Larger differences were particularly observed on the scales of Supportive learning environment, WP Coach and Trainer (Table 10). The value of these findings regarding affective questions supports the work of Morgan & Casper (2000).

Similar findings were observed on the Trainer utility subscale, where mean scores of 4.66 (learnership trained) versus 4.28 (alternatively trained) were obtained. The difference was statistically significant (Table 11). This was confirmed by the medium effect size observed of 0.51 (Table 12). Questions asked included:

- *My trainer was skilled in phlebotomy procedures and knew all the company procedures.*

This reiterates the importance of the trainer in the training experience established by Morgan *et al* (2000).

These differences were also demonstrated on the subscale, Assessment utility. A mean score difference of 4.5317 and 4.2188 was obtained (Table 10). The significance value for the t-test was 0.038, which indicates that the difference between the means was significant. The medium size effect score of 0.49 confirms this finding. Questions asked in this dimension include:

- *My competence was assessed through knowledge assessments (written or oral tests) at the end of my training.*



- *My competence was assessed through performance assessments (Observation of a task) at the end of my training.*
- *I was signed off as competent by my trainer/sister-in-charge.*

The role of assessments must not be overlooked as being an important part of the training experience.

6.3.2 Hypothesis 2

H_A = *The affective dimensions of the perceived effectiveness of training will significantly correlate with the affective and normative dimensions of organizational commitment.*

H_0 = *The affective dimensions of the perceived effectiveness of training will have no correlation with the affective and normative dimensions of organizational commitment.*

Findings show that the affective dimensions of perceived effectiveness of training positively correlate (.651) with the affective dimensions of commitment and significantly with the normative commitment dimension with a correlation value of .355, at the 0.01 level of significance (2-tailed). According to Cohen (1988), although both of these values are statistically significant, they are also practically significant at this level.

At a 0.05 level a significant correlation is found with continuance organisational commitment dimension, where a correlation value of .248 was found, (Table 13). According to Cohen (1988) this is indicative of a small to medium effect size regarding practical significance.

The null hypothesis may thus be rejected.



Once again, the affective dimensions of organisational commitment strictly deals with the way that an employee feels about the organisation and not with the employee's value alignment, or sense of moral obligation to remain with the organisation (Allen & Meyer, 1996). According to Meyer and Allen (1996) a positive correlation exists between affective and normative commitment. A significant correlation between the affective and normative dimensions of organisational commitment is found in Table 13 with a correlation value of 0.513 at the 0.01 level (2-tailed). This is once again also practically significant and supports the findings of literature.

On the SL affective subscale, a significant correlation to the affective dimension of organizational commitment was observed. This correlation was significant at the 0.01 level (2-tailed) and was indicative of a medium effect (Cohen, 1988). Questions asked in this scale referred to the fact that learners were not expected to perform the job by themselves before training and being signed off as competent. Peer support was also included together with the fact that time for questions were provided.

A significant correlation was also observed between WP Coach affective subscale and affective organizational commitment. Table 13, shows a correlation value of .570 at the 0.01 level (2-tailed). A large effect size was thus demonstrated (Cohen, 1988). A large correlation (.609) at the 0.01 level was also seen in the Trainer affective subscale which included aspects such as the trainer being a good role model, allowing time for questions and being regarded as an expert. A .397 correlation value was found between this scale and normative commitment (Table 13).

On the scale curriculum affective, a a correlation value of .488 with affective organizational commitment was observed. Importantly, on the Assessment affective scale a significant



correlation of .573 was observed with affective organizational commitment and a correlation value of .375 with normative commitment at a 0.01 level (2-tailed). This means that learners' perceptions regarding the confidence obtained through assessment of learning correlated strongly with both affective and normative commitment.

These findings from the learner reactions indicate that correlations in perceived effectiveness of training vary with all three types of organizational commitment.

