

**THE KNOWLEDGE OF EMPLOYEES ON THE ROLE OF THE
EMPLOYER IN WORKPLACE SKILLS DEVELOPMENT AT THE
NALEDI-NKANYEZI PRIVATE HOSPITAL**

by

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DECLARATION

I, Nombeko Roseline Nama, hereby declare that:

- the work contained in this mini-dissertation is my own original work,
- all sources used or referred to have been carefully acknowledged and referenced, and
- this mini-dissertation has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any other recognised education institution.

Nombeko Roseline Nama

March 2012

Date

DEDICATION

I owe the completion of this research study to my friend and brother, Thembinkosi Poro Goniwe, who has been a voice of reason, a mentor and a true friend in the entire process. His words are still echoing in my ears:

Mbeksie you must first finish this MA, it will open doors for you.

I am quite sure that wherever he is, he is smiling. Thank you friend, for your support, financial assistance and the time you took in editing the initial draft. This one is for you.

To my nieces and nephews, Sisisa (**Sibabalwe, Inam, Simamkele, Inga, Siseko, Anelisa**) meaning it is generosity, never forget that you are never too young or too old to be a better person and remember education is the key.

Mampinga (my mother) your eagerness to enrol at a night school even at this age in your life, has given me the strength and will power to continue. Thank you.

To the South African youth, and those in the workplace, take advantage of the opportunities that are available. Remember education is your right and it is never too late to study. The gender and age boundaries have been abolished.

May God Almighty, who is life, give you strength and encouragement to pursue your studies.

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- Naledi-Nkanyezi employees who were the respondents in the study and who supplied the empirical data; your participation was crucial.
- Thanks to Olivia Nkai who assisted in liaising with the heads of departments to find research respondents.
- Zoleka Joyi who was instrumental in the initial stages of this research.
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- Lastly to my family whose comments and support gave me the strength to make sure I finished the race.

ABSTRACT

The purpose of this study was to explore employees' knowledge at Naledi-Nkanyezi Private Hospital of the role of the employer in workplace skills development.

To achieve this, a literature review was conducted which provided an in-depth knowledge of the role of the employer in workplace skills development in the South African context. The literature review looked specifically at different roles that are awarded to South African employers to train and develop their employee. These roles were classified as: financial role, human resource development role and administrative role. Although the claiming of a mandatory skills grant, the completion of a workplace skills plan and an annual training report fall within the financial and administrative aspects respectively, they were discussed separately. Furthermore the literature looked at the role of the employee as a recipient of workplace skills development programmes.

The information gained from the literature review was used as the basis for the development of a survey questionnaire to explore employees' knowledge of the employers' role on workplace skills development. Through a systematic sampling technique a sample was selected, and a group-administered questionnaire was used to collect the data from a list of full-time employees at Naledi-Nkanyezi Private Hospital.

The results obtained were used to arrive at a theoretical conclusion. The empirical study established that employees at Naledi-Nkanyezi Private Hospital have a limited knowledge of what the role of the employer is on workplace skills development

Based on analysis and interpretation of the research findings, recommendations to management, human resources department, EAP personnel and to union representatives were made on how to engage employees in workplace skills development planning and implementation.



LIST OF KEY CONCEPTS

	Page
Knowledge	27
Employee	27
Skills	27
Workplace skills plan	28

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CHAPTER 1

GENERAL INTRODUCTION AND ORIENTATION

1.1 INTRODUCTION

It is argued that skills increase the chances of employment for individuals (Fallows & Steven, 2000:75). Skills are regarded as an essential element to a successful and sustainable economy (Bourn,2005:3) and they also contribute to international competitiveness and national wellbeing (Paterson, Visser & Du Toit, 2008:1). The researcher believes that lack of skills may impinge on employees' job performance and consequently productivity; this may result in an employee being referred to an Employee Assistance Programme (EAP). EAPA-SA (2005:7) defines EAP as:

a worksite-based programme designed to assist in the identification and resolution of productivity problems associated with employees impaired by personal concerns including, but not limited to: health, marital, family, financial, alcohol, drug, legal, emotional, stress or other personal concerns which may adversely affect employee job performance.

Bourn (2005:11) says that employers need to focus on employee training and skills development if they are to maximise productivity, survive and develop. Echoing what has been suggested by Bourn (2005:11), the researcher is of the view that workplace skills training and development should be included in an EAP. This would mean that employers are not only concerned about their bottom line, but also about forging alliances with the South African Government, which has committed itself to improving the skills of the South African workforce, as stated by the Department of Labour (DoL 2003a:9):

The overall vision of the National Skills Development Strategy (NSDS) is "Skills for Productive Citizenship for All", addressing the structural problems of the labour market inherited from the past, and transforming the South African labour market from one with a low skills base to one characterised by rising skills and a commitment to lifelong learning. The NSDS also seeks to ensure that through responsive education and training the labour market is better able to support social development to reverse the challenges inherited from the past, such as poverty, inequality, disease and unemployment. The NSDS is an

inclusive strategy that addresses national, provincial, sectoral and individual needs.

Employers were pulled in as strategic partners to develop the South African workforce. It is, however, a concern to the researcher that some of the South African workforce has no schooling at all despite all the legislative endeavours on workplace skills development. Data in Table 1 shows the education level of the employed South Africans with highest level of education per quarter (Statistics South Africa, 2010a:26).

Table 1: Education level of the employed – South Africa									
	Apr–Jun 2009	Jul–Sep 2009	Oct–Dec 2009	Jan–Mar 2010	Apr–Jun 2010	Qtr-to-qtr change	Year-on-year change	Qtr-to-qtr Change	Year-on-year change
	000,00	000,00	000,00	000,00	000,00	000,00	000,00	%	%
Highest level of education of the employed	13369	12885	12974	12803	12742	-61	-627	-0,5	-4,7
No schooling	490	555	438	420	393	-27	-97	-6,4	-19,8
Less than primary completed	1 256	1 162	1 175	1 106	1 094	-12	-162	-1,1	-12,9
Primary completed	704	646	664	608	643	35	-61	5,8	-8,7
Secondary not completed	4 455	4178	4232	4186	4219	33	-236	0,8	-5,3
Secondary completed	3 871	3 820	3 932	3 916	3 790	-126	-81	-3,2	-2,1
Tertiary	2 466	2 454	2 388	2 399	2 406	7	-60	0,3	-2,4
Other	128	168	146	168	197	29	69	17,3	53,9

Source: Statistics SA, Quarterly Labour Force Survey Quarter 1, 2010

Looking at the mandate of the skills development system as noted above, it appears that South Africa does have a sound institutional and financial framework for training and skills development of its workforce. Through a “Call to Action” campaign (Asmal, 1999) together with “A nation at work for a better life” human resource development strategy, (Department of Education & Department of Labour, 2001), the Department of Education (DoE) and the Department of Labour (DoL) joined forces to improve the country’s lack of skills and to develop general human performance.

1.2 FORMULATION OF PROBLEM

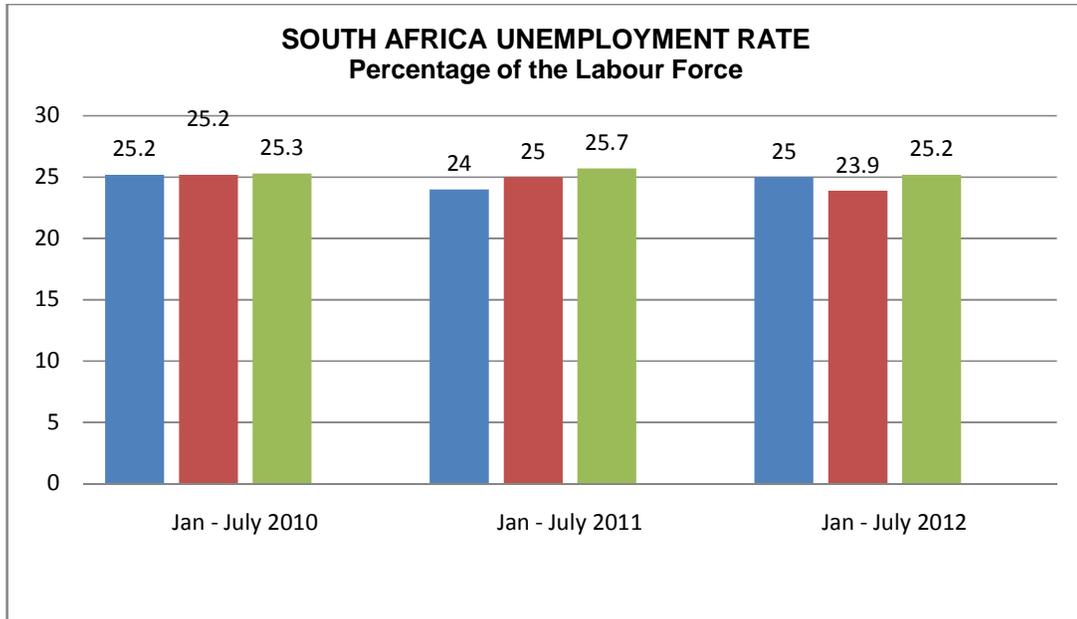
The first effort by the researcher to mould the problem into a formulated form was to look at the existing situation of skills development in South Africa (Fouché & De Vos, 2005a:99).

South Africa is in its 18th year of democratic government and it is 14 years since the enactment of skills development legislation (Skills Development Act 97 of 1998). There is still a skills shortage (DoL, 2008:sa; SAinfo Reporter, 2009:1), a high unemployment rate (25.7%) (Trading Economics: [sa]) and a low level of education of the employed (Statistics South Africa, 2010b:3 & Stats SA, 2010a:26). It seems that the rate of employment is not improving; despite the promises made by the Government (Department of Education, 2008:25) that skills development programmes, purposefully aimed at overcoming the scourges of poverty and unemployment, will be implemented. Almost every day of the week employers are advertising jobs in newspapers and internet sites. Yet reports from Statistics South Africa (Stats SA, 2010b:3) and Trading Economics ([sa]) show an increase in unemployment in South Africa. Figure 1 shows the increase in unemployment rate since January 2009 until January 2012. According to Figure 1, the unemployment rate in the first quarter of 2010 was 25.2%; this is almost 1% higher than what it was in the fourth quarter (24.3%) of 2009.

According to the International Labour Organisation (2009:1), workplace learning has become increasingly important as an effective means of developing workforce knowledge and skills. South Africa's skills development programme is a multiple-stakeholder and multiple-objective approach (Skills Development Amendment Act 37 of 2008). It is a joint responsibility between the State (government), employers and employees. Each of these stakeholders has a role to play; nevertheless the employer is awarded the major responsibility for spearheading this mandate. The researcher believes that without the employer and employee there is no workplace; without competitive and skilled employees the workplace cannot meet its competitive advantage. It is therefore important that the two stakeholders work together in fulfilling their role in skills development.

- **UNEMPLOYMENT RATE**

Figure 1: Bar graph of unemployment rate in South Africa



Source: www.tradingeconomics.com / STATISTICS SOUTH AFRICA

Employees are at the heart of the training and skills development in the workplace; they are the recipients of this development. There is a vital role they need to play in ensuring that this does happen. Truman and Coetzee (2007:34) state that employees are expected to work with the employer to identify their skills and training needs; the employer needs to facilitate access of employees to acquire the relevant skills needed in the workplace. What is happening in practice, according to Joyi (2009), seems to be the opposite of what is expected. Joyi states that, while she worked as a learnership co-ordinator, some learners in a workplace programme complained that workplace mentors made them do petty work that did not facilitate actual learning. The researcher has recently witnessed more than what is stated by Joyi through interacting with pharmacist assistant learners placed at some of the Clinix Health Group Hospitals.

Clinix Health Group is a private healthcare provider with six hospitals located mainly in previously disadvantaged communities of North West and Gauteng Provinces.

The group's main focus is to provide quality patient care and community upliftment through specialised services offered by professional staff. Almost 95 per cent of staff employed by Clinix Health Group are members of the communities in which they function (Clinix, Sv: History). The researcher conducted the research study at Naledi-Nkanyezi Private Hospital, one of the Clinix Health Group's hospitals.

Naledi-Nkanyezi Private Hospital has about 180 employees excluding contract workers. The staff complement is divided into highly and moderately skilled professionals: on the one hand there are nurses, pharmacists and low-skilled staff, whilst on the other hand, there are cleaners, administration staff and porters (Clinix, Sv:Naledi). Like any other hospital in South Africa, Naledi-Nkanyezi Private Hospital, is challenged by a skills shortage to the extent that some of the clinical staff are not employed full-time. Naledi-Nkanyezi Private Hospital Pharmacy provides services for, on average, about 140 in-hospital patients, out-patients and retail clients daily, with only three full-time pharmacists, three trained and certificated pharmacist assistants. The rest of the staff at the pharmacy has no formal training but a wealth of experience as pharmacy assistants.

As required by the Skills development Act No 37 of 2008, Naledi-Nkanyezi Private Hospital does comply with legislation: it is paying the one per cent of its' payroll towards the skills levy, it has a skills development facilitator and a workplace training committee with all the workplace stakeholders represented. Despite its compliance with skills development legislation not every employee is participating in skills development. The employees at Naledi-Nkanyezi Private Hospital could take advantage of the training that already exists within healthcare professions to alleviate the workload experienced by the few clinical staff. For example, employees who have passed Grade 10 can register for learner basic and/or learner post-basic pharmacist assistant course. It is not only the pharmacy profession that offers auxiliary courses from which employees at Naledi-Nkanyezi Private Hospital can benefit, for example, employees can be trained as care-workers to alleviate the workload of the nursing profession. The researcher is interested in knowing why the majority of full-time employees at Naledi-Nkanyezi Private Hospital, like those at the pharmacy, are not trained when so much has been done with regards to skills development, particularly workplace skills development. Is it possible that some of

the reasons may be that the employees do not know about workplace skills development or are not aware of the employer's obligation to assist them to develop their skills or is it both these reasons?

South Africa's commitment to improving the country's skills levels depends on government, training providers, employers, and employees. However, the challenge is for the role players to understand, implement and take ownership of workplace and skills legislation, and thus improve the country's skills levels. The role of the employer, as an enabler, and that of the employee as a recipient, is pivotal in this process. The low level of education of the employed population suggests that either the employer or the employee is not fulfilling, or has no understanding of, what the other's role is.

This research study, therefore, explored the knowledge that employees of Naledi-Nkanyezi Private Hospital have regarding the role that their employer plays in skills development in the workplace.

1.3 GOALS AND OBJECTIVES

1.3.1. Goal of the study

The goal of this study was to explore the knowledge of employees about the role of the employer in workplace skills development at the Naledi-Nkanyezi Private Hospital.

1.3.2. Objectives of the study

The objectives of the study were to:

- describe, through an extensive literature review, what constituted workplace skills development in the South African context and the role of the employer within workplace skills development.
- explore employees' knowledge at Naledi-Nkanyezi Private Hospital about the role of the employer in workplace skills development through an empirical study.

- formulate conclusions and make recommendations to employee representatives, EAP professionals and the management of Naledi-Nkanyezi Private Hospital on how to engage employees in workplace skills development.

1.4 RESEARCH QUESTION

The researcher is of the opinion that a research question is refined from a broader aim or objectives to specific, workable and manageable tasks that give direction for the context of the research (Houser, 2008:18; Leedy & Ormrod, 2009:44). In this study the research question was “What is employees’ knowledge concerning the role of the employer in workplace skills development at the Naledi-Nkanyezi Private Hospital?”

1.5 FEASIBILITY OF THE STUDY

According to Van Teijlingen and Hundley (2001:sa), a pilot study is conducted to test the feasibility or the practicality of the actual research study. Strydom (2005a:208) states that, at the stage of the feasibility study, the researcher should address the goals and objectives, resources, research population, procedure of data collection, data gathering and possible error that may occur. The following aspects of feasibility were considered:

- **Permission from the employer**

The researcher received written permission from the management of Naledi-Nkanyezi Private Hospital to conduct the research (See Addendum A).

- **Costs**

Financial implications that were paid by the researcher included the cost of printing of consent forms and questionnaires, travelling cost for administering the questionnaires and administrative costs such as editing.

- **Logistics**

Employees at Naledi-Nkanyezi Private Hospital have different work shift schedules; some work day duty and some night duty and there is a rotation schedule when they

are working. The researcher addressed such anticipated logistic challenges by being present at the times that employees were available.

- **Time**

The researcher was not in full-time employment at the time of the research and was therefore able to manage the time for conducting the research, especially knowing that the sample is taken from an organisation that has different work shift schedules.

1.6 ETHICAL ASPECTS

The Department of Health (2004:57) states that ethics is a branch of moral philosophy concerned with the rational evaluation of right and wrong, justice and injustice, virtue and vice, good and bad, and related concepts and principles. Hugman (2005:1) defines ethics as conscious reflection on our moral beliefs. In this study the researcher is in agreement with Strydom (2005b:69) that research ethics refers to the moral principles guiding the research from its inception to the end. The following aspects of research ethics were considered in the research study:

- **Informed consent and voluntary participation**

The Department of Health (2004:58) says informed consent in a research study is a process by which respondents voluntarily confirm their willingness to participate in the research study after having been informed of all the aspects that are relevant to their decision to participate. Echoing this point, Israel and Hay (2006:61) state that respondents can make an informed decision only if they have substantial understanding of all information that, in their view, is material to their decision to grant consent.

In this study the respondents were informed about all aspects of the research, including involvement of the liaison person who assisted the researcher in conducting the research. They knew about the goal and objectives of the study, the procedure that they needed to follow to complete the questionnaire, the important role that they were playing in participating in the study, how much time and effort it would take on their part, how the data would be collected and that they would be informed about the results of the study once completed. There was no research

assistant for the study, but a liaison person from Naledi-Nkanyezi was assigned to assist the researcher to use the sample list given by the researcher, to arrange employees into groups and allocate the times that they would meet with the researcher according to their work schedule.

Everyone who participated in the study was comfortable with English as the language of communication, and therefore there was no need to translate the consent form into different languages

A total of 42 employees participated by signing a consent form (See Addendum B) and completing the questionnaire and only one employee opted out because of fear of being victimised by management; he did not feel confident about confidentiality; his consent form and half completed questionnaire were destroyed in his presence.

- **No harm to the respondents**

According to Bryman (2004:509), there can be physical harm, harm to respondents' development, and loss of self-esteem, stress and inducing subjects to perform reprehensible acts. Specific harm to research respondents can include physical, psychological, emotional, social or financial harm or exploitation (Taylor & Roberts, 2006:105). In this study respondents were not exposed to anything that would have subjected them to harm. To avoid financial harm to the respondents the researcher conducted the session for the completion of the questionnaire at a time convenient to the respondents.

- **Anonymity and confidentiality**

De Vaus (2002:62) and Babbie (2009:67) explain that the researcher should ensure that no one else will have access to names and responses of respondents. The respondents were informed about confidentiality. The questionnaire was designed in a way that the name of the respondent was not recorded. Only information (such as demographics of the individual) relevant to, and needed for, the study was recorded.

Anonymity on the other hand is different. It is only guaranteed when the researcher, in a research project, cannot link a given response with a given respondent (De Vaus, 2002:62; Babbie, 2009:67). It was important in this study that the respondents

understood that anonymity was maintained as far as possible, but could not be guaranteed. Signed consent forms and completed questionnaires were stored in different boxes; this was done so as to prove to respondents that anonymity would be maintained as no one would know who had given a certain response as the questionnaire did not ask any names of individuals.

- **Deceiving respondents**

Deception involves withholding essential information from research respondents, deliberately misleading respondents about procedures and purposes of a research study (Department of Health, 2004:57). Deception occurs when the researcher represents his/her research as something other than what it is (Bryman, 2004:514). To avoid deceiving the respondents, the researcher informed the respondents of her details (name and qualifications) and for what purpose the study was being done for (Master's programme through the University of Pretoria). The researcher undertook to submit all the correspondence with the research respondents to the Department of Social Work and Criminology. The submitted documents would include the letter of endorsement from the Department which would also accompany the initial correspondence sent to the respondents.

- **Competency and professionalism of researcher**

It is an ethical obligation that researchers are competent and adequately skilled to undertake the proposed research (Strydom, 2005b:63). It is this ethical requirement, together with the professional code of ethics that guided the researcher in the study. The researcher has also successfully completed her research methodology module at the University of Pretoria. The Department of Social Work and Criminology had also assigned a supervisor that guided the researcher in all the steps required during the research.

- **Release or publication of findings**

According to the Economic and Social Research Council (2005:26), the research should be conducted in ways that ensure professional integrity is maintained. This includes the designing of questionnaires, the generation and analysis of data, and publication of the research results. In Strydom's (2005b:65) view, the findings of the study must be introduced to the reading public in written form. The researcher

explained to the respondents that the research findings will be made available to the University of Pretoria, the management of Naledi-Nkanyezi Private Hospital and would also be incorporated in a scientific article, and possibly published in peer review scholarly journals.

1.7 DEFINITION OF KEY CONCEPTS

The following key terms and concepts are specific to this study:

- **Knowledge**

The *Longman Dictionary of Contemporary English* (1987:581) defines knowledge as “what a person knows; the facts, information, skills, and understanding that one has gained, especially through learning or experience”. According to Von Krogh and Roos (1995:62-63), knowledge is seen as a social product, that which members of the social system need to understand in order to function in that system, and depends on the knowing subject (individual, firm) transmitting knowledge through social or cognitive processes. The researcher defines knowledge as the information and skills acquired by an employee through experience, and or training, rooted in an employee’s mind and enables an employee to perform his/her workplace responsibility.

- **Employee**

In section 200A (2) of the Labour Relations Act No 66 of 1995 and section 1 of Skills Development Act No 97 of 1998, an employee is any person, excluding an independent contractor, who works for another person and who receives, or is entitled to receive any remuneration; or any person who in any manner assists in carrying on or conducting the business of an employer, and “employed” and employment” have corresponding meanings. The researcher defines an employee as any person, including contractors, who in contractual agreement with the other, offers his/her skill with the aim to add value and increase productivity and receives reimbursement for services rendered.

- **Skills**

Botha and Coetzee (2007:49) define skills as those aspects of behaviour that need to be performed to an acceptable level to ensure effective job performance. They include a range of abilities such as, but are not limited to, the application of specific competencies, knowledge and skills to perform a specific task. However in the 1997 Green Paper on Skills Development (DoL, 1997) skills is defined as the necessary competencies that can be expertly applied in a particular context for a defined purpose. The definition of skills in this research study is the learned capacity to perform competently the predetermined roles and tasks associated with an occupation.

- **Workplace Skills Plan**

Workplace Skills Plan (WSP) is a plan, developed every year by workplace organisations, that describes an organisation's training and skills development strategy that will help meet its overall objectives and targets (Local Government, Water and Related Services SETA (LGWSETA), 2003:3). Truman and Coetzee (2007:33), in agreement with LGWSETA, say a WSP defines the skills priorities that the workplace will pursue for a particular year and/or the training programmes that are required to meet those priorities and the staff (employees) who will be targeted for the training. The two definitions of WSP emphasise that a plan needs to be in place to develop the organisation's workforce.

1.8 LIMITATIONS OF THE STUDY

There was one major limitation that was experienced during the research study and that was the sample size. Unfortunately, the researcher had little influence on the composition and size of the sample since only available employees per population were engaged in the phenomenon investigated.

The following limitations have been observed regarding this study:

- The first liaison person assigned by the hospital manager to assist the researcher declined at the last moment.

- A second liaison person was assigned and instead of arranging employees in groups, the researcher was introduced to the unit managers who were the ones who were supposed to arrange and release the employees to attend the session. The researcher also tried to leave the questionnaire and consent form with the unit managers so that available and willing employees could complete them at the time they were not busy, however this method did not yield any fruitful results as zero questionnaires were completed.
- In an attempt to salvage the process, the researcher ended up involving any available and willing full-time employee; this compromised the study with regards to time and the sample size.
- The reliance of this study is based on the total of 42 employees who completed the questionnaires compared to 100 employees as planned. The population consisted of only full-time employees, as opposed to both full-time, contract and part-time employees as initially planned. This was because it was difficult to access the profile of part-time and contract workers as it would have meant to gain permission from the employment agencies.

1.9 DIVISION OF THE RESEARCH REPORT

The outline of the research report is proposed to be as follows:

Chapter 1: General introduction and orientation.

Chapter 2: Literature review regarding skills development; workplace skills development, workplace stakeholders.

Chapter 3: Research methodology, data analysis and interpretation.

Chapter 4: Conclusion and recommendations.

1.10 SUMMARY

In Chapter 1 the researcher provided an introduction of what the research study entailed; the goals and objectives of the study; the research question and approach; whether the study was feasible or not; type of research conducted in the study and its design; the feasibility study; sampling and ethical issues pertaining to the research study.

In Chapter 2 the researcher dealt with the literature review pertaining to workplace skills development. The main focus was the role of employer on workplace skills development, and the knowledge therefore of employees pertaining to that role.

CHAPTER 2

EMPLOYEE'S KNOWLEDGE OF THE ROLE OF THE EMPLOYER IN WORKPLACE SKILLS DEVELOPMENT

2.1. INTRODUCTION

A Skilled and educated workforce is believed to be a key lever for accelerating social and economic development; however despite the work done on workplace skills development thus far, a substantial number of the South African workforce has a low- level of education and others no schooling at all (Statistics South Africa, 2010a:26 & Statistics South Africa, 2010b:3). Employees possessing employability skills are more likely to advance quicker and earn better remuneration in their career. Employability skills are defined by Business Council of Australia and Australian Chamber of Commerce and Industry [BCA/ACCI] (2002:3) as skills required not only to gain but also to progress within the organisation so as to achieve one's potential and contribute to social and economic development of the organisation.

To accelerate social and economic development in South Africa, employers and other workplace skills development role players need to unite in closing the gaps that exist between skilled and non-skilled employees (Bisschoff & Govender, 2004:70). It is necessary in order to achieve both the National Government agenda on skills development and to ensure growth within organisations, that the involvement of employees in skills development becomes an imperative for long-term sustainability.

Within this context the current policy documents that impact and support skills development in South Africa will be reviewed in this chapter; the role assigned to an employer in accelerating skills development in the workplace will be discussed, and the knowledge of and involvement of the employee with skills development is examined.

2.2 SKILLS DEVELOPMENT POLICY DOCUMENT AND LEGISLATION

South Africa has a history of racial disparity known as apartheid. Racial inequality affected the lives of South Africans in various aspects including skills development. During the apartheid era, industrial development led to an intense polarisation of skills between highly- and poorly-skilled people as well as a profound gender and racialisation of skills (McGrath, 2004:17). According to McGrath and Akoojee (2007:424), black (especially female) South Africans were denied access to skills development and they received no recognition for their skills and knowledge learned on the job. These racial and gender disparities found in skills development needed to be rectified in democratic South Africa.

After 1994, the non-racial, democratic, South African Government, guided by the 1996 Constitution, enacted copious laws targeting the apartheid legacy and providing equality in all aspects of life (Zajda, 2009:39). Amongst these laws is the Skills Development Act, which was enacted in 1998 and amended in 1999, 2003 and 2008 (Skills Development Amendment Act No 37 of 2008). The Skills Development Act No 31 of 2003 aims, among other priorities, to develop the skills of the South African workforce through education and training in addition to encouraging employers to be active and strategic partners by allowing the workplace to be used as an environment for skills development (Skills Development Amendment Act No. 31 of 2003). McGrath and Akojee (2007:426), as well as Paterson et al. (2008:1), indicated that the mandate of the Skills Development Act is achieved through NSDS (DoL, 2005a) supported by the Skills Development Levies Act No. 9 of 1999 and Sector Education and Training Authority (SETA) (DoL, 2005b). Paterson et al. (2008:1) believe that the idea behind this system is to lend both an institutional and financial structure to skills training so as to ensure that training activities are properly funded, planned and co-ordinated. To understand how the funding, planning and co-ordination of training activities is performed the researcher will first look at some of the components of the skills development system.

- **The National Skills Development Strategy(NSDS)**

NSDS is at the epicentre of South Africa's skills development programme. Its guiding principle is to support economic growth for employment creation and poverty eradication while promoting productive citizenship by aligning skills development with national strategies for growth and development (DoL, 2005:3). According to Mdladlana (2005:1), it is the strategy that spells out priority areas to which the income from the skills development levy will be allocated. It also provides performance indicators for the skills development system which are used as a basis of performance indicators for SETA.

- **Sector Education and Training Authorities (SETAs)**

SETAs are mandated to develop sector specific skills plans (SSPs) within the framework of national skills development strategy (Skills Development Amendment Act 37 of 2008). How SETAs' develop these SSPs will be discussed later in the study.

- **Skills Development Levies Act No 9 of 1999**

This Act provides for a national levy grant system based on a one per cent tax payroll. Workplace organisations are expected to budget and pay one per cent of the payroll towards a skills development levy. This is payable to the Commissioner of South African Revenue Service (SARS) and goes towards training and development of employees (Skills Development Levies Act 9 of 1999). Eighty per cent of the income collected through the levy system is paid back to employers that train their employees through grants from SETAs and the remaining 20 per cent remains with the National Skills Fund (Paterson et al., 2008:2; Kraak, 2008:3).

When the African National Congress (ANC) was elected to power in 1994, it inherited: a weak institutional regime dominated by a narrow and employer-led conception of skills; a racially-exclusionary labour market (Kraak, 2004:46); an education system that was racially determined (Jansen, 2001:43; Kraak, 2004:46) and fragmented with nineteen disjointed education departments (Jansen, 2001:43)

and an out-dated craft model of apprenticeship. Almost immediately the Government responded by enacting skills development legislation to address the economic and educational history previously influenced by policies that encouraged divisions within South Africa (Akoojee, Gewer & McGrath, 2005:99). The Skills Development Act of 1998 and Skills Development Levies Act of 1999 are the two pieces of legislation seeking to address two paramount priorities. The first priority is to address the chronic reality of the global economy and the imperative to increase skills to improve productivity and competitiveness in the global market. The second priority is to address the challenges of social development and the eradication of poverty. A strategy mapping the way forward of the legislation was needed and hence the National Skills Development Strategy (NSDS) came about. The key component of the literature related to this study is the State Policy Document on skills development that is the NSDS, upon which the role of employer and involvement of employee in skills development are based and determined.

The NSDS was devised and prepared by the Government (Department of Labour with assistance from the National Skills Authority) in order to effect the ultimate goal of the skills development legislation. The NSDS aims to exploit the workplace as an active learning environment, to encourage employees to actively participate in workplace skills development, to promote self-employment, and to secure work opportunities for new entrants into the labour market. The first NSDSI with a theme of “Skills for productive citizenship for all”, was started in 2001 until 2005 (NSDS 2001-2005) (DoL, 2001:[sa]). Its successor, NSDSII of 2005-2010, which is the current strategy is termed “Skills for sustainable growth, development and equity”. The second strategy was extended until 2011, and the Government is currently reviewing and preparing the third strategy, NSDSIII of 2011-2016, with a proposed theme “A skilled and capable workforce to support an inclusive growth path”. Each of the NSDS’ has identified objectives to accelerating skills development in the country, of which the most relevant to this study is that of promoting and accelerating quality training for all in the workplace (NSDS 2005-2010). This can be achieved primarily, but not exclusively, by forging partnerships between employer and employee as workplace skills development role-players. The National Skills Development Strategy is funded by employers who contribute monthly towards the Skills Development Fund.

In the next section the role of the employer will be outlined in more detail in line with the objective which is mainly to explore employee's knowledge of the role of the employer in workplace skills development.

2.3 ROLE OF THE EMPLOYER

Motivating the workforce is one of the most critical challenges facing organisations today. Employee development is one of the most significant functions of human resource practice (Lee & Bruvold, 2003:981). The role of the employer in developing the skills of the South African workforce, as stipulated in the Skills Development Amendment Act 37 of 2008, is to use the workplace as an active learning environment; to provide employees with opportunities to acquire new skills; to provide opportunities for new entrants to the labour market so as to gain work experience and to employ persons who find it difficult to be employed. This role, as per NSDS, has financial, administrative and human resource development implications and includes the currently employed and the unemployed. The NSDS requires the employer to:

- pay a Skills Development Levy.
- have a registered Skills Development Facilitator.
- submit a WSP in consultation with employees.
- submit an Annual Training Report (ATR).
- train their employees.

In this study the role of the employer in skills development will focus on the currently employed and it will be discussed in line with the requirements as per NSDS.

2.3.1. Skills development levy payment: Financial role of the employer

The implementation of the skills development legislation began with the establishment of the National Skills Authority (NSA) in April 1999, the formation of 25 Sector Education and Training Authorities (SETAs) on 20 March 2000 and the introduction of a payroll levy on April 2000, to fund the skills development implementation framework and to provide grants to encourage employers to invest in training and development of their staff (Kraak, 2005:438-440). Workplace

organisations are expected to register with a relevant SETA and pay one per cent of their payroll towards a skills development levy; this is payable to the Commissioner of South African Revenue Service (SARS) and goes towards training and development of employees (Skills Development Levies Act 9 of 1999). The skills levy grant is the major source of funding for developing the South African workforce, 80% of the income collected through the levy system is used by SETAs to train the currently employed and the remaining 20% remains with National Skills Fund for other skills projects, including training the unemployed (Paterson et al., 2008:2; Kraak, 2008:3). However, not all employers contribute to this fund. The Skills Development Levies Act exempts certain employers from contributing to the fund, for example, the public service employers; public entities that get more than 80 per cent of their money from Parliament; charity organisations and employers, whose total remuneration payable to its employees per year is below R5000, 000.00 (Skills Development Levies Act 9 of 1999). In addition there are other employers who are supposed to be paying but are not.

Badroodien (2004:442-446) notes that since the inception of the skills levy, there has been a slow start in contribution from eligible skills levy paying companies, which would naturally derail the goal of up-skilling the South African workforce. However, some employers did not see the Skills Development Levy as a benefit, they saw it as only a cost that they needed to comply with (DoL, 2003b:2). Although there has been an improvement in contributions (DoL), there are still employers who are not contributing. For example the Health and Welfare SETA (HWSETA) has reported a 70% participation of employers in mandatory grants for the financial year 2009/2010; a remarkable and significant improvement from the 23% reported in 2002/2003 financial year of this particular sector (Paterson & Du Toit, 2005:97-104). Employers with large numbers of employees (more than 100 employees) seem to be the main contributors towards the skills development levy fund (Badroodien, 2004:439) and yet they constitute the minority of all firms in South Africa (Ntsika & Department of Trade and Industry, 1999:4-5; see Table 2 and Table 3).

Table 2: Distribution of private sector companies by company size and employment, 1997

Enterprise size	Number of enterprises	Percentage of enterprises (%)	Employment number	Percentage of employment (%)
Survivalist (self employed)	184 400	20.3	184 400	2.5
Micro (owner)	283 300	31.2	283 300	3.8
Micro (1-4 employees)	182 800	20.2	565 200	7.6
Very small (5-10 employees)	180 000	19.9	1 068 400	14.4
Small (11-50 employees)	58 900	6.5	1 226 000	16.6
Medium (51-100 employees)	11 322	1.2	909 900	12.3
Large (100+ employees)	6 017	0.7	3 159 900	42.8
Total	906 739	100	7 397 100	100

Source: Ntsika/DTI (1999:4-5)

Table 3: Employer paying and claiming skills development levy

Enterprise size	2002/2003		2003/2004	
	Paying levy	Claiming Levy	Paying levy	Claiming Levy
Small (1-50 employees)	135 328	13 162	181 842	17 511
Medium (50-150 employees)	7 397	3 724	7 882	5 717
Large (150+ employees)	3 589	2 591	4 461	2 977
Total				

Source: DoL (2004:24-37)

Table 2 shows the distribution of private sector employers by employer size and number of employees in 1997, whereas Table 3 shows the number of employers paying and claiming the skills levy grant. Large employers constituted less than 1% of the private sector employers and yet employed about 43% of employees and are the main contributors of the skills levy in the private sector. If the skills levy grant is

the source of funding for the employed and yet some employers are not contributing to it, there clearly is a gap between the actual training and funding of the training. This is depicted by the level in which companies who contributed to the skills levy are claiming back the levy grant, as shown in Table 3.