6.3.3 Hypothesis 3

H_A = *The utility dimensions of perceived effectiveness of training criteria will significantly correlate with the affective and continuance dimensions of organizational commitment.*

H_0 = *The utility dimensions of perceived effectiveness of training criteria will have no correlation with the affective and continuance dimensions of organizational commitment.*

Findings displayed in Table 13, indicate that a significant correlation does exist between the utility dimensions of perceived effectiveness of training and affective organisational commitment where a correlation value of .650 was found and .328 correlation with normative organisational commitment at a 0.01 level (2-tailed) exists. On the continuance commitment dimension a statistically significant correlation of .268 at the 0.05 level (2-tailed) was seen (Table 13).

The null hypothesis is thus rejected.

Importantly, on all the scales comprising the utility dimension the following correlations were observed. Curriculum utility showed a .547 correlation with affective organisational commitment. On the WP Coach utility scale a correlation of .535 with affective commitment was found. The Assessment utility scale showed a correlation of .552 with affective



organisational commitment and .361 correlation with normative commitment. For Trainer utility, a correlation of .527 with affective commitment and a medium effect size of .305 with normative organisational commitment was observed (Table 13). Finally, the SL utility scale, a correlation value of .512 with affective commitment and .302 with continuance was found (Table 13).

The importance of the utility dimensions of learner perceived effectiveness of training is substantial and provides insights as to what aspects vary significantly with the multidimensional concept of organisational commitment. Affective commitment experienced higher correlations than other types of commitment with the utility dimension. In the study conducted by Sahindis and Bouris (2007), only a single item construct of perceived effectiveness of training was correlated to a single construct of organisational commitment. The utility and affective dimensions thus provide far greater insight into what aspects of perceived effectiveness of training correlate to the three dimensional construct of organisational commitment.

6.3.4 Hypothesis 4

H_A = Learnership trained employees will demonstrate higher affective organizational commitment levels than alternatively trained employees performing phlebotomy.

H_O = Learnership trained employees will demonstrate the same levels of affective organizational commitment as alternatively trained employees performing phlebotomy.

It is important to note, that in Table 10, whilst the learnership trained employees indicated higher mean levels of affective commitment (5.0060) as opposed to alternatively trained employees (4.7109), the difference was not statistically significant (sig. value of t-test score = .333), with a practically small effect size of 0.20.



The null hypothesis may thus be accepted.

As discussed in Hypothesis 1, learnership trained employees perceived their training to be more effective on both the normative and utility dimensions of perceived effectiveness of training and the fact that these were both positively correlated to affective organisational commitment reinforces the importance of the variance between the levels of perceived effectiveness of training and the variance in organisational commitment. However, as discussed in chapter 2, although a correlation is indicative of a simultaneous variance in the concepts, it is not indicative of a causal relationship.

Learnership trained employees do not have statistically significant, higher levels of affective organisational commitment. The duration of affective organisational commitment has not been determined in this study and a difference may exist regarding the affective commitment levels of employees who have recently undergone positively perceived training or those who were trained long ago (Meyer and Bentein, 2004). Further exploration into this area is required.

6.3.5 Hypothesis 5

H_A = *Learnership trained employees demonstrate higher normative organizational commitment levels than alternatively trained employees performing phlebotomy.*

H_0 = *Learnership trained employees demonstrate the same levels of normative organizational commitment as alternatively trained employees performing phlebotomy.*

Learnership trained employees did display higher mean scores of normative commitment, 4.3244 as opposed to 4.1836 (Table 10). However, at a sig. value of 0.421 for the t-test, the



difference is not statistically significant with a practically small effect size indicated by a score of 0.20 (Table12).

The null hypothesis may thus be accepted.

Literature defines normative commitment as a sense of obligation that an employee may feel towards his/her organisation (Meyer & Allen, 1996). They also argue that this moral obligation arises either through the general process of socialization through organizational socialization processes. This places the employee under a moral obligation to respond in kind. This reciprocal obligation lies at the centre of the concept of the psychological contract.

This finding raises interesting questions about the way that employees are socialised in an organisation and the role of perceived effectiveness of training in organisational socialisation process.

6.3.6 Hypothesis 6

H_A = Learnership trained employees demonstrate higher continuance organizational commitment levels than alternatively trained employees, performing phlebotomy.