The current skills levy grant system expects companies contributing to the skills levy grant to complete WSP and ATR, train their employees and then claim back from the relevant SETA and yet employees from the exempted companies can benefit from the fund without contributing. Claiming the skills levy grant will be discussed later. Contributing financially to the skills development is not the only role that employers are tasked to do; the NSDS indicates that employers need to assign someone responsible for training and development in the workplace.

2.3.2. Skills development facilitator: Administrative role of employer

The responsibility assigned to employers to train and develop the South African workforce in line with legislation lies with the skills development facilitator. In terms of the Skills Development Act (Act No 97 of 1998) every employer has to nominate a Skills Development Facilitator (SDF) whose particulars are to be sent to the relevant Sector Education and Training Authority (SETA). The SDF has to be registered with the relevant SETA and is responsible for the development, planning and management of the organisational skills development plan and report. The SDF's role is to develop and put into practice the company's yearly training and WSP, to prepare an ATR, and to keep the company informed of issues relating to accreditation, available courses and learnerships (Raddon & Sung, 2006:9; Truman & Coetzee, 2007:34). To execute this role, the SDF has to work together with the employer and the employee to determine the employee skills needs and align them to the vision of the organisation. Some of the responsibilities of the SDF are listed in Table 4.

Table 4: Role of skills development facilitator

<ul style="list-style-type: none"> Assist the employer and employees to develop a WSP for the financial year that complies with specific requirements, guidelines and set timetables. 	<ul style="list-style-type: none"> Assist the employer to draft an ATR, based on training as implemented according to the WSP. The report must be accompanied by appropriate training record and submitted on deadline. The utilisation of all levies must be set out on this report.
<ul style="list-style-type: none"> Submit the WSP to the relevant SETA 	<ul style="list-style-type: none"> Set up a training committee
<ul style="list-style-type: none"> Advise the employer on the implementation of the WSP and ensure that the training specified in the WSP is implemented 	<ul style="list-style-type: none"> Advise the employer on learning provision quality assurance requirements as determined by the SETA and ETQA.
<ul style="list-style-type: none"> Act as liaison between the employer and SETA 	<ul style="list-style-type: none"> Monitor and audit the achievement of training goals as set out in the WSP
<ul style="list-style-type: none"> Train employed staff in order to claim the skills development levy grant from the SETA 	<ul style="list-style-type: none"> Monitor administration costs, operational costs, exceptional SETA costs and training levy schemes as described in the regulations of the Skills Development Act.

Source: Truman & Coetzee, 2007:38

As listed in Table 4, the SDF plays a mammoth task in skills development in the workplace. The researcher is of the view that the SDF has both strategic and operational responsibility and should be an integral part of company senior management structure where strategic decisions are made. For any workplace programme to be effective senior management commitment is required. Taute (2008) states that management at the highest level must endorse and actively support the employee assistance programme. Failure to do so may sabotage the programme. This could be applied to workplace skills development programmes. It is not only a senior manager's responsibility to be committed, but also management as a whole. According to Bisschoff and Govender (2004:70), managers must be competent to deal with action learning, mentoring, self-development, counselling, coaching and developing skills. The Faculty and Employee Assistance Program (FEAP) (2008:7) indicates that supervisors have the knowledge and necessary skills needed to enable employees to strive and succeed in the workplace.

An employer needs to remember that legislation holds him/her accountable for skills development in the workplace, not the SDF, and therefore failure of the SDF to execute his/her responsibilities is a failure of the organisation. Although it is a legislative requirement to appoint a skills development facilitator, not all employers adhere to this requirement. Some employers assign the responsibility to an employee, others to a manager or a committee. Table 5 shows how organisations allocated the responsibility for training in 2006/07 by the size of the organisation.

Table 5: Allocation of responsibility in the enterprise for training in 2006/07 by enterprise size (%)					
Enterprise size	Nobody	Training Manager	Skills Development Facilitator	Training Committee	Total
Small (1-50 employees)	30.6	33.3	27.5	8.7	100.0
Medium (50-150 employees)	4.6	31.3	44.8	19.3	100.0
Large (150+ employees)	0.3	35.2	45.7	18.8	100.0
Average	21.2	32.9	33.6	12.3	100.0

Source: Paterson et al., 2008:43

According to Paterson et al. (2008:43), about twenty per cent of employer organisations had no one responsible for training in their workplace and small size organisations constituted the highest proportion of those. The responsibility for training was allocated, in roughly equal proportions, to either the training manager or the SDF, with SDF more evident in medium and larger size organisations. The allocation of training responsibility to SDFs clearly shows the important role that SDFs play in training in the workplace; employers therefore need to equip the SDF with resources, facilities and training to enable her/him to perform the role (Cloete, 2005:47).

The SDF does not have to work alone in developing the workforce of the organisation; there may be a need for a workplace training committee, which the SDF may chair. Having a training committee may ease the workload that the SDF

may face by delegating some of the tasks to members of the committee. Managers and union leaders (shop stewards) are custodians of any workplace programme, without their support it is almost certain that a programme will fail. The constitution of the training committee could, therefore, have representation from management and union if the workplace is unionised, or an employee representative if there is no union. Union representative carries a lot of weight in representing their members. Most employees, who are members of the union, trust and seek the counsel of their union leaders (Du Toit, [sa]). It is necessary that union representatives are engaged from the inception of the workplace skills programme; they should believe that they own the programme rather than being included at the implementation stage. There should be mutual trust between management, SDF and union. The SDF, management and union representative should facilitate access of employees to acquire the relevant skills needed in the workplace.

2.3.3. Training of Employees: Human resources development role of employer

To accomplish the task awarded to employers in developing the skills of the employed, employers need to train their employees. Employees could gain skills in a variety of ways which may include short-term, modular and competency-based programmes that enable the learner to acquire requisite skills in minimum time and possibly at minimum cost. These programmes allow skills development to continue as the employee continues working and they may be delivered in a workplace on-the-job or outside in a classroom or a combination of the two (ILO, 2009:25), by instructors and assessors who are hired on the basis of the qualification they bring. The training usually happens during the employers time, implying that the employee is paid for the time that s(he) has spent in training. This is usually a bone of contention for employers as they are more concerned with productivity and reaching targets than they are with developing employees. There is contradictory information in literature as to when employers engage their employees in training. According to Smith and Comyn (2004: 324-326), employers employ and train novice workers who lack employability skills with the aim of accelerating the skills for productivity; while Ikenaga and Kawaguchi (2010:2,10) say that employers delay the timing of formal on the job training until they learn that the relationship between employer and employee will last for a long period. If employers behave in the manner mentioned by Ikenaga and Kawaguchi (2010:2, 10), then employee's chances of gaining skills to improve

productivity and getting job satisfaction will be delayed. Furthermore, it is contradictory to the requirements of the Skills Development Strategy of 2011 to 2016 of ensuring a skilled and capable workforce to support an inclusive growth path (Department of Higher Education and Training, 2010).

There currently is no legislation that mandates or forces employers to actually train their workforce; the current legislation only encourages employers by allowing them to claim back the mandatory grant by completing the WSP and ATR. Employers can, of course, pay the levy and opt not to work to reclaim the payment. Table 3 shows the number of employers paying the skills levy and claiming the grant. The researcher views this as one of the loopholes that employers might use not to carry out the South African skills development strategy. It is well and good that employers complete the WSP and ATR, however they also need to allow time to employees to attend the training (Bourn, 2005:14).

Table 6: Training rate and expenditure by organisational 2002/2003 (%)

Enterprise size	Training rate	Training expenditure	Training rate	Training expenditure
Year	2002/2003	2002/2003	2006/2007	2006/2007
Small (1-50 employees)	22	1.0	33	1.6
Medium (50-150 employees)	27	1.3	45	1.8
Large (150+ employees)	26	2.5	66	3.8
Average	25	2.0	53	3.0

Source: Paterson et al., 2008:81-94

The training rate is a measure of the proportion of permanent workers who received some form of training in a specified time period, and is expressed as a percentage. The training rate serves as a key measure of the distribution of access to training among workers. Results from the National Skills Survey 2007 (Paterson et al., 2008:81-94) indicated that the training rate among permanent workers in private enterprises was 25 per cent in 2002/03 (See Table 6). This means that 1 in 4 permanent workers in private enterprises received training in the 2002/03 year. The

training rate for medium sized enterprises was slightly higher than for large enterprises. It is, however, encouraging to the researcher that the rate of training in South Africa increased in the period between 2003 and 2007 (Paterson et al., 2008:81-94); but also perturbing was that the training expenditure had a minimum increase in the same period. According to Paterson et al. (2008:147), the influence on the increased rate of training was based on employers responding to market competition. This is a worrying factor considering that the markets fluctuate. This means that when the demand in the market is high, employers will engage in skills development and when it is low there will be no skills development and the level of skills shortage will be high.

Another aspect of the employer's role in training is in learnership programmes. A learnership is a structured, integrated and occupation directed programme that combines learning training in institutions with practical, onsite experience and learning at a workplace (Truman & Coetzee, 2007:40). According to the Skills Development Act 37 of 2008, an agreement is made with an employer to employ a learner, who is in a learnership programme, for a specified period, and provide the learner with practical work experience and allow time to attend the training interventions. The process of training employees (learners) includes some administrative role. The SDF is expected to: determine the needs of the employee; then match the employee needs to that of the organisation; complete the workplace skills plan; train the employee; complete and submit the annual training report for claiming of the levy grant. The further role of an employer in a workplace skills plan and annual training report is discussed next.

2.3.4. Workplace skills plan and annual training report

A Workplace Skills Plan (WSP) is a statement of what skills are needed in the organisation to achieve growth, it describes how the training will be delivered and learning will be achieved (DoL, 2003b:3). When an organisation has a valid WSP document, it is perceived as an indication that the organisation has engaged in strategic planning of the skills development process; that the employer has identified the organisation's skills need and skills of the employee to address equity for all occupation groups, and reflect forward planning and skills development interventions

to replace such skills and achieve the organisations strategic objectives (Truman & Coetzee, 2007:36).

The completion of a WSP involves consultation with both employees and the employer. Whoever is assigned this responsibility needs good communication skills to determine what the skills needs of the employee are and communicate them to the employer. It appears that not all employers are completing the WSP as 62% completed the WSP in the financial year ending 2007. Although this is a huge improvement, as compared to the 51% of the year ending 2003, it is however a concern to the researcher that there has been only a 10% improvement in four years, more so that the percentage of large firms has decreased by 1%. This, to the researcher, indicates that there is a slow rate of consultation with employees to determine their needs. Table 6 depicts the percentage of workplace organisations which have a WSP.

Table 7: Organisation having WSP by size, in 2006/07 compared to 2002/2003

Enterprise size	Percentage	Percentage
Year	2002/2003	2006/2007
Small (1-50 employees)	39	51
Medium (50-150 employees)	76	84
Large (150+ employees)	94	93
Average	51	62

Source: Paterson et al., 2008:43

2.3.5. Claiming of mandatory skills grant

When the Government enacted the Skills Development Act (SDA) and the Skills Development Levies Act (SDLA) it introduced a skills levy grant system and motivated it by saying:

A grant mechanism enables targeting of funds to areas of strategic skill need against clearly defined criteria. Grants act as incentives for enterprises to train in those areas targeted. A levy-grant scheme is an efficient mechanism to the extent that those that pay the levy are able to benefit directly by claiming the grant to compensate them for costs incurred whilst training in defined areas ... The levy-grant scheme enables government to leverage better enterprise training through the conditions which they are required to meet in order to access the grant – a leverage which

is strengthened when [the state] provides a matching fiscal contribution in priority areas (DoL 1997:67).

This system obliges employers to contribute towards the Skills Levy Fund by paying a skills levy tax, and they can claim back from the fund once the employer has completed the workplace skills fund and the training annual report which is an indication that training has actually taken place. SETAs distribute mandatory grants on the receipt of WSPs and implementation reports from employers. The percentage of companies claiming WSPs grants has increased from 41% in 2002/03 to 55% in 2006/07 as shown in Table 8.

Enterprise size	Registered with SETA		Claimed Grant	
	2002/2003	2006/2007	2002/2003	2006/2007
Small (1-50 employees)	56	62	29	42
Medium (50-150 employees)	78	88	66	81
Large (150+ employees)	95	95	85	93
Total	63	70	41	55

Source: Paterson et al., 2008:160

This is a great improvement considering that employers can only claim grants if they have engaged in actual training. The skills development grant is used as an incentive for employers to increase education and training in the workplace. They can claim grants from their SETA by submitting a WSP (which outlines their training plans for the year) as well as submitting an implementation report where the employer reports on the execution of the WSP. A larger percentage of firms with low training rates did not claim grants, the implication being that companies which claimed grants were more likely to have higher training rates. Statistical analysis showed that a significantly larger proportion of firms that had WSPs also claimed grants. Looking at Table 7 and Table 8 firms that claimed to have developed WSPs exceeded the number of firms that reported claims for grants. The proportion of firms that claimed to have a WSP (Table 7) was 10 per cent higher than the proportion of firms that actually claimed grants (Table 8). The major growth in the number of large levy

paying organisations receiving workplace skills grants is of particular significance as it signals improved compliance by employers to the legislation.

The submission of WSPs is, however, only one of the steps in integrating good human resources and skills development practices in organisations. Ongoing focus is required to ensure that workers as well as employers feel the impact of quality training by integrating the strategic focus and skills development practices within organisations.

2.4. ROLE OF AN EMPLOYEE

The slogan “Nothing about us without us” becomes true in workplace skills development. It translates to “nothing can be done about employees without their involvement”. The involvement of employer and employee is critical to the success of skills development in the workplace. A vast field of literature on skills development in South Africa exists, concentrating on policy documents (Kraak, Lauder, Brown & Ashton, 2006) and the (in)effective functioning of the skills development institutions (Davies & Farquharson, 2004, 2005; Grawitzky, 2007). A few, if at all, concentrate on the employee as the beneficiary of skills development.

In the NSDS 2005-2010, targets were set of how many employers and employees need to have been reached to participate in skills development (DoL, 2005a). Supervisor/line managers (Smith & Comyn, 2004: 323,327), SDF or a union representative are better positioned in assisting employees in identifying what their needs are and channelling them to appropriate training programmes. The role of employee development lies within the employee; no one knows and understands the needs of the employee better than the employee him/herself. Employees should take an interest in knowing what programmes are available in their workplaces and, crucially, also get involved in them. More often employees moan and groan about their position in life, about their manager not being fair and so on. Yet when employers introduce programmes that will better the employee’s prospects at work he/she gets suspicious without even listening to what it is about. The suspicion is usually brought by the fear that workplace programmes are implemented to catch employees who are not performing and then dismiss them.

Employees with a low level of education are usually the ones affected the most and need to be developed. Yet according to Ikenaga and Kawaguchi (2010:7), they are the ones with low level of training participation rate. It becomes essential that employees work closely with someone who understands what training opportunities are available and will best suit the job that the employee does. Employees need to be motivated and motivation comes with dedication and enjoyment of doing the work they are employed for. According to Smith and Comyn (2004: 326, 330), employees used different approaches to develop their own employability skills, these included proactive communication, asking questions, active listening, developing working relationships with managers and seeking out helpful people (supervisor, manager, colleague) as mentors.

To fully enjoy the work they are doing, employees need to be competent in what they do and that carries a responsibility to seek knowledge, experience and skills which can be gained by workplace skills development. In most instances in the workplace, employees are told by management what to do, however when it comes to skills development, this is one area in which employees should not just receive orders, but rather take ownership. Employees need to take initiatives and accept ownership of their own development; they also need to develop their own developmental plans together with line management. Employees should develop systems for organising their work and take advantage of off-the-job training opportunities (Smith & Comyn, 2004: 330). Employee training should be informed by the training needs of the employee, in line with the needs of the organisation.

2.5. SUMMARY

The role of the employer in skills development, as demonstrated by the literature, is enormous and a number of employers are complying with the requirements of legislation; however compliance is not the same as commitment. What is needed to drive skills development is commitment from all stakeholders – employer, employee, union and the SDF.

There is no evidence in the literature that links the role of the employer to the knowledge of employees; actually literature is almost silent on the role and knowledge of employees on skills development. There could never be any progress in workplace skills development without commitment from its stakeholders, more so the employer and employee. Employees need to take initiative and gain knowledge of workplace skills development, what it mandates and what role should employers play in developing the employed workforce.

In Chapter two I provided in-depth knowledge on the role of the employer in workplace skills development in the South African workplace. This review looked at the knowledge of employees, on the role of the employer in workplace skills development besides focusing on the skills levy fund, SDF, training committees, WSP and ATR.

In Chapter three I will be focusing on the research methodology used, procedure of data collection from the empirical study conducted at Naledi-Nkanyezi Private Hospital, the analysis of data and the interpretation of the responses to the survey.

CHAPTER 3

RESEARCH METHODOLOGY, DATA ANALYSIS AND INTERPRETATION

3.1. INTRODUCTION

The focus in chapter three is on the research methodology, the procedure of data collection from the empirical study conducted at Naledi-Nkanyezi Private Hospital as well as the analysis of data and its interpretation.

3.2. RESEARCH APPROACH

Babbie (2005:23) explains that the distinction between quantitative and qualitative data in social research is essentially the distinction between numerical and non-numerical data. The research approach for this study was quantitative in nature, because it allowed the researcher to explore numerical data (Fouché & De Vos, 2005c:73) of employees' knowledge on the role of the employer in their place of work and about skills development, through an objective and systematic process (Grove, 2005:23). The factual nature of the quantitative approach seemed to be appropriate for this study, as numbers (statistical procedures) have the advantage of being exact (Bless, Higson-Smith & Kagee, 2006:44).

3.3. TYPE OF RESEARCH

Utilising the contribution of Fouché and De Vos (2005b:105) and Grove (2005:33), the researcher conducted this study utilising applied research as it was practical and designed to generate knowledge that will be useful for both the employee representatives and the management of Naledi-Nkanyezi Private Hospital, as decisions need to be made about skills development in the workplace (Chambers, 2003:389-390).