H_O = Learnership trained employees demonstrate the same levels of continuance organizational commitment as alternatively trained employees, performing phlebotomy.

Results from Table 10, indicate that the learnership trained employees obtained an average mean score of 4.7768 as opposed to non-learnership trained employees who scored 4.4141, with a sig.value for the t-test of .111. The difference between the two groups is not therefore statistically significant and a small to medium effect size is



presented in Table 12, of 0.39. Continuance commitment is defined as the extent to which employees feel committed to their organisations, by virtue of the costs they feel are associated with leaving. These costs may be perceived as two-fold and would involve the personal sacrifices associated with leaving as well as lack of alternatives available to the person (Curtis & Wright, 2001).

It is also important to note that industry trends do indicate that due to a great shortage of nurses and the fact that phlebotomists are only used in the pathology and blood transfusion arenas nurses do have greater employment opportunities than pure phlebotomists (SANC, 2007). According to the scope of practice for phlebotomist, they may only draw blood and collect specimens. The opportunities that nurses have are more varied in terms of hospital nursing opportunities. Subsequently, it was expected that phlebotomists would have higher levels continuance commitment than nurses due to the costs associated with the leaving the employer being higher as the employee is contractually bound to the employer to fulfil the work back period after having obtained a qualification. Registered and enrolled nurses already possess their qualifications on entering the workplace. However, because the difference was not statistically significant, the null hypothesis may be accepted.

6.4 CONCERNS

In terms of the various dimensions namely, affective and utility questions and their respective question items, a factor analysis should be conducted but a larger sample would be required.

Importantly, learnership training in different industries may be experienced differently and different training methodologies may exist. Furthermore, the impact of various regions



within a company having different perceptions of a training programme, were not explored in this study.

The difference between the two groups in terms of salary, qualifications and tenure could only be explored by determining if a correlation existed between those factors and the various dimensions measured in this study. Results indicate that higher paid groups demonstrate more normative but lower continuance and affective commitment (Table 14 and 17). However, lack of randomisation and matching in terms of the sample may well have had an impact on Hypotheses 4, 5 and 6.

Difference may also be explained by the factors identified as drivers of organisational commitment in Stum's model (2001). Further exploration of the relationship between these factors, such as organisational culture and leadership should be explored to determine whether it is of statistical significance.

6.5 CONCLUSIONS

Statistical evidence presented indicates that the affective and utility dimensions of the perceived effectiveness of training are significantly related to affective, normative and continuance dimensions of organisational commitment. This reinforces the idea that organisational commitment should not be treated as a one dimensional concept. Differences in the various dimensions of the perceived effectiveness of training matter. This is of importance to trainers, facilitators of training and those responsible for making organisational training decisions. This will be elaborated on in further detail in chapter 7.



6.6 CHAPTER SUMMARY

In this chapter, we have explored the results obtained from the completed questionnaires of both the test and control groups. The results of the appropriateness of the training methodology applied to the perceptions of effectiveness of training are significant. The various affective and utility dimensions of perceived effectiveness of training are in most instances positively and significantly correlated to the three dimensions of organisational commitment, but more specifically to affective and normative commitment. This study therefore builds on the concepts explored by Sahinidis and Bouris (2007), where a single item construct was used to test a correlation with organisational commitment as a broad concept and not as a multi-dimensional construct utilising the three levels identified by Meyer and Allen (1994).



CHAPTER 7

7. CONCLUSION

7.1 INTRODUCTION

The findings of this study largely align with the trends indicated in the literature studies researched. However, this study affirms the importance of the differences in the various types of organisational commitment and further explores the relationship between the perceived effectiveness of training with the three types of organisational commitment.

When answering the research question, “Are learnerships perceived as more effective methods of workplace training than pure on-the-job training by learners?” we see that some methods of training are perceived as more effective by learners, than others. The learnership trained employees perceived their training to be more effective. The difference in the means is significant.

The dimensions comprising the perceived effectiveness of training namely, workplace coach, trainer, assessment procedures, curriculum and supportive learning environment indicated significant correlations with the three dimensions of organizational commitment. This then addresses the question, “What relationship does the perceived effectiveness of training, both utility and affective dimensions, have on the three types of organizational commitment, namely, normative, affective and continuance?”

The value of this study chiefly lies in answering this question. The various dimensions and scales of the perceived effectiveness of training correlate with varying levels of significance with the different types of organisational commitment. This builds on the findings of Sahinidis and Bouris (2007) who asked the question regarding the effectiveness of training



as a single item constructs and linked it to the broad concept of organizational commitment.

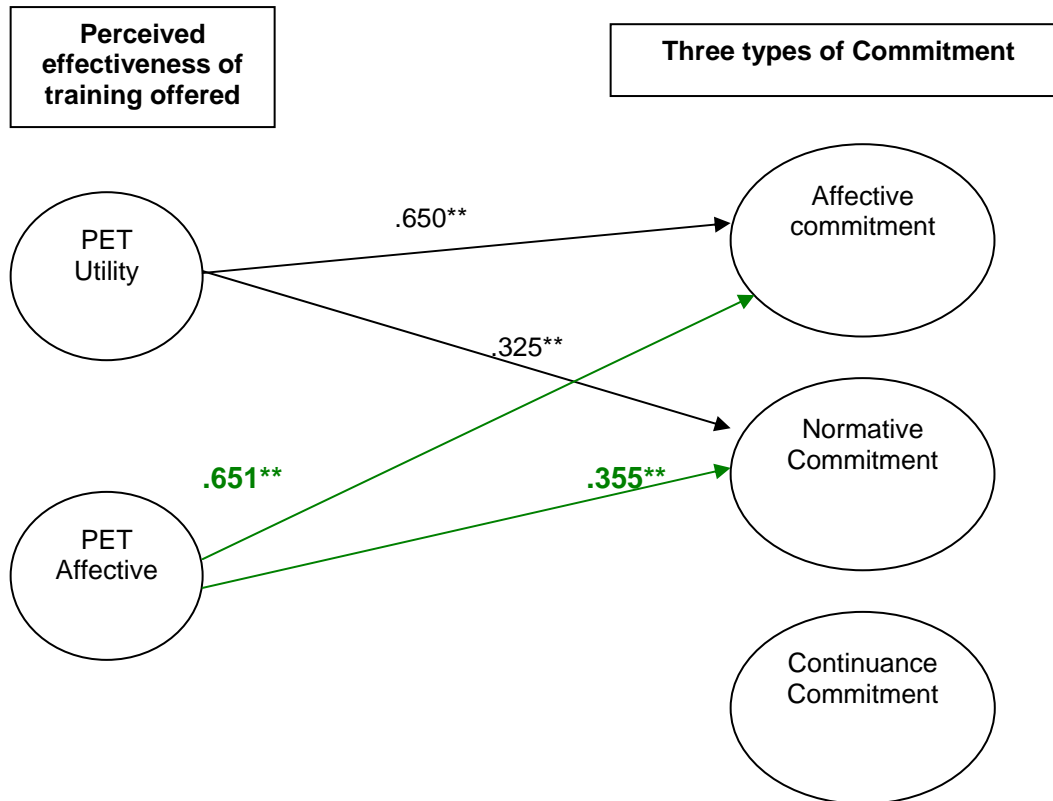
However, when answering the question, “Do learnership trained employees demonstrate higher levels of all 3 dimensions of organizational commitment than alternatively trained employees”, we see that although the perceived effectiveness of training is significantly correlated to the three types of organisational commitment, the two groups trained using different training methodologies did not indicate significantly different levels of organizational commitment. This reinforces the fact that a correlation is only indicative of a variance and is not evidence of causality.

The findings of this study may be addressed to a number of stakeholders involved in organizational training. Training and development managers, workplace trainers and those concerned with turnover and organizational sustainability, resilience and capacity building.