3.4. RESEARCH DESIGN AND METHODS

3.4.1. Research design

A quantitative research design was used (Rubin & Babbie, 2005:110) as the researcher wanted to answer questions validly, objectively, accurately and economically (Kumar, 2005:84). A simple randomised survey was used, which is quantitative-descriptive in nature (Fouché & De Vos, 2005c:133,143), as the researcher was interested in a detailed numeric description of particular data (Brown, 2008:59) of a sample of the employees at the Naledi-Nkanyezi Private Hospital (Creswell, 2003:153).

3.4.2. Research population, sample and sampling method

The entire collection of individuals who were considered for the study (McBurney & White, 2004:373) was the 173 full-time employees from all occupational levels, set within the boundary of the Naledi-Nkanyezi Private Hospital (Strydom, 2005c:204). This number decreased from the initial number of 180 employees included in chapter one, due death and resignation.

Not all employees were included in the study as a sample which reflected and represented the population of the subjects selected (Strydom, 2005a:198, 203-204). The researcher implemented probability sampling as a technique that is based on randomisation (Babbie & Mouton, 2001:175) where each unit has an equal chance of being selected. Random or probability sampling is further divided into simple random, systematic sampling, stratified random sampling, cluster sampling and panel sampling. Based on given information, a systematic sampling technique was used.

The researcher requested a personnel/employee list from the human resource manager of Naledi-Nkanyezi Private Hospital (Bryman, 2004:90). A sample of 100 employees was then selected from the list of 173 employees using a systematic sampling technique. A table of 1000 random numbers was obtained from Stat Trek's Random Number Generator (Sa), each employee was assigned a number from 1 to 173. The first person was selected by simple random sampling and subsequent

numbers using the second interval from the table of random numbers. The sampling method chosen was appropriate, and the sample size of 100 was adequate to conduct the study as it was representative of the defined population of full-time employees of Naledi-Nkanyezi Private Hospital.

3.4.3. Data collection

A group-administered questionnaire was used to collect data from employees of Naledi-Nkanyezi Private Hospital. This data collection tool, which Mertler (2006:103) refers to as a survey, is administered in written format where a researcher asks respondents to answer a series of statements or questions. The questionnaires are then returned to the researcher. The said questionnaire contained different types of questions and/or statements that were designed to explore the knowledge of employees of Naledi-Nkanyezi Private Hospital about the role of their employer in workplace skills development (Rubin & Babbie, 2005:754). A group-administered questionnaire was the appropriate data collection method as it was cost effective and could be easily administered to a large group of employees. The researcher was present at the time of completing the questionnaire. In this way there was no postage cost involved.

The questionnaire content was designed using information gathered in literature on the role of the employer in workplace skills development. The questionnaire was designed to have a mixture of both closed- and open-ended questions; this assisted the researcher in balancing out any discrepancies that might have arisen by using one type of questioning only. Copies of questionnaires were hand delivered (McBurney & White, 2004:245) to Naledi-Nkanyezi Private Hospital offices and had clear instructions on how to be completed (see Addendum C).

The group-administered questionnaire was pilot tested with two employees who did not form part of the actual study. This followed Strydom's (2005a:209) explanation that the pilot testing should be conducted on a small scale of the real total community where the main investigation will take place. The employees at Naledi-Nkanyezi Private Hospital were interviewed in order to uncover aspects of the instrument that needed refinement. There were no discrepancies in the research questionnaire that required the researcher to modify the questionnaire.

The researcher, with the assistance from a liaison person at Naledi-Nkanyezi Private Hospital, arranged sessions for groups of employees to self-administer the questionnaire. The researcher was present during the completion of the questionnaires to explain any uncertainties regarding how to complete the questionnaire. At the end of each session the researcher physically collected completed questionnaires.

A total of 42 employees completed the questionnaires as compared to 100 employees as planned. The data collected was scanned into a computer. The completed hard copies are safely stored at the Department of Social Work and Criminology, and in this way adhere to the policy of the University of Pretoria which also requires storage of the information for fifteen years.

3.4.4. Data analysis

According to Kruger, De Vos, Fouché and Venter (2005:218), data analysis involves categorising, ordering, manipulating and summarising data to obtain answers to research questions. Numerical and non-numerical data was collected and, therefore, the data required coding for its' analysis and interpretation when collected. Before analysing the collected data, the researcher needed to quantify the data. Data quantification is the conversion of hard data into readable forms amenable to computer processing and analysis (Babbie, 2009:422). Once data quantification and coding was completed by the researcher, the data was entered into a computer excel spread sheet, then analysed and illustrated through tabular and graphic presentation.

3.5. RESEARCH FINDINGS

The data was analysed and interpreted in terms of the arrangement below:

SECTION A: Demographic Profile

SECTION B: Employment, Work and Education Profile

SECTION C: Workplace Training

SECTION D: Workplace Studies

SECTION E: Workplace Skills Development Committee and Skills Development Facilitator

SECTION A: DEMOGRAPHIC PROFILE

The first section, Section A, provides the demographic details of the respondents with regards to gender, age and union membership.

- **GENDER**

Figure 2: Histogram of employees per gender

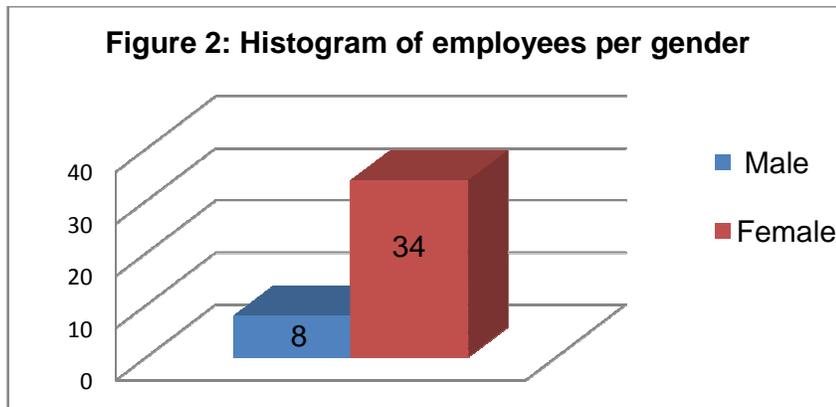
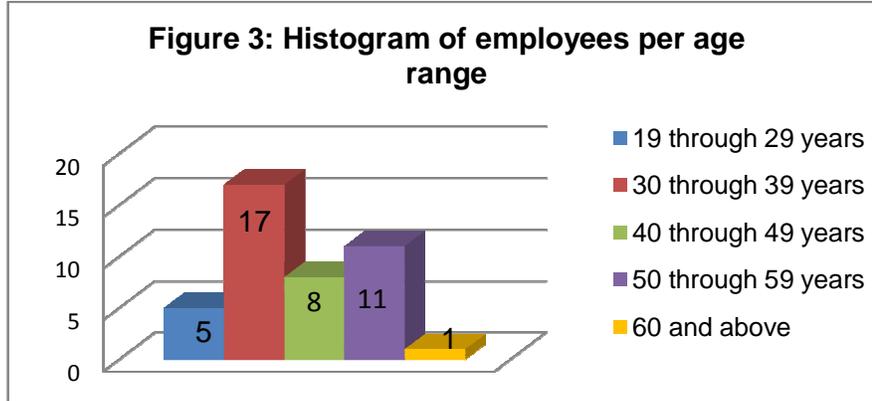


Figure 2 shows that 81% of respondents were female while only 19% were male. This does correspond with the employee base of Naledi-Nkanyezi Hospital, where females represent 84% and males 16% of employees. It is the opinion of the researcher that the employee demographic profile in healthcare facilities, like Naledi-Nkanyezi Hospital, is dominated by female employees. The gender breakdown of Naledi-Nkanyezi Hospital shows the study by Enberg, Stenlund, Sundelin and Ohman (2007:169) to be accurate that the majority of healthcare personnel are women.

- **AGE RANGE**

Figure 3: Histogram of employees per age range



As shown in Figure 3, the greatest single proportion of the respondents (38.6%) was in the age range of 30 to 39 years followed by the 25% in age group of 50-59 years.

- **AGE RANGE AND GENDER**

Figure 4: Histogram of employees per age range and gender

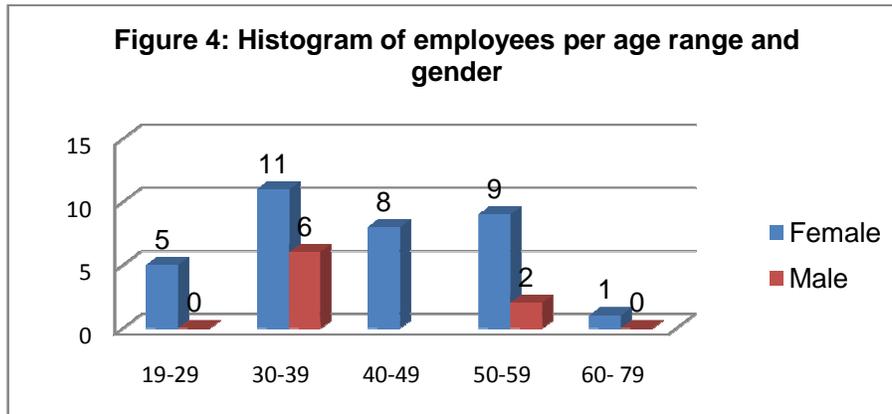
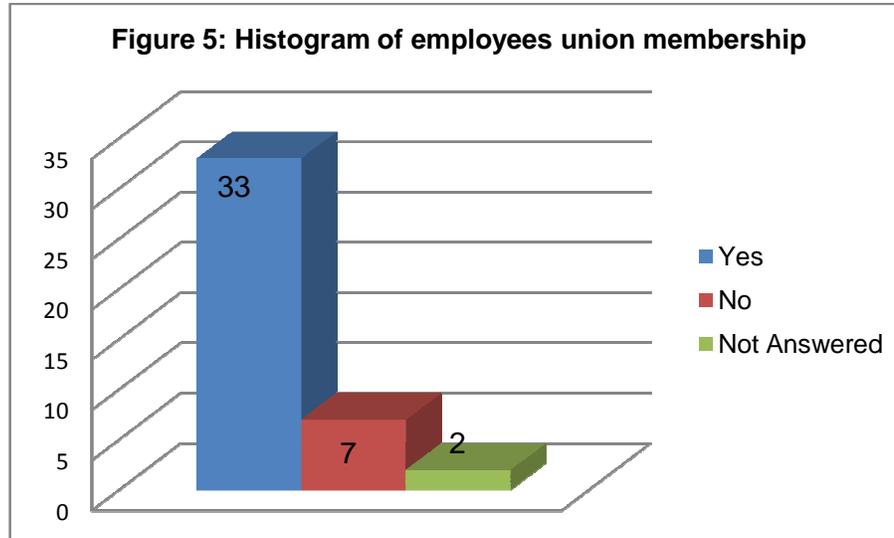


Figure 4 shows there were no male respondents in the age groups of 19 to 29 years old, 40 to 49 years old and 60 to 79 years old. The only males were in the age range 30 to 39 years and 50-59 years old.

- **UNION MEMBERSHIP**

Figure 5: Histogram of employees union membership



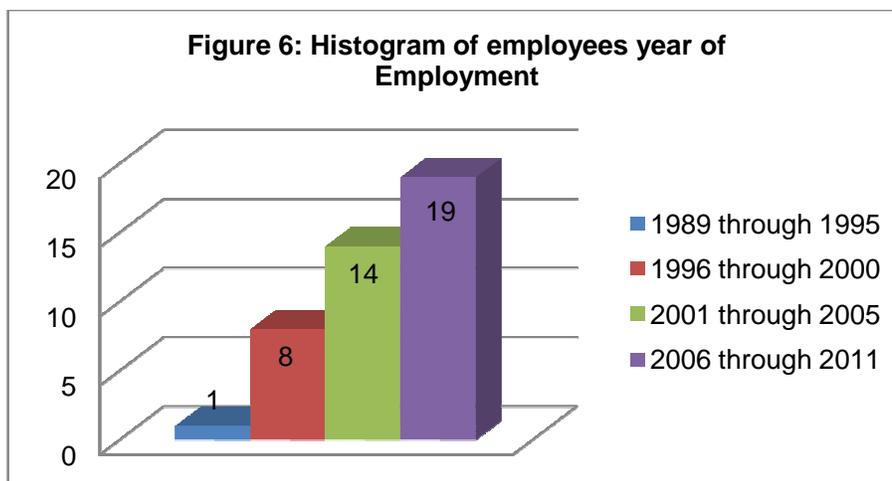
A majority (78%) of employees at Naledi-Nkanyenzi Hospital belong to a union, 17% do not and (5%) did not respond to this question. This is despite of what is noted by Bennett and Taylor (2001:271) that over the years, especially in the 21st century, union membership has declined. Conventional wisdom holds that the main purpose of a labour union is to function as a bargaining agent for employees (Bennett & Taylor, 2001:261). Unions represent workers in negotiations over salaries, working conditions, employee benefits including skills development. As per Bhorat, van der Westhuizen and Goga (2007:56), the importance of union membership is not only to increase wage premia to workers, but also as a contribution to decrease wage inequality.

SECTION B: EMPLOYMENT, WORK AND EDUCATION PROFILE

Questions in this section were aimed at gaining background information about employment experience, the work responsibility and education level of respondents. This question was asked in order to assess whether workplace training is applied across the board or if it depended on the level of education, job responsibility or the number of years the individual has been employed.

- **YEAR OF EMPLOYMENT**

Figure 6: Histogram of employees year of employment



As shown in Figure 6, all respondents participated in this question. Forty-five percent of the employees were employed between 2006 and 2011, followed by 33% employed during 2001 and 2005. Only 2% were employed during 1989 and 1995, which is the period in which Naledi-Nkanyezi Private Hospital was opened. The increase in number of employees employed between 2001 and 2011 is of interest to the researcher as this is the period in which the Skills Development Act No 37 of 2008 was implemented in South Africa.

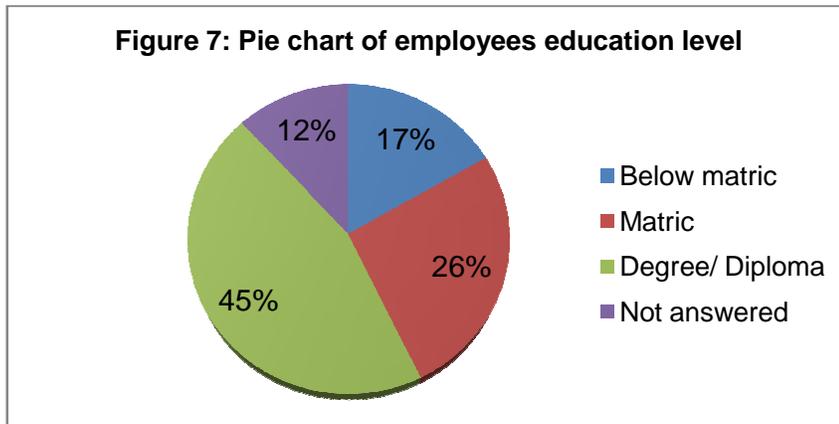
Table 9: Current position of employees

Current Work Position	No of Responses	Percentage
Manager	4	9.5
Professional/General nurse	8	19
Enrolled nurse	8	19
Nursing Assistant	1	2.4
Pharmacist	3	7.2
Pharmacist Assistant	5	11.9
General Worker	9	21.4
Other: Human Resources	1	2.4
not answered	3	7.2
Total	42	100

Table 9 indicates that general workers (GW) accounted for 21.4% of the respondents followed by professional nurses and enrolled nurses at 19% each. Three respondents did not answer what their current work position was.

- **EDUCATION LEVEL**

Figure 7: Pie chart of employees education level



As shown in Figure 7, 45% of the respondents have a degree or diploma and 26% are matriculants while 17% were not educated up to matric. Twelve percent did not answer the question on education level. The results show that most Naledi-Nkanyezi Hospital employees have an education level above matriculation. This is in line with

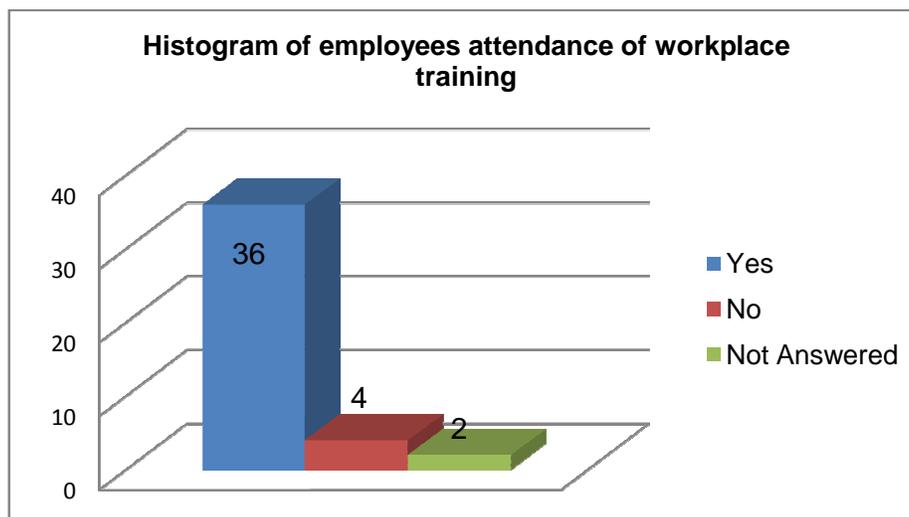
the evidence that 38% of the respondents are nurses (professional and enrolled nurses), as shown in Table 9. In accordance with the South African Qualifications Authority (SAQA) Act No. 58 of 1995, and Higher Education Act No. 101 of 1997, to enrol in nursing education one requires a grade 12 (matriculation) certificate or an equivalent of NQF level 3 certificate.

SECTION C: WORKPLACE TRAINING

Section C explores whether the respondent has ever received workplace training since being employed at Naledi-Nkanyezi Private Hospital and the relevance of the training to his/her daily job. This section also assesses whether the employee will use the training gained in his/her day to day job. The results on this section are depicted in Figures 8 to 27.