7.2 KEY FINDINGS AND RECOMMENDATIONS

The core value of this study lies in its exploration of the relationships between the various dimensions of perceived effectiveness of training and the multidimensional concept of organizational commitment. Sahinidis and Bouris (2007) were the first researchers to explore this concept in relation to organizational commitment. However, a single question was asked about the effectiveness of training and organizational commitment was measure as a single concept. This study further explores the strong correlations between the affective and utility dimensions of perceived effectiveness of training and shows stakeholders that how a training experience is perceived, is important in its relationship with all three dimensions of organizational commitment. This may best be summarized by the following diagram:

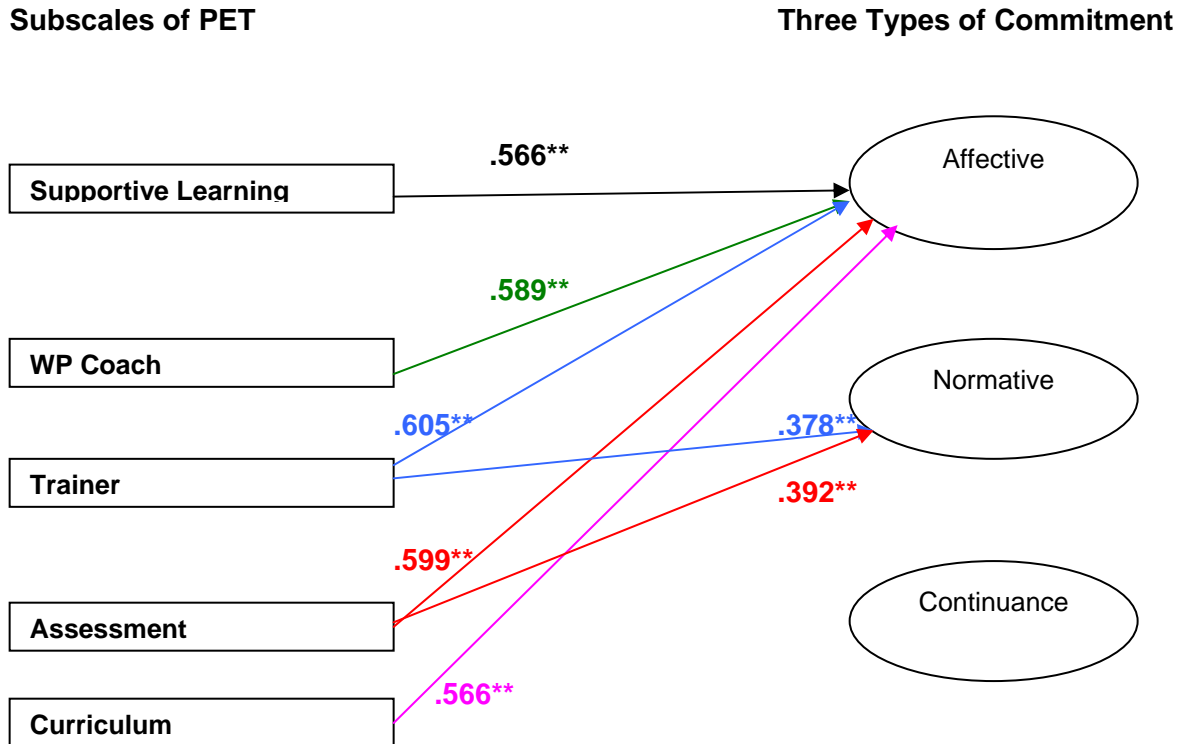
Fig 5: Relationship between perceived effectiveness of training (PET) and the three types of organizational commitment.



****Correlation is significant at the 0.01 level (2-tailed).**

The evaluation of training is thus a critical part of training. The scales of workplace coach, trainer, supportive learning environment, assessments and curriculum offer valuable insights to the relationship between their perceived effectiveness and organizational commitment. This may be utilized by trainers in terms of organizational development. Training is not only about building capabilities and resilience but is significantly and positively correlated to affective organizational commitment and normative organizational commitment.

Fig 6: relationship between the subscales PET and the three types of organizational commitment.



****Correlation is significant at the 0.01 level (2-tailed).**

The value of this study may be summarized by the words of Acton and Golden (2003, p. 137) who stated that, "To have positive results, organisational commitment to training must tie closely to appropriate effective training methods and training delivery mechanisms".

It therefore recommended that trainers pay special attention to supporting learners and removing barriers to learning by ensuring that learners are able to ask questions and are given opportunities to practice learning. This is also true of workplace coaches. Questions answered indicated the importance of the workplace coach being perceived as a technical expert and that the workplace coach supports the learner by only expecting the learner to



perform a task once they have been training and assessed. The concept of fading expanded on by Billett (2001) shows that learners find this process supportive. Finally, the role of assessment and the value of a well structured curriculum, utilizing workplace terminology should not be underestimated. The relationship of these dimensions to organizational commitment, specifically affective and normative commitment, although not indicative of causality does indicate a strong relationship.

7.3 FUTURE RESEARCH IDEAS

Greater attention should be paid to Stum's model (2001), which identifies rewards and compensation, organizational culture, leadership as drivers of organizational commitment. It may be necessary to include questions regarding these important dimensions in further studies to establish their relationship with organizational commitment amongst groups tested. Furthermore, it is necessary to expand on the concept of the expansive and restrictive learning environment propagated by Fuller and Unwin (2003b).

It should also be noted that according to Bentein and Meyer (2004), the formation of organisational commitment may results in higher levels of organisational commitment being experienced on entering the organisation. The results may be lower later in the employment relationship when more opportunity has existed to break the relational aspects of the psychological contract (Mac Donald and Makin, 2000). A longitudinal study is thus required using pre and post test scores to further explore this in terms of organisational commitment.

It is also recommended that further studies explore whether or not a causal relationship exists between the dimensions of perceived effectiveness of training and organizational commitment.



7.4 CONCLUSIONS

This study provides useful insights into the perceptions of learners regarding training effectiveness and attempts to provide an indication of the dimensions that vary with organizational commitment. The different types of commitment correlate differently with these dimensions of the perceived effectiveness of training. Trainers and decision makers in the training environment should utilize these dimensions identified in perceived effectiveness of training that strongly correlate with the three types of organization commitment, especially for affective and normative commitment to their best advantage.

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APPENDIX 1: Research Questionnaire



DEAR PARTICIPANT,

RE: UP - GIBS MBA RESEARCH PROJECT 2008

You have been selected to participate in a survey on employee's perceptions of training and the organisation that they work for. Please complete all questions on the questionnaire. Your participation is voluntary and you can withdraw at any time without penalty. However, your response is valuable to us.

All data will be kept confidential. By completing the questionnaire you indicate that you voluntarily participate in this research. Please place your completed questionnaire in the envelope provided and seal with the confidential sticker provided. Please place in an internal mail envelope in the internal mail or fax to : (012) 6655408, by no later than the 9th September 2008. The address for the internal mail is: C/O: Training Department
11 Cambridge Office Park
Bauhinia Rd
Centurion

If you have any concerns, please do not hesitate to contact me or my Research Supervisor.

Yours faithfully

R. Robbertze

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0829087294

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BIOGRAPHICAL INFORMATION

The questionnaire form is divided into **three parts**. It begins by asking your *general biographical information*. The second part consists of Questionnaire 1 and the third part of Questionnaire 2.

How we would like you to fill in the form:

- ⇒ Please read all questions and statements; and you are requested to answer all the questions
- ⇒ Where you have to write information, please write clearly
- ⇒ Use a **black pen**, please.
- ⇒ Please give the correct answer you think of first - try not to think for too long about any one question.