- **WORKPLACE TRAINING ATTENDANCE**

Figure 8: Histogram of employees attendance of workplace training



The question on workplace training was aimed at determining whether the employee has ever attended workplace training since employed by Naledi-Nkanyezi Private Hospital. As shown in Figure 8, 86% indicated that they have attended workplace training since they started working at Naledi-Nkanyezi Private Hospital, whereas 9% respondents have not and 5% did not respond to the question. The training rate of Naledi-Nkanyezi (86%) is comparable with the data of the National Skills Survey of

2007 reported by Paterson et al. (2008:81-94) which was 66% in the year 2006/2007 for large enterprises with employees numbering more than 150.

- **WORKPLACE TRAINING ATTENDANCE BY GENDER, AGE RANGE AND UNION MEMBERSHIP**

Figure 9: Bar graph of employees attendance of workplace training by gender

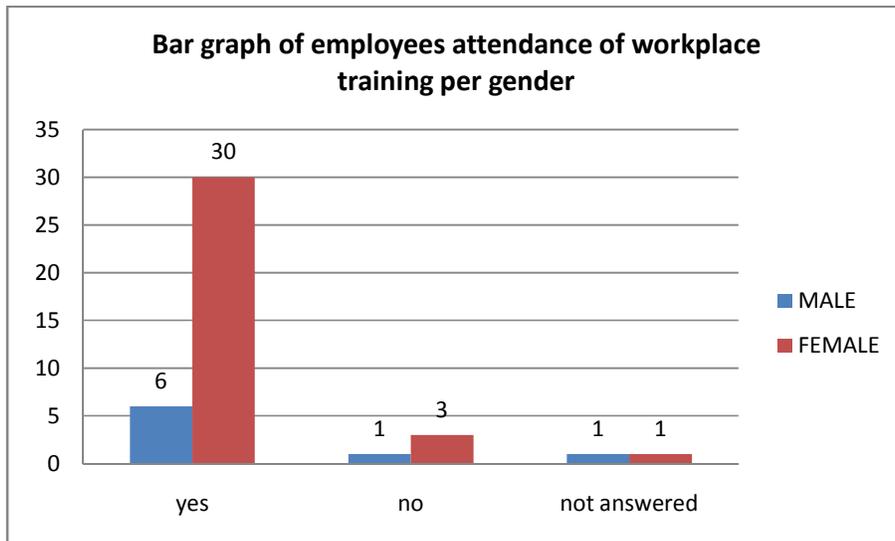


Figure 10 : Bar graph of employees attendance of workplace training per age range

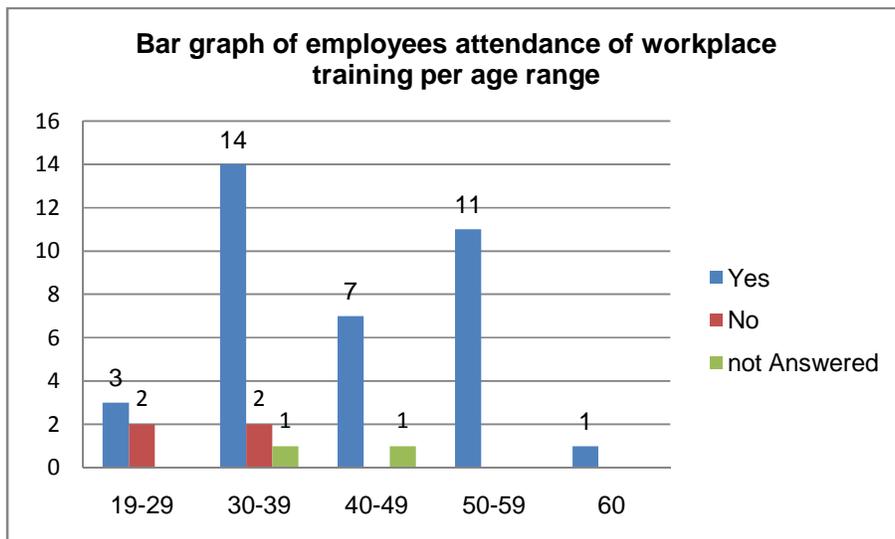


Figure 11 : Bar graph of employees attendance of workplace training per union membership

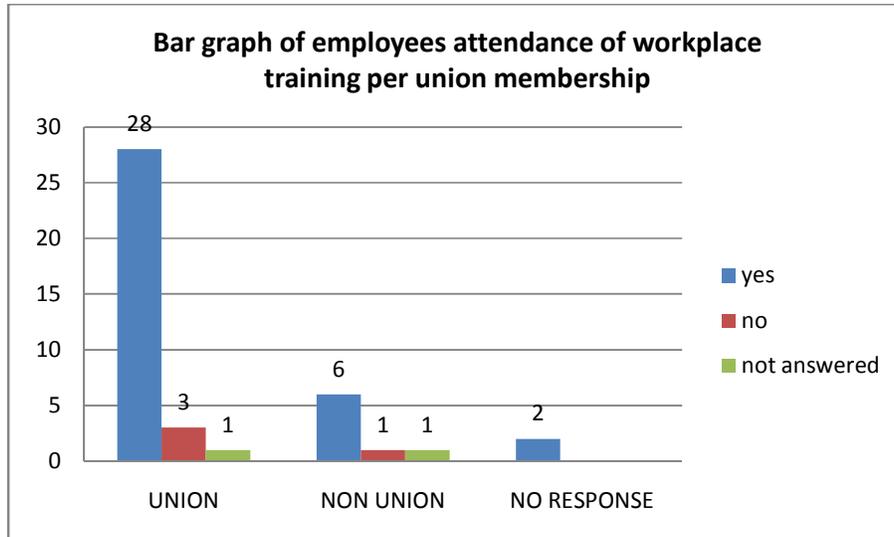


Figure 9, 10 and 11 is the graphical results of employees attendance of workplace training by gender, age range and by union membership.

Of the employees who indicated that they have attended training since employed at Naledi-Nkanyezi Private Hospital 83% are females and 17% are males (Figure 9); the majority (39%) are in the age group range of 30-39 years, followed by 31% in age range 50-59 years (Figure 10). Union members represent 78% of those who attended training with only 6% non-union members (Figure 11). The larger percentage of union members attending training could be as the results of positive involvement of union representative in workplace skills development.

The South African strategy of “Skills for Productive Citizenship for All” (DoL 2003a:9) seem to be adopted and followed at Naledi-Nkanyezi Private Hospital. This is reflected by a training rate that seems to represent a mix of both younger (30-39 years) and older (50-59 years) employees as shown in Figure 10. This approach of supporting the skills development both younger and older employer employees, coupled with union representative involvement could yield favourable long-term

returns for Naledi-Nkanyezi Hospital, as training should be as part of both older and younger employees' professional lives (Gosling, 2011:8).

- **LAST TIME OF ATTENDING WORKPLACE TRAINING**

Figure 12: Histogram of the last time employees attended workplace training

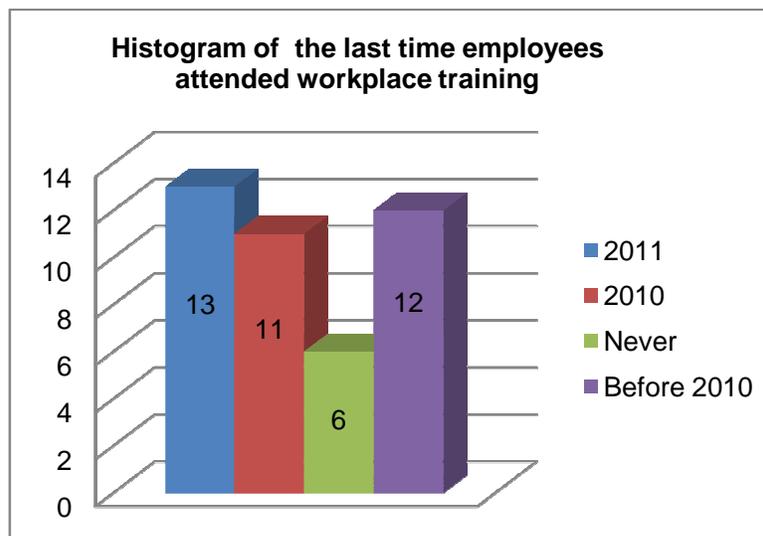


Figure 12 indicates that the majority of respondents (57%) attended workplace training, during the year 2010 and 2011, while working at Naledi-Nkanyezi Private Hospital. This reveals the commitment of both the employees and the employer in employee (self) development (Ikenaga & Kawaguchi, 2010:7,10); however there are still 14% who indicated that they did not attend any training or studies while employed at Naledi-Nkanyezi Private Hospital. These untrained employees delay the goals and outcomes of the National Skills Development Strategy (NSDSIII) of encouraging better use of workplace-based skills development and training of employed workers to enable improved productivity and to empowering the workforce to adapt to change in the labour market (DHET, 2010).

- **LAST TIME OF ATTENDING WORKPLACE TRAINING BY GENDER, AGE RANGE AND UNION MEMBERSHIP**

Figure 13: Bar graph of the last time employees attended workplace training by gender

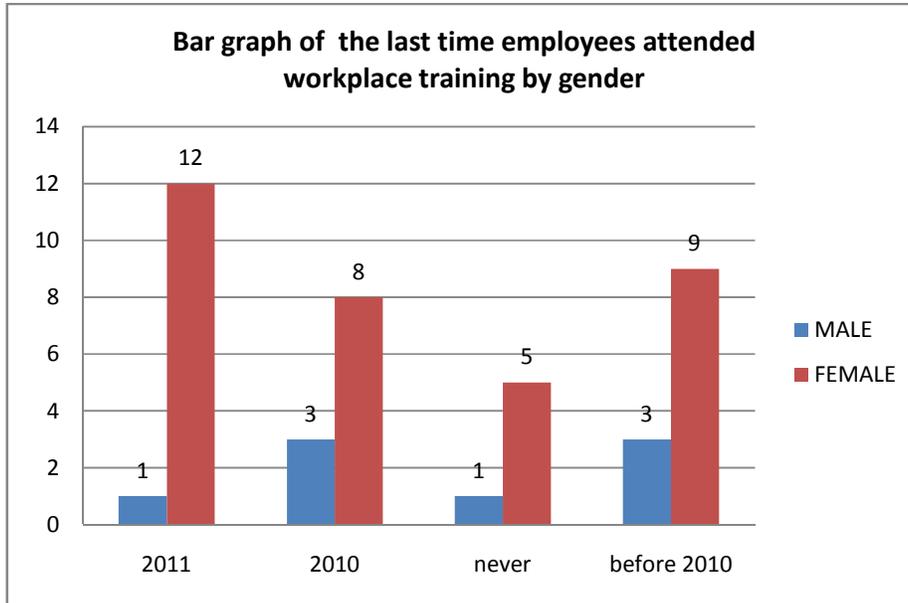
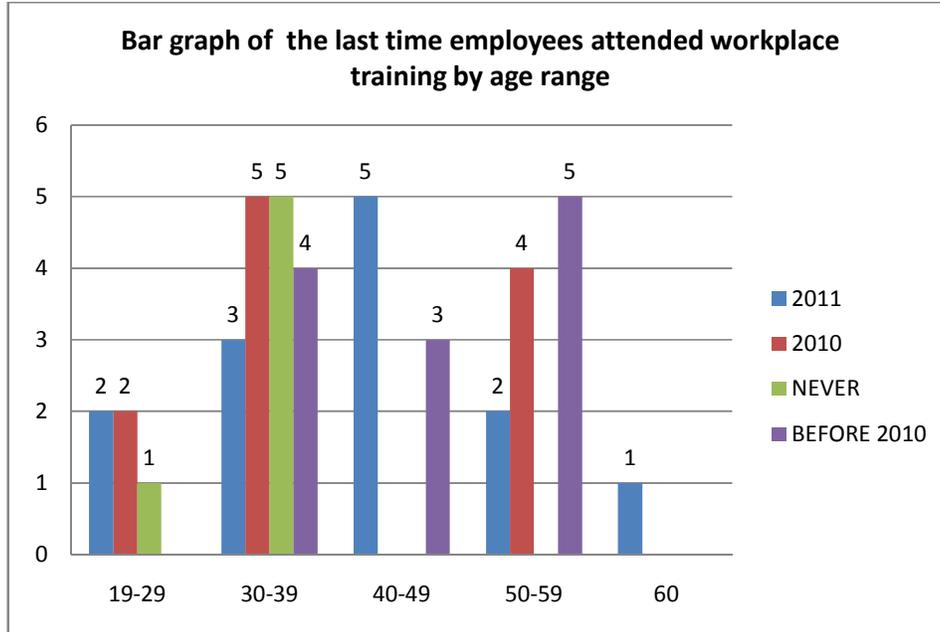


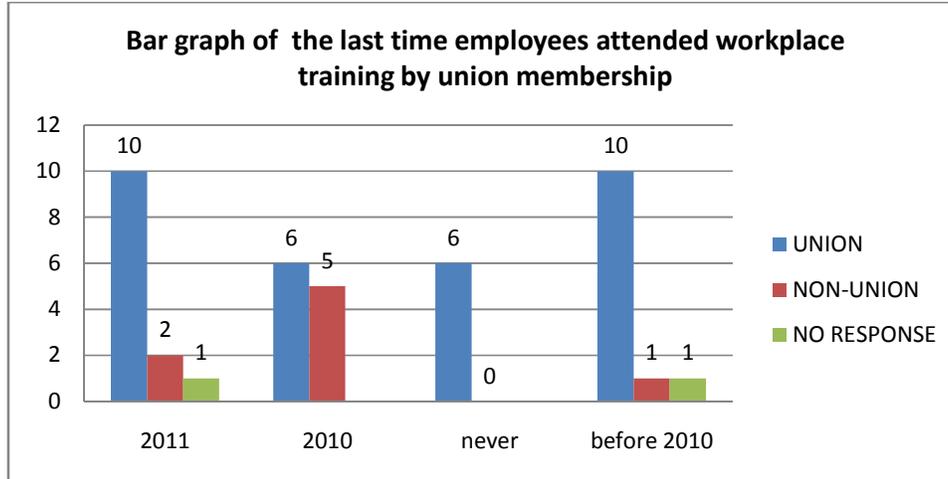
Figure 13 to 15 reflect the gender, age range and by union membership graphical representation of the last time employees at Naledi-Nkanyezi Private Hospital attended workplace training. Naledi-Nkanyezi appears to be investing more training in employees of the female gender, this is reflected in Figure 13, in all the years (2010, 2011 and before 2010) in which employees engaged in training, females are a majority at 19%, 29% and 21% respectively as compared to 7%, 2% and 7% in 2010, 2011 and before 2010 respectively of the male gender.

Figure 14: Bar graph of the last time employees attended workplace training by age range



Results in Figure 14 reflects a fluctuation in age range of employees last attendance in training. The majority, 42%, of employees who last attended training before year 2010 are in the age group of 50-59 years, followed by 33% in age range 30-39 years and 25% in age range 40-49 years. There is no one who responded to have last attended training before 2010 in the age range 19-29 years. The year 2011 seems to be the year in which all age groups are represented, with the major (38%) representation of age 40-49 years, followed by 23% in age range 30-39 years and 15% of age group 19-29 and 50-59 years.

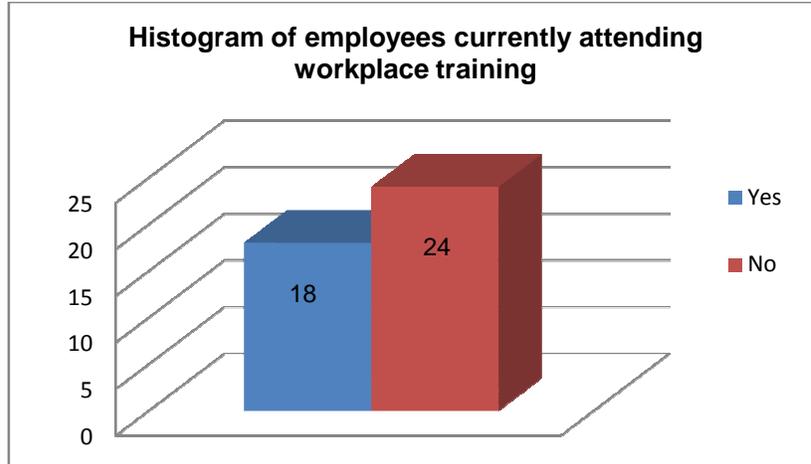
Figure 15: Bar graph of the last time employees attended workplace training by union membership



As depicted in Figure 15, employees who are union members are reported to be a majority of those who last attended training, they represented 83% before year 2010, 55% in 2010 and 77% in 2011 as compared to non-union members who are 8%, 45% and 15% respectively.

- **WORKPLACE TRAINING ATTENDANCE**

Figure 16: Histogram of employees currently attending workplace training



All respondents responded to the question concerning whether they were currently attending training at the time of survey or not. Forty-three percent indicated that they were currently attending training at the time of the survey, whereas 57% of the respondents were not. Employers are expected to implement and adhere to this Skills Development Act by training and educating their employees. This is evident in National Skills Development Strategy of 2011 to 2016 with a theme of “A skilled and capable workforce to support an inclusive growth path”. One of the ways that employees will become skilled is through training and education.

Figure 17: Bar graph of employees currently attending workplace training by gender

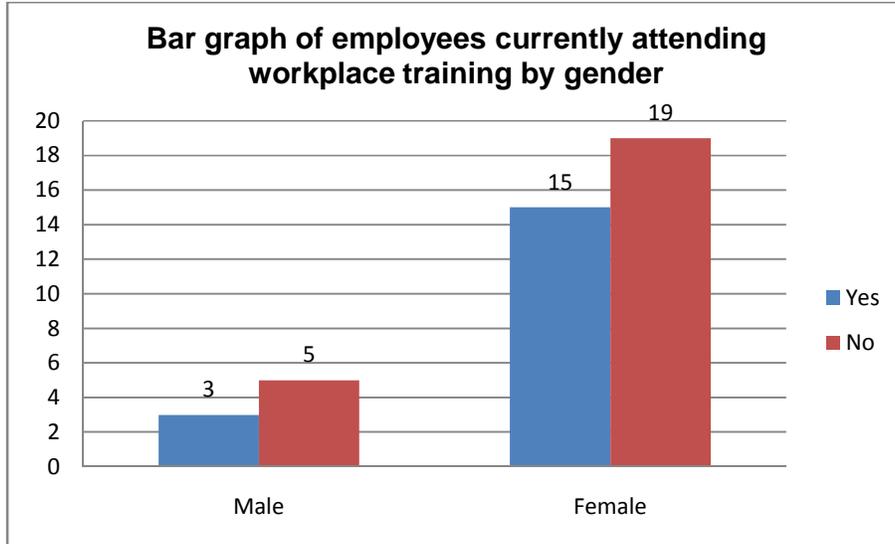
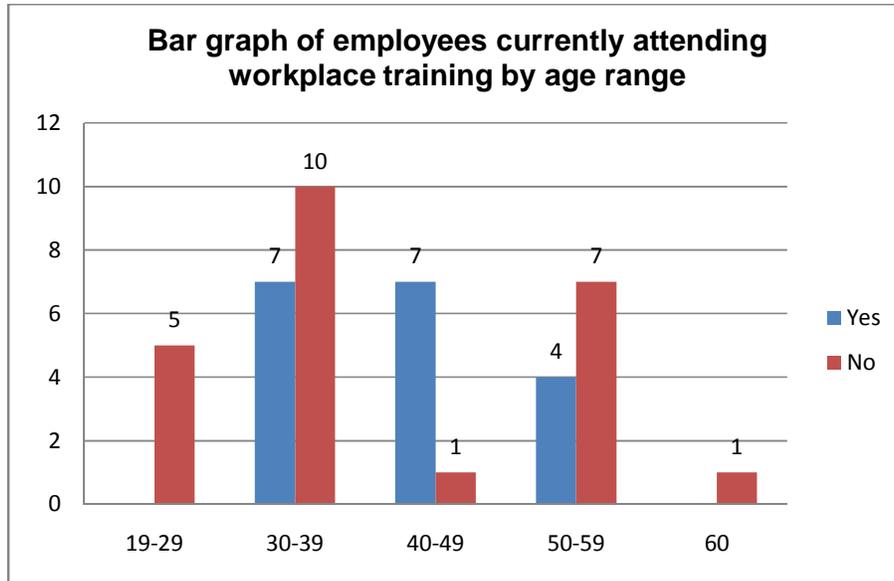


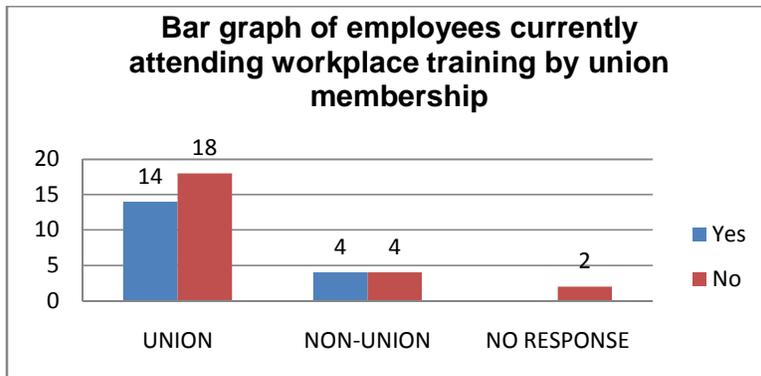
Figure 18 is an extension of Figure 17, it details the number of employees who were currently attending training by gender at the time the research was conducted. Of the 18 employees who were attending training 83% were females and 17% were male. Even in those who were not attending training, females dominated at 79% versus 21% of males with the same response.

Figure 18: Bar graph of employees currently attending workplace training by age range



In Figure 18, there is no one in age group of 19-29 and 60 years and above who indicated that they were attending training at the time of the research. The majority, at 39% each, is in the age group 30-39 years and 40-49 years followed by age range of 50-59 years at 22%. The results in figure 18 confirms the results earlier reported in Figure 10 where employees in the age group of 30-39 years and age group 50-59 years were leading in numbers of those who have attended training. The results in the two Figures (Figure 10 & Figure 18) shows consistency in the target age group that is developed at Naledi-Nkanyezi Private Hospital.

Figure 19: Bar graph of employees currently attending workplace training by union membership



The results in Figure 19 show that for both those who responded that they were currently attending training and those who were not, employees who are union members dominated at 78% and 75% respectively. This is rather disappointing to the researcher that a larger percentage of those who are were not attending training will be union members. As indicated by Csiernik (2003:27) that union leaders are to be supportive of workplace training and encourage employee, especially those they represent, to access and gain entry to training.

- **WORKPLACE TRAINING START DATE**

Figure 20: Histogram of workplace training start date



Figure 20 indicates that of the 43% who responded in the affirmative to the previous question, 33% started training in 2011 and another 33% in 2010. Twenty-two percent started training before 2010. Eleven percent did not answer the question.

- **WORKPLACE TRAINING VENUE**

Figure 21: Histogram of workplace training venue

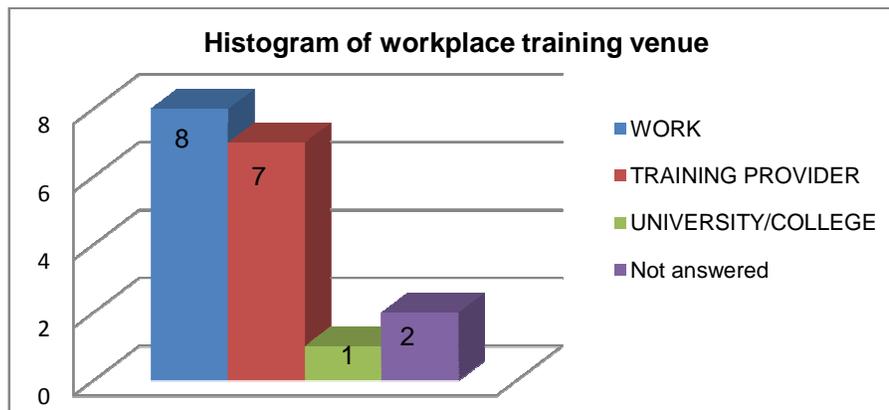
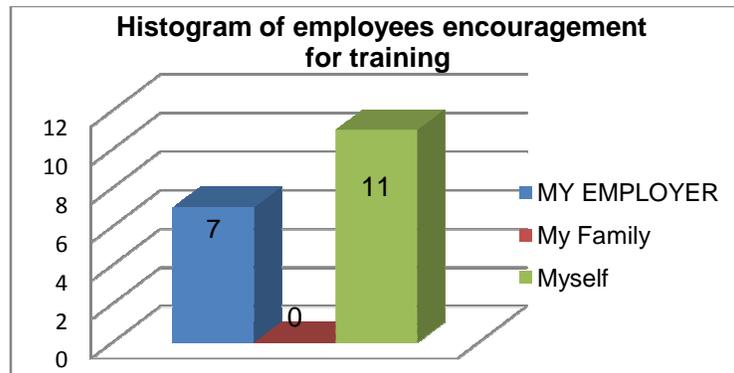


Figure 21 reveals that for fifteen (44%) of the respondents, training happens at the place of work or at the training provider’s venue (39%). Only 6% of the respondents indicated that training happens at the university or college, whereas the 11% did not respond to this question. The responses of the research respondents at Naledi-Nkanyezi confirms what Ikenaga and Kawaguchi (2010:4) and ILO (2009:25) said,

that workplace training could take place in or outside the premises of the employer but at the employer's time and expense.

- **TRAINING ENCOURAGEMENT**

Figure 22: Histogram of employees encouragement for training



Of the 18 respondents who were currently attending training, 39% indicated that the initiative for attending training was from the employer, whereas the majority (61%) indicated that they took the initiative. The fact that the majority of respondents indicated that they motivated themselves to attend training shows that Naledi-Nkanyezi employees are committed and dedicated to self-development (Smith & Comyn,2004: 326, 330). It is however disappointing that the percentage of employees who are encouraged by the employer is low. According to Faculty and Employee Assistance Program (FEAP) (2008:2, 3), supervisory responsibility is to develop employees and monitor their performance and this could be done through training and support.

- TRAINING NQF LEVEL

Figure 23: Bar graph of Training NQF level

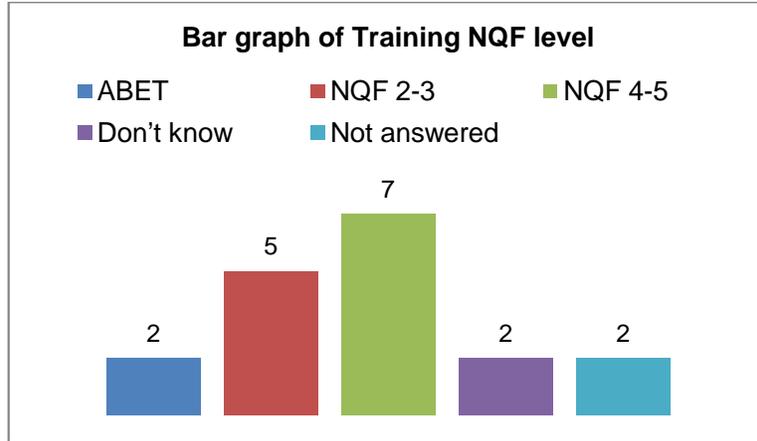
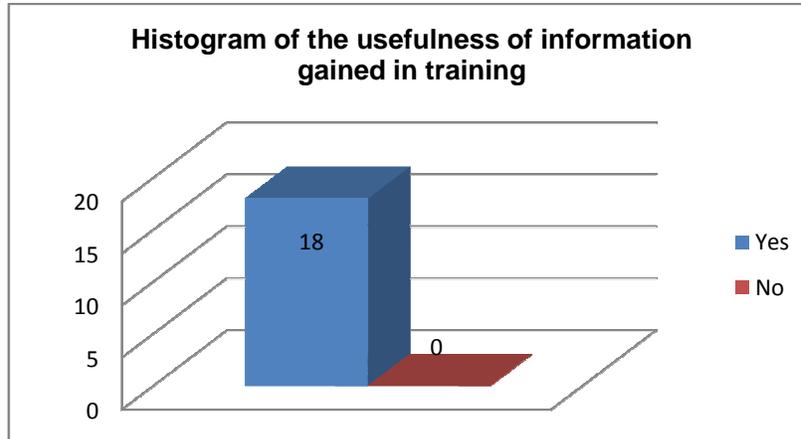


Figure 23 indicates that 39% or seven of the respondents were attending training at NQF level 4 to 5, followed by 28% or five at NQF level 2 to 3, with 2 respondents at ABET. The remaining 4 respondents, 2 each, did not answer or do not know at what level the training was. Ikenaga and Kawaguchi (2010:7) reported that training participation rate increases with the level of education. This is confirmed by Naledi-Nkanyezi employees as reflected by Figure 29. Employees who participated in NQF level 4 to 5 training are more than those who participated at NQF level 2 to 3 and ABET training.

- **INFORMATION GAINED IN TRAINING**

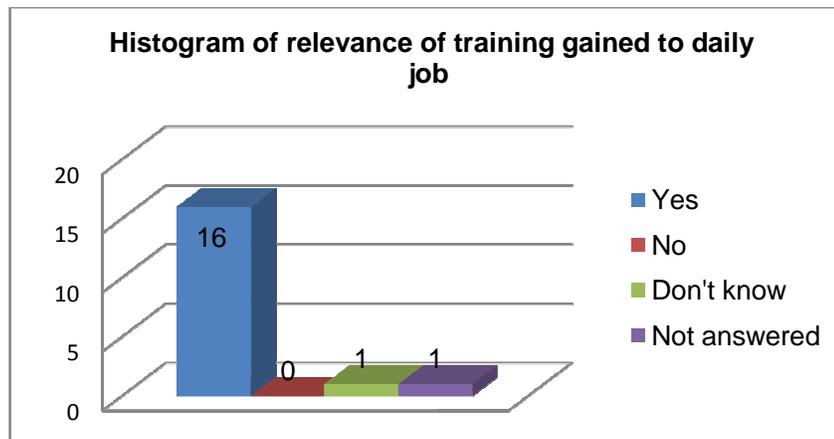
Figure 24: Histogram of the usefulness of information gained in training



All 18 respondents, even those who did not indicate the training NQF level, indicated that the training was useful in their day-to-day job. Naledi-Nkanyezi Private Hospital, as an employer, seems to be responding to the National Skills Development Strategy of 2011 to 2016 (DHET, 2010) of ensuring a skilled and capable workforce to support an inclusive growth path. This is revealed by the responses of respondents that the training they attended was applicable to their day to day job.

- **RELEVANCE OF TRAINING GAINED**

Figure 25: Histogram of relevance of training gained to daily job



As shown in Figure 25, 89 per cent of the respondents indicated training was relevant to their daily job; with 5.5% each who indicated they do not know and did not answer. Workplace training should be relevant to employee career path, be it in the current job or future jobs. The skill gained in training is beneficial to both employer and employee. When employers send employee for training, the employer hopes that the skill gained in training will be utilised to improve and maximise productivity (Bourn, 2005:11); whereas the employee's hope is that the skill gained will increase the chances of employment (Fallows & Steven, 2000:75).

- **NON ATTENDANCE OF WORKPLACE TRAINING**

Figure 26: Histogram of reasons for not attending workplace training



The second part of this section refers to the responses given by the 24 respondents who responded “No” to the question whether they were currently attending training or not. Of the 24 respondents, 92% gave reasons, which are listed below, for not attending training and 8% did not respond to the question.

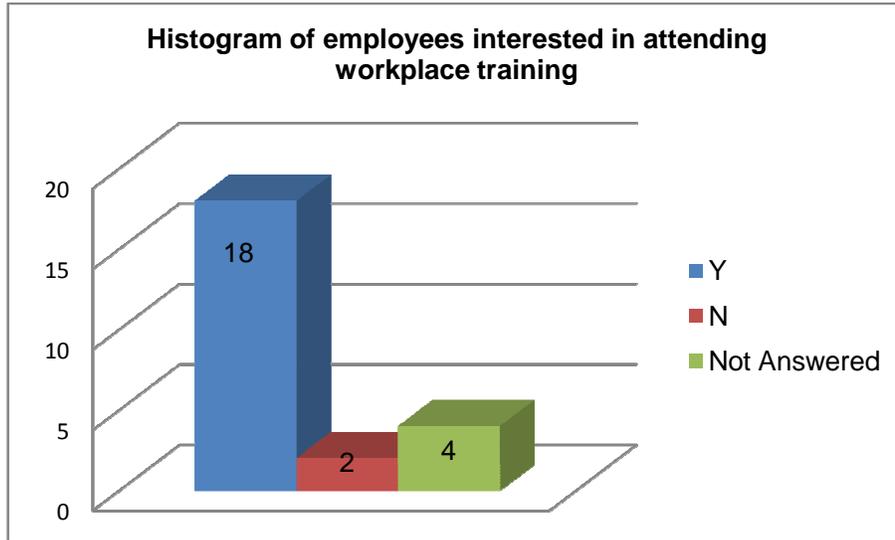
Table 10: Reasons for not attending training

Employer related	No	employee related	No
I am new in the workplace and training has not been introduced	3 (14%)	Never had enough opportunity	1(4%)
Shortage of funds and I have not been selected	1(4%)	I am a new mother who is still breastfeeding	1(4%)
Tried completing the form for skills need, but have not been trained for a year	1(4%)	No need at this stage	1(4%)
I have not been selected for training, instead I have enrolled myself with a college to further my studies	4 (18%)	Lack of money and family matters	1(4%)
No training on offer, also time plays a major role	5 (23%)		
Still on the waiting list	3 (14%)		
Sometimes I don't have good information about training	1 (4%)		
Total	18 (82%)		4 (18%)

Reasons related to respondent's not attending training have been classified into employer related reasons and employee related reasons. Of the responses, 82% are employer related while only 18% are employee related. Some of these responses confirm what has been revealed in literature. Ikenaga and Kawaguchi (2010:2,10) mentioned earlier that employers delay the timing of formal on the job training until they learn that the relationship between employer and employee will last for a long period, this is correlates to the response "I am new in the workplace and training has not been introduced". There are other responses that could be linked to Ikenaga's and Kawaguchi's (2010:2, 10) reasoning; for instance: no training on offer, time plays a major role; still on waiting list. Although employees are eager to train, the information that there was no training on offer at the time of the study prevented 23% of employees from being trained.

- **INTERESTED IN ATTENDING WORKPLACE TRAINING**

Figure 27: Histogram of employees interested in attending workplace training



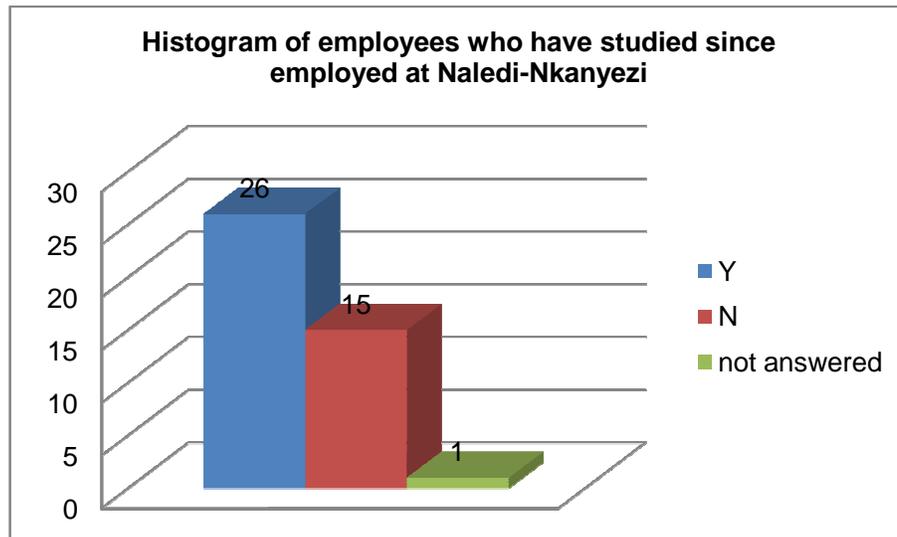
As shown in Figure27, out of the 57% of respondents who were not attending training, 75%indicated that they would like to attend training, 8% of the respondents said No and 16% did not respond to the question.