Current position:

1.1	a) Registered nurse	
	b) Enrolled nurse	
	c) Phlebotomy technician	
	d) Phlebotomy technician learner	

1.2 My Phlebotomy training took place through:

a) On-the-job training	
b) Nursing services Induction training	
c) Participation in Phlebotomy technician learnership	

1.3 Number of years in the organisation

1.4 Number of years in current position

1.5 Race: Black White Indian Coloured

1.6 Gender: Male Female

1.7 Please indicate your current salary (CTC):

a) R 2600 – R 5000	
b) R 5000 – R 10 000	
c) R 10 000 – R 15 000	
d) R 15 000 – R20 000	

1.8 Please indicate your highest qualifications:

a) National Diploma	
b) National Certificate	
c) Degree	
d) Higher degree	
e) Master degree	
f) Doctorate	
g) Other - specify	



SECTION 2

INSTRUCTIONS: The purpose of this questionnaire is to assess your perception of the training you received. Please read each statement carefully and indicate by a tick (✓) how strongly you agree or disagree. Rate them on a scale of (1) – (5). (1) Indicates that you strongly disagree and (5) means that you strongly agree. There are no right or wrong answers.

STATEMENTS		1 Strongly Disagree	2 Disagree	3 Neither	4 Agree	5 Strongly Agree
1.	I was not expected to perform the job by myself before my training was completed and I was signed off as competent.	1	2	3	4	5
2.	The training material was focused on achieving all my job outcomes.	1	2	3	4	5
3.	I was assigned a workplace coach during my training.	1	2	3	4	5
4.	My competence was assessed through knowledge assessments (written or oral tests) at the end of my training.	1	2	3	4	5
5.	I my trainer encouraged me to ask questions throughout my training.	1	2	3	4	5
6.	My peers supported me whilst I was training.	1	2	3	4	5
7.	The course material (SOPS, Working instructions, Training manuals) covered all the technical aspects of my job.	1	2	3	4	5
8.	My competence was assessed through performance assessment (observation of task performed) at the end of my training.	1	2	3	4	5
9.	My coach showed me how to perform my tasks and gradually allowed me to do it on my own.	1	2	3	4	5
10.	My trainer was skilled in phlebotomy procedures and knew all the relevant company procedures.	1	2	3	4	5
11.	I was given sufficient time during training to ask any questions that I had.	1	2	3	4	5
12.	The course content was well structured and clearly set out.	1	2	3	4	5
13.	My workplace coach was a subject matter expert.	1	2	3	4	5
14.	I feel confident that my training enabled me to competently perform all aspects of my job.	1	2	3	4	5
15.	My trainer was a role model and reflected my company's values.	1	2	3	4	5
16.	I was exposed to practical opportunities to apply what I had learnt throughout my training.	1	2	3	4	5
17.	The course material used workplace terminology.	1	2	3	4	5
18.	My workplace coach encouraged and supported me throughout my training.	1	2	3	4	5



19.	My peers did not support me whilst I was training.	1	2	3	4	5
20.	I was signed off as competent by my trainer/ sister-in-charge.	1	2	3	4	5
21.	My trainer encouraged learning by using a variety of fun training activities.	1	2	3	4	5
22.	The course material did not use workplace terminology.	1	2	3	4	5

SECTION 3

INSTRUCTIONS: The purpose of this questionnaire is to assess your perception of your organisation. Please read each statement carefully and indicate how strongly you agree or disagree. Rate them on a scale of (1) – (7) by using a tick (✓). (1) Indicates that you strongly disagree and (7) means that you strongly agree. There are no right or wrong answers.

STATEMENTS		1 Strongly disagree	2 Moderately disagree	3 Disagree	4 Neither agree / disagree	5 Moderately agree	6 Agree	7 Strongly agree
23.	I would be very happy to spend the rest of my career with my organisation.	1	2	3	4	5	6	7
24.	I enjoy discussing my organisation with people outside it.	1	2	3	4	5	6	7
25.	I really feel as if the organisations problems are my own.	1	2	3	4	5	6	7
26.	I think I could easily become attached to another organisation as I am to this one.	1	2	3	4	5	6	7
27.	I do not feel like “part of the family” at my organisation.	1	2	3	4	5	6	7
28.	I do not feel emotionally attached to this organisation.	1	2	3	4	5	6	7
29.	This organisation has a great deal of personal meaning for me.	1	2	3	4	5	6	7
30.	I do not feel a strong sense of belonging to my organisation.	1	2	3	4	5	6	7
31.	I am not afraid of what might happen if I quit my job without having another lined up.	1	2	3	4	5	6	7
32.	It would be very hard for me to leave my organisation right now, even if I wanted to.	1	2	3	4	5	6	7