SECTION D: WORKPLACE STUDIES

In Section D the question on workplace studies was aimed at determining whether the employee has ever studied since being employed by Naledi-Nkanyezi Private Hospital and also whether the employer paid for those studies and did the studies take place in the employer's time. For the benefit of this study, workplace studies are studies that are initiated by the employee and paid by the employer.

- **STUDIED SINCE EMPLOYED AT NALEDI-NKANYEZI**

Figure 28: Histogram of employees who have studied since employed at Naledi-Nkanyezi Private Hospital



As shown in Figure28, 62% of the respondents specified they have studied since being employed at Naledi-Nkanyezi Private Hospital, 36% indicated they have not, and only one respondent did not answer the question. This shows that employees at Naledi-Nkanyezi Private Hospital are eager to study and prepared to enrol at institutions of higher learning regardless of the employer's contribution.

Figure 29: Histogram of employees who have studied since employed at Naledi-Nkanyezi Private Hospital by union membership

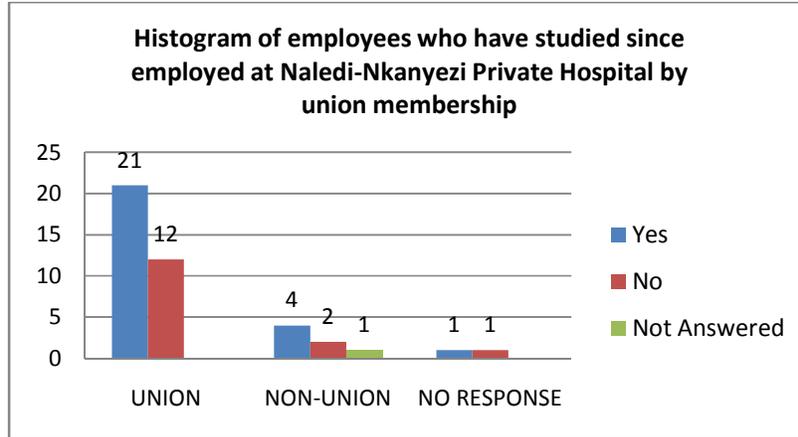
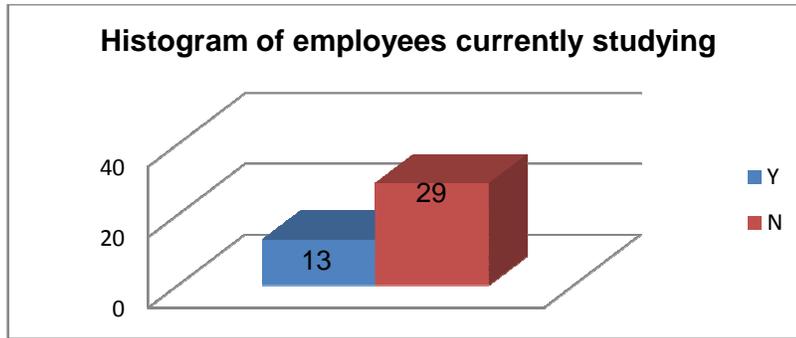


Figure 29 shows that of the 62% who responded that they had studied since employed at Naledi-Nkanyezi Private Hospital, 81% are union members, 15% are non-union members and 4% did not indicate whether they are union members or not. Being a member of the union could have an advantage for employees being trained in the workplace, as union leaders usually bargain for better benefits for their benefits (Livingstone & Raykov, 2005:61). The larger percentage of union members attending training could be as the results of positive involvement of union representative in workplace skills development.

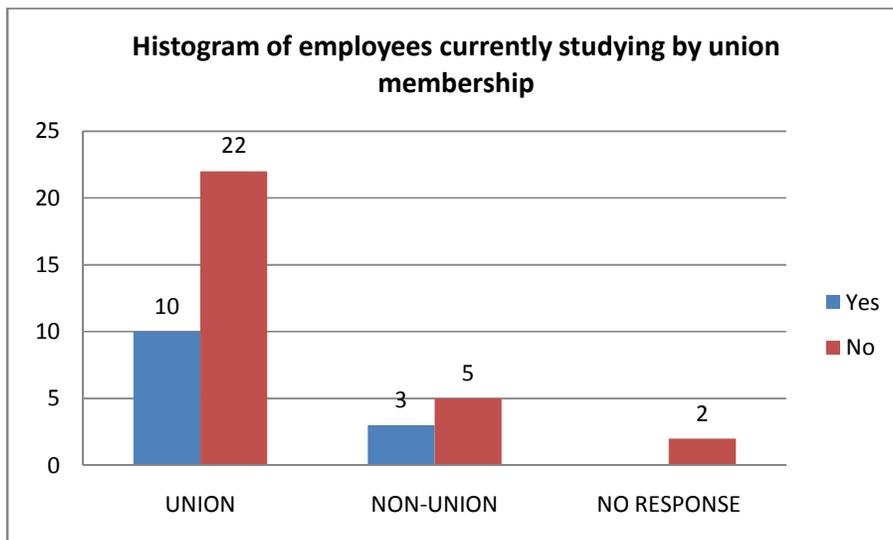
- **CURRENTLY STUDYING**

Figure 30: Histogram of employees currently studying



As shown in Figure 30, 31% responded that they were currently studying and 69%, including the one who did not respond, were not studying at the time of research. It is a concern to the researcher that although 62% of respondents have studied since being employed at Naledi-Nkanyezi, only 31% were currently studying at the time of the research.

Figure 31: Histogram of employees currently studying by union membership

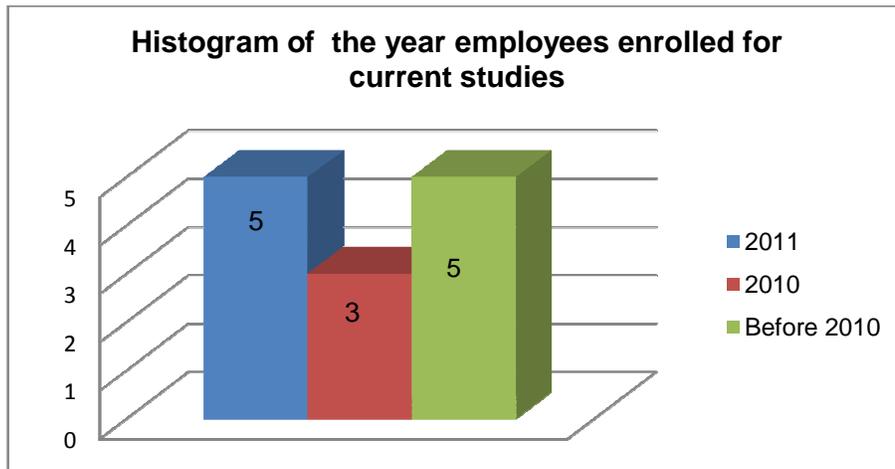


The results in Figure 31 show that for both those who responded that they were currently attending training and those who were not, employees who are union members dominated at 77% and 76% respectively. However if were to concentrate on only union members' responses, one were to notice that those who were not

studying at the time of the research were higher (69%) than those who were studying (21%). This now becomes a contradiction to what had been said by Livingstone and Raykov (2005:61), that union members are at an advantage of gaining access to training than those who are non-union members.

- **YEAR ENROLLED FOR CURRENT STUDIES**

Figure 32: Histogram of the year employees enrolled for current studies



As shown in Figure30 of the 31% of the respondents who were currently studying, 38% respectively enrolled in 2011 and before 2010 for their studies, while 23% enrolled during 2010(Figure 32).

Figure 33: Bar graph of the year employees enrolled for current studies by union membership

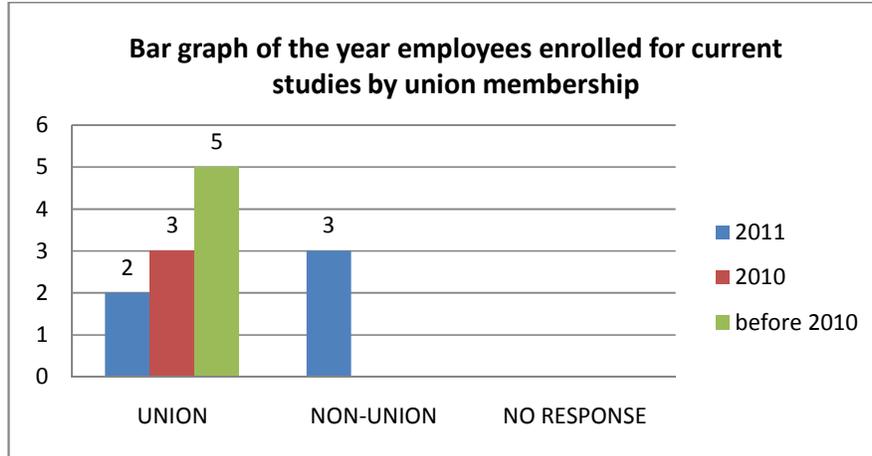


Figure 33 shows that the majority of those who studying at the time of the research were union members respondents are union members 77% and of the union members the majority (50%) had enrolled for their studies before 2010, followed by those who enrolled in 2010 (30%). The percentage of union members that enrolled in 2011 is 20% if it is with those who are union members and 40% if compared with those who are non-union members.

- **DURATION OF CURRENT STUDIES**

Figure 34: Histogram of employees duration of current studies

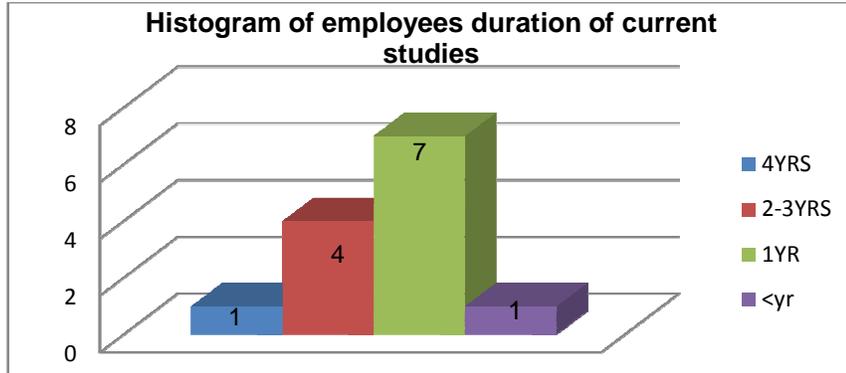


Figure 34 indicates the majority (54%) of those who were studying were enrolled for courses with one year duration, 8% of respondents had enrolled for a four year course, 31% enrolled in a two to three year course and 8% enrolled in a less than a year course.

- **CURRENT STUDIES PLACE OF ENROLMENT**

Figure 35: Histogram of the place of enrolment for current studies

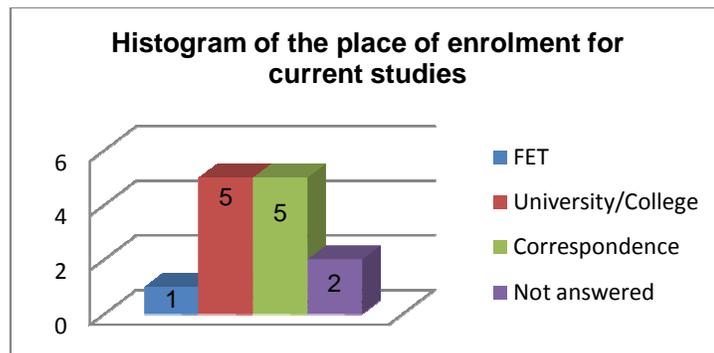
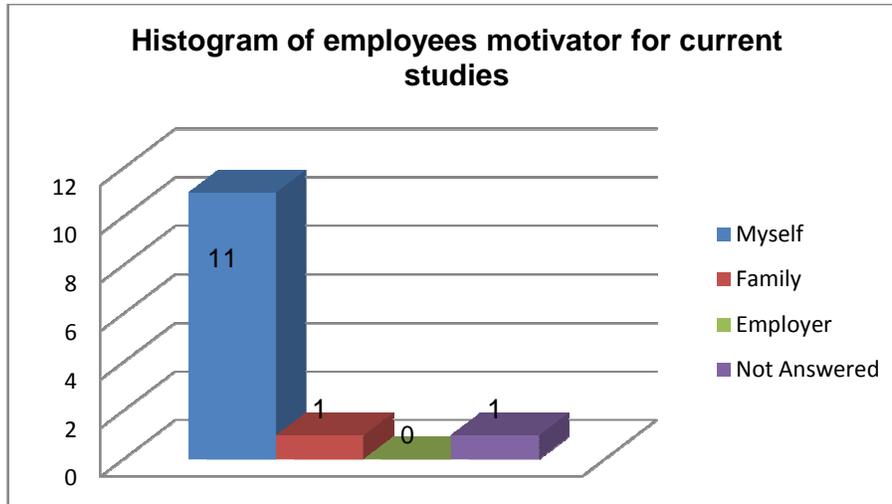


Figure 35 shows an equal number (38%) of respondents enrolled at university/college or are studying through correspondence, 8% studying through FET and 15% did not respond to the question.

- **MOTIVATOR FOR CURRENT STUDIES**

Figure 36: Histogram of employees motivator for current studies



According to Figure 36, none of the respondents who were studying were encouraged by their employer to study, instead the majority (85%) were self-motivated to study and only 8% were encouraged by their family. The results given in Figure 36 are encouraging to the researcher illustrating that employees are taking responsibility of their own development, but also disturbing in that none of the respondents are encouraged by their employer to study. This is contrary to what is said by Smith and Comyn (2004: 323), that employers play a major role in assisting employees to gain skills for employability; however they confirm the results produced by the Department of Labour (2004:24-37) regarding employers paying and claiming a skills development levy. Naledi-Nkanyezi, as the contributor to the skills levy fund, could be indirectly encouraging and assisting employees to study (Smith & Comyn, 2004: 323) so that they can claim back from SARS, as a tax return, a portion of what they contributed towards training and education of its employees DoL (2004:24-37).

- **CURRENT STUDIES NQF LEVEL**

Figure 37: Histogram of employees current studies NQF level

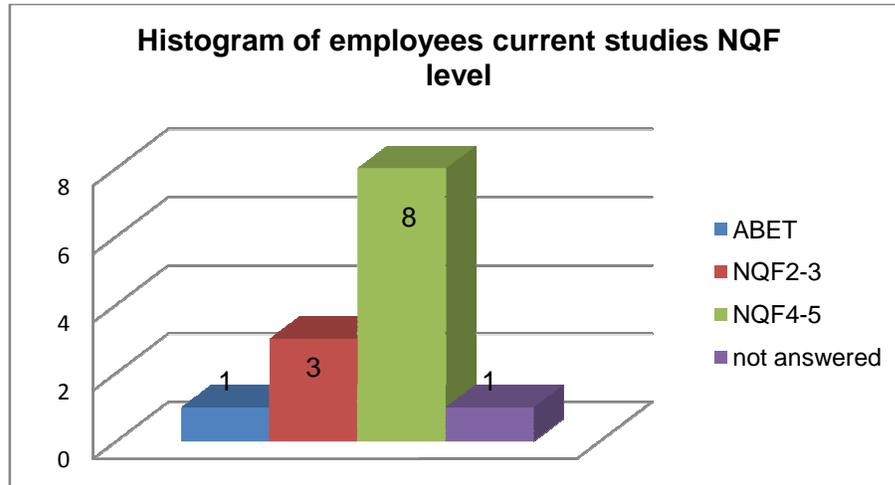


Figure 37 reveals that 62% of the respondents were enrolled for studies at NQF level 4 to 5, followed by 23% at NQF level 2 to 3, 8% enrolled at ABET and another 8% who did not respond to this question. Education level seems to play a major contribution in the training participation rate whether it is employer or employee initiated training (Ikenaga & Kawaguchi, 2010:7). Figure 37 depicts that those employees who enrolled for NQF level 4 to 5 training are more (62%) than those who enrolled for NQF level 2 to 3 (23%) and ABET training (8%). The importance of knowing the NQF level that the training is at is essential in upgrading the skills of the South African workforce (Daniels, 2007: 34). According to the Skills Development Act, all training programmes are to be linked into the National Qualifications Framework (NQF).

- **STUDY FEES**

Figure 38: Histogram of employees study fees

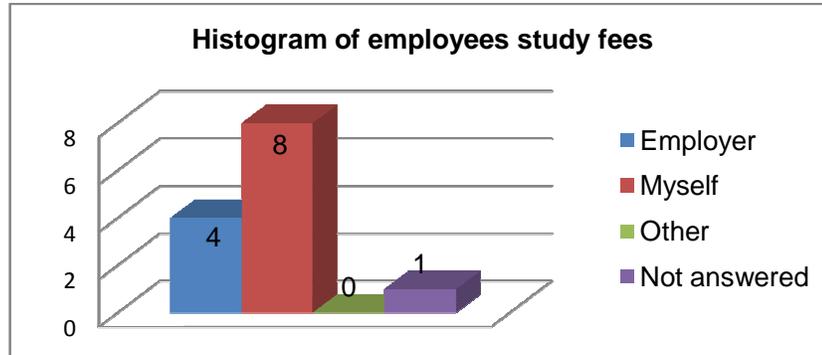
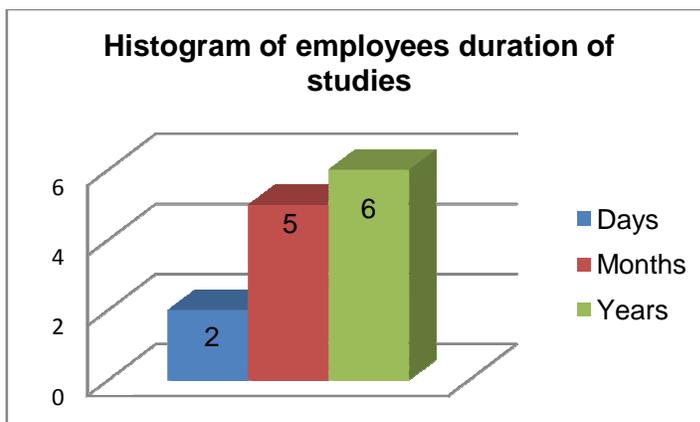


Figure 38 indicates that only 31% of respondents had their studies paid for by their employer. Sixty two percent of the respondents paid for their studies themselves while 7% did not indicate who pays for his/her studies. These results are not much different from those reported in Figure 36, that the majority of employees motivated themselves to study. It appears that employers are not much involved in either encouraging or financing the studies of employees. The response of Naledi-Nkanyezi towards skills development of their employees could be viewed as a reactive rather than a proactive approach. Naledi-Nkanyezi seems to be compliant towards the statutory contribution and yet it does not volunteer payment for employee initiated studies (Raddon & Sung, 2006:8).