STATEMENTS		1 Strongly disagree	2 Moderately disagree	3 Disagree	4 Neither agree / disagree	5 Moderately agree	6 Agree	7 Strongly agree
33.	Too much of my life would be disrupted if I decided I wanted to leave my organisation now.	1	2	3	4	5	6	7
34.	It wouldn't be too costly for me to leave my organisation now.	1	2	3	4	5	6	7
35.	Right now staying with my organisation is a matter of necessity as much as desire.	1	2	3	4	5	6	7
36.	I feel that I have too few options to consider leaving this organisation.	1	2	3	4	5	6	7
37.	One of the few serious consequences of leaving this organisation would be the scarcity of available alternatives.	1	2	3	4	5	6	7
38.	One of the major reasons I continue to work for this organisation is that leaving would require considerable personal sacrifice – another organisation may not match the benefits I have here.	1	2	3	4	5	6	7
39.	I think that people these days move from company to company too often.	1	2	3	4	5	6	7
40.	I <u>do not</u> believe that a person must always be loyal to his or her organisation.	1	2	3	4	5	6	7
41.	Jumping from organisation to organisation does not seem unethical to me.	1	2	3	4	5	6	7
42.	One of the major reasons that I continue to work for this organisation is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	1	2	3	4	5	6	7
43.	If I got another offer for a better job elsewhere I would not feel it was right to leave my organisation.	1	2	3	4	5	6	7
44.	I was taught to believe the value of remaining loyal to one organisation.	1	2	3	4	5	6	7
45.	Things were better in the days when people stayed with one organisation for most of their careers.	1	2	3	4	5	6	7
46.	I <u>do not</u> think that wanting to be a company man or woman is sensible anymore.	1	2	3	4	5	6	7



APPENDIX 2: Content Validity Questionnaire



Name : _____

Date: _____

Please read carefully through the following domain specifications identified in this evaluation. Next, please indicate how well you feel that each item reflects the assigned domain specification. Judge a test item solely on the basis of the match between its content and the identified domain. Please use the 4-point rating scale shown below.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

1. Domain: Supportive learning environment

1.1 I was not expected to perform the job by myself before I was given the required training and signed off as competent.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

1.2 My peers supported me whilst I was training and I was able to get technical assistance from them.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

1.3 I was given sufficient time during training to ask any questions that I had.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

1.4 I was exposed to practical opportunities to apply what I learnt throughout my training.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

2. Domain: Curriculum

2.1 The training material was focused on achieving all my job outcomes.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

2.2 The course material (SOPS, working instructions, training manuals) covered all the technical aspects of my job.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

2.3 The course content was well structured and clearly set out.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

2.4 The course material used workplace terminology.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

3. Domain: Workplace coach

3.1 I was assigned a workplace coach during my training.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

3.2 My coach showed me how to perform my tasks and gradually allowed me to do it on my own.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

3.3 My workplace coach was a subject matter expert.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

3.4 My workplace coach supported me throughout my training.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

4. Domain: Assessment

4.1 My competence was assessed through knowledge assessments (written or oral tests) at the end of my training.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

4.2 My competence was assessed through performance assessments (Observation of a task) at the end of my training.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

4.3 I feel confident that my training enabled me to competently perform all aspects of my job.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

4.4 I was signed off as competent by my trainer/sister in charge.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

5. Domain: Trainer

5.1 My trainer encouraged me to ask questions throughout my training.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

5.2 My trainer was skilled in phlebotomy procedures and knew all the company procedures.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

5.3 My trainer was a role model and reflected my company values.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------

5.4 My trainer encouraged learning by using a variety of fun training activities.

1 = not relevant	2 = somewhat relevant	3 = quite relevant	4 = very relevant
------------------	-----------------------	--------------------	-------------------