- **STUDY DURATION**

Figure 39: Histogram of employees duration of studies



As shown in Figure 39, the majority of the respondents (54%) were enrolled for studies that took years; 38% were enrolled in studies that took months while only 15% were enrolled in studies of a few days. None of the respondents were attending classes during working hours.

- **SALARIES**

Figure 40: Histogram of employees salaries during studies

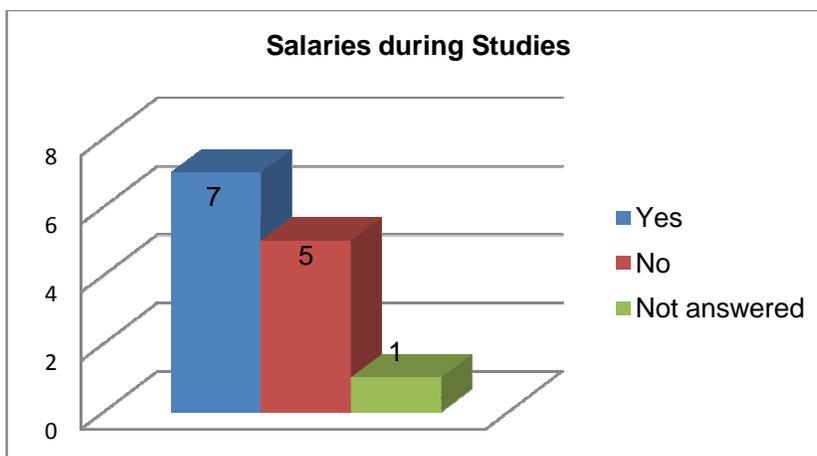


Figure 40 shows that 54% of the 13 respondents were paid while studying, whereas 38% were not and 8% did not respond to this question. It comes as a surprise that 38% of employees say that they were not paid while studying, considering that none of the respondents who were studying attended classes during working hours.

Literature is silent on the issue of employees getting paid while studying; this matter is only addressed in learnership programmes, where an employer hosts a learner and reimburses the learner while studying (Skills Development Levies Act 9 of 1999). Legislation is even silent on the matter of study leave. Study leave becomes an arrangement between employer and employee, and in most cases employees are allowed to take study leave from their annual leave or as an unpaid leave.

- **REASONS FOR NOT STUDYING**

Table 11: Reasons for not studying

	TOTAL	UNION	NON-UNION	NO RESPONSE
No interest	3 (10%)	2 (9%)	1 (20%)	
No Money	9 (31%)	8 (36%)	1(20%)	
No Time	6 (21%)	6 (28%)		
No matric	3 (10%)	2 (9%)		1 (50%)
Not answered	6 (21%)	3 (13%)	2 (40%)	1 (50%)
Still waiting	1 (3%)	1 (5%)		
No training for now	1 (3%)		1(20%)	
Total	29	22 (76%)	5 (17%)	2 (7%)

The second part of this section refers to the responses given by the 29 respondents (69%) who responded “No” to the question whether they were currently studying at the time of research. This question was an open-ended question and the responses were grouped according to the frequency of responses.

Of the 29 respondents, 31% responded that the reason for not studying is because they have no money, 21% specified they have no time, 10% had no interest and no matric respectively, while 7%each, said there was no training at the time and the other 7% was still waiting. There were 21% respondents who did not respond to the question.

Figure 41: Bar graph of employees' reasons for not studying by union membership

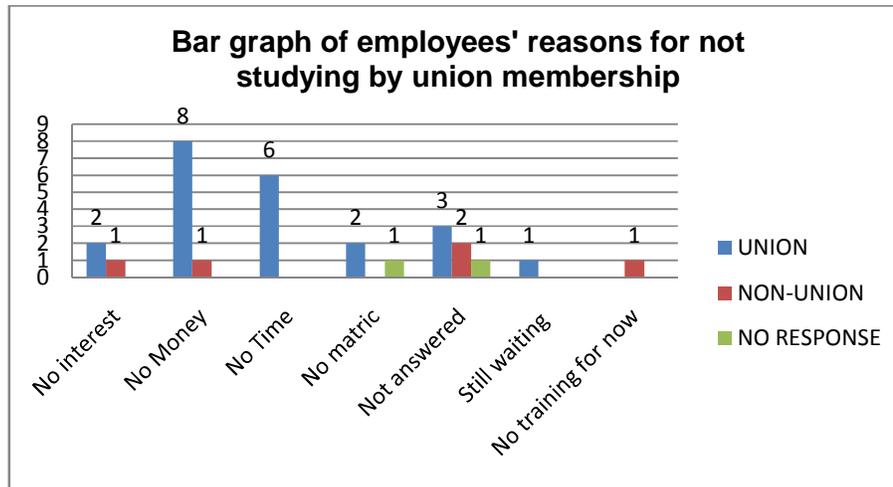
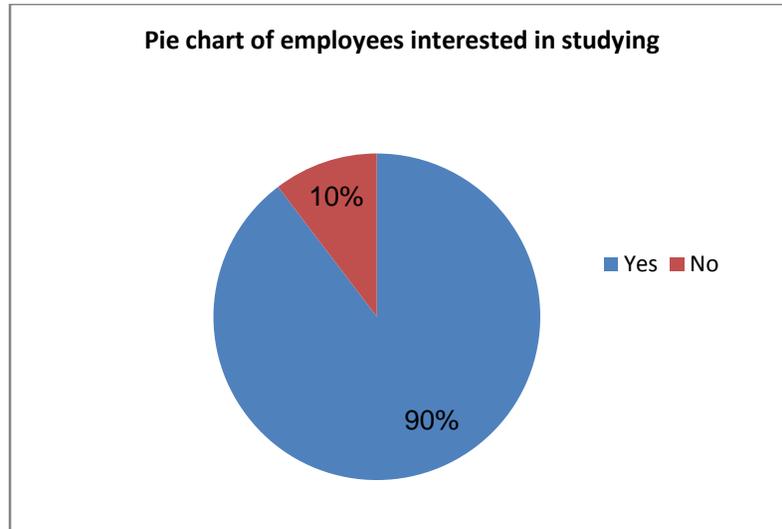


Figure 41 reveals that 76% of those who have given reason for not studying are union members, 17% are non-union members and 7% did not indicate. Of those who are union members those who have no money to study further are of significant percentage 36%, followed by those who said they have no time (28%). Equal numbers 20% each of respondents who are non-union members indicated that they have no money, no interest and there was no training at the time the research was conducted.

There were quite a few employees who are interested in studying further and have no money to do so. This is one of the indicators that employees do not know what the role of their employer is on skills development. There are other means whereby the employer could offer support and guidance to employees; this is through the line management, union representative and skills development facilitator. Line managers and union shop steward are at the forefront of contact with the employees and they are responsible for utilising the full potential of employees' competencies (Bergenhengouwen, Ten Horn & Mooijman, 1996:32). It is therefore their responsibility to ensure that employees are trained and equipped with skills needed by the workplace. Together with the manager and the skills development committee, the skills development facilitator, determines the skills needs of the employees through a management system that includes WSP (Truman & Coetzee, 2007:36).

- **STUDY INTEREST**

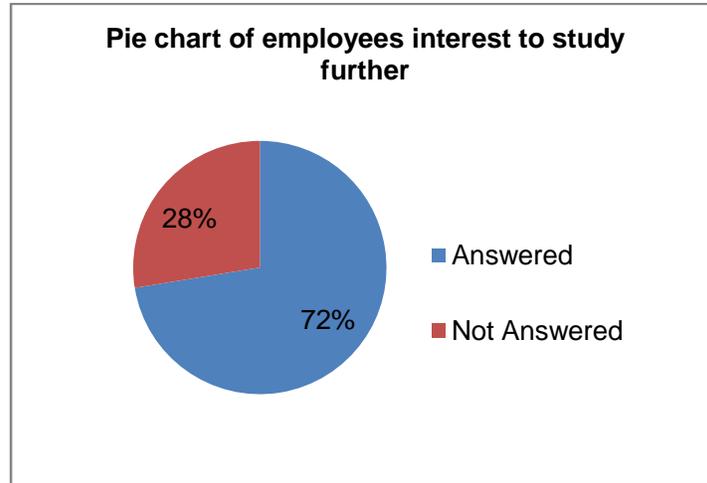
Figure 42: Pie chart of employees interested in studying



The majority of respondents (90%) indicated that they were interested in studying and only 10% were not. It is encouraging that the majority of respondents showed an interest in studying. Workplace skills development success primarily depends on employee, as its recipient, to take interest and initiative in their own development. Smith and Comyn (2004:326, 330) mentioned that employee's initiative to develop their employability skills emanates in different forms including proactive communication, asking questions, practice active listening, developing working relationships with managers, sought out helpful people (supervisor, manager, colleague) as mentors. All of what is mentioned by Smith and Comyn will not be practical if there is lack of interest from the employee to be developed.

- **FURTHER STUDIES**

Figure 43: Pie chart of employees interest to study further



Although an overwhelmingly large percentage of respondents (90%) indicated an interest in studying (Figure 42) only 72% indicated what they are interested in studying further, while 28% did not respond. Table 12 indicates the respondent's study interest.

Table12: Study interest

Vocational/Job Related		Non-vocational/Job Related	
Nursing (nursing related i.e. diploma/degree nursing, nursing educator, advances paediatric, nursing studies, psychology, professional nurse, nursing administration, orthopaedic)	8 (38%)	Bridging course	1(4.8%)
Pharmacy (Basic/Post basic Pharmacist Assistant, Pharmacist, Masters in Pharmacy, masters in pharmacology, masters in public health)	4 (19%)	Clothing	1(4.8%)
Counsellor (basic counselling, Christian counselling in medical spheres)	2 (9.5%)	MBA Marketing management (B.Tech Public Relations, Project Management, Marketing)	2 (9.5%)
		Computer Course	2 (9.5%)
		Gr12	1 (4.8%)
Total	14 (66.6%)		7 (33.4%)

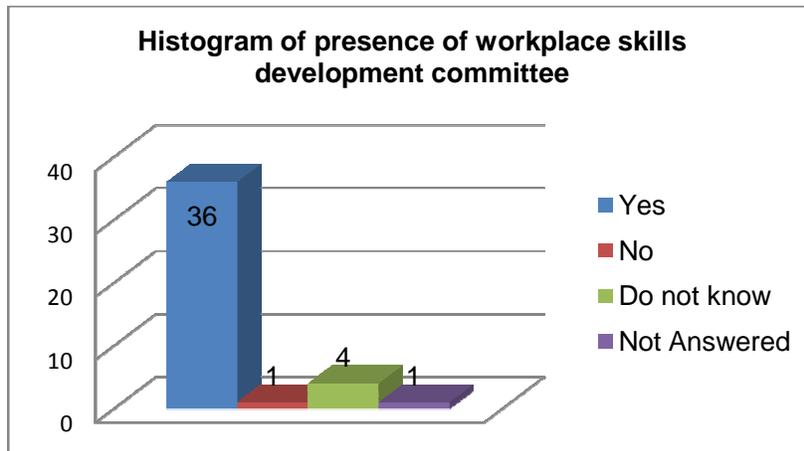
As indicated in Table 12, the study interest of the respondents is both vocational or job- related, and non-vocational or non-job-related. The majority (66.6%) of the respondents are interested in studies or skills that are related to their jobs whereas only 33.4% are interested in studies or skills that are non-job related. It is worrying that some of the reasons for the respondents not studying are related to time and money, as indicated in Table 11 when the majority, as indicated in Table 12, are interested in studies that are job related. This indicates that Naledi-Nkanyezi is not necessarily conforming to what had been revealed in literature by Lee ([sa]:3) that “Employers will train their employees to perform tasks specifically related to their job and that the training will be carried out in work hours and paid for by the employer”. The researcher is of the opinion that there is no harm in employees gaining skills that are not job related, as long as those skills are employable skills and are going to help the employee to be marketable inside or outside the workplace [BCA/ACCI, 2002:3] and form part of the National Scarce Skills list (DoL, 2008:sa).

SECTION E: WORKPLACE SKILLS DEVELOPMENT COMMITTEE AND SKILLS DEVELOPMENT FACILITATOR

Section E presents results on fifteen research questions about the workplace skills development committee, skills development facilitator and their roles in skills development in the workplace.

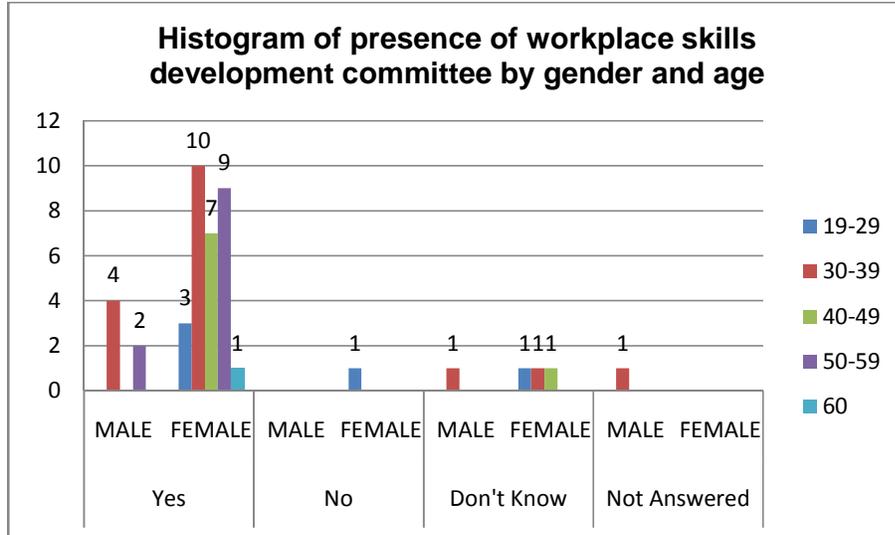
- **PRESENCE OF WORKPLACE SKILLS DEVELOPMENT COMMITTEE**

Figure 44: Histogram of presence of workplace skills development committee



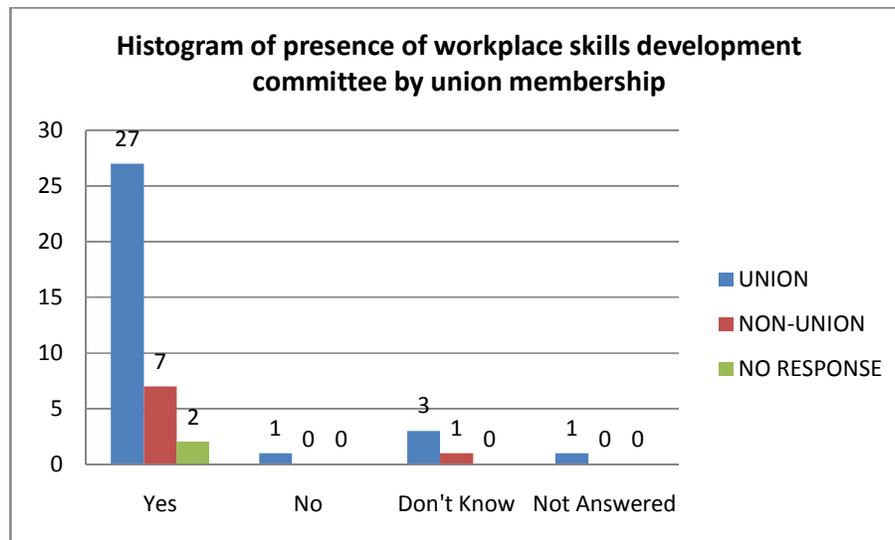
As depicted in Figure 88, 86% of the respondents, responded that there is a skills development committee at Naledi-Nkanyezi Private Hospital; 2% responded that there is not; while 10% did not know and another 2% did not respond.

Figure 45: Histogram of presence of workplace skills development committee by gender and age range



The results on Figure 45 reflects that of the 86% of the respondents that said there is a skills development committee at Naledi-Nkanyezi, 83% are females and 17% are males. Furthermore females in age range of 30 to 39 years represents 39% of the 83%, followed by females in age range of 50-59 years (31%) and 40-49 years (19%). Age range of 19-29 years and 60 years and above are the lowest of the respondents at 8% and 3% respectively. The respondents who said there is no skills development committee is the female in the age range of 19-29 years. Of those who said they do not know whether there is a skills development committee 50% are both male and female in age range of 30-39 years followed by 25% each of females in the age range of 19-29 and 40-49 years.

Figure 46: Histogram of presence of workplace skills development committee by union membership



As depicted in Figure 46, of the 86% of the respondents who responded that there is a skills development committee at Naledi-Nkanyezi Private Hospital; 75% are union members, 19% are non-union members and 6% did not indicate whether they are union members or not. Union members represent 75% of the 10% of respondents who said they do not know whether there is a workplace skills development committee at Naledi-Nkanyezi. Also the employees who responded that there is no workplace skills development committee and those who did not respond to the question are all union members.

Although there is a higher percentage of respondents that know that there is a workplace skills development committee, it is not enough as there remain employees who do not know. This could be as a result of miscommunication from the employer or even union shop stewards. The results that a larger percentage (75%) of union members do not know whether there is a skills development committee or not is rather concerning to the researcher, as the expectation is that union members are more likely to know about the presence of workplace skills development committee as compared to nonunionised members (Figure 46) because of the presence of union representative in the committee. The skills development committee works together with the skills development facilitator in determining the skills needs and

developing employees (Du Toit, [sa]). In workplaces where there is union, the union representative should form part of the skills development committee as it represents the interests of its members. Communication about the skills committee members by the employer is imperative for the success of skills development in the workplace, failing which; employees will not know who to go to with matters regarding skills development.

- **KNOWLEDGE OF SKILLS DEVELOPMENT COMMITTEE MEMBERS**

Figure 47: Histogram on knowledge of skills development committee members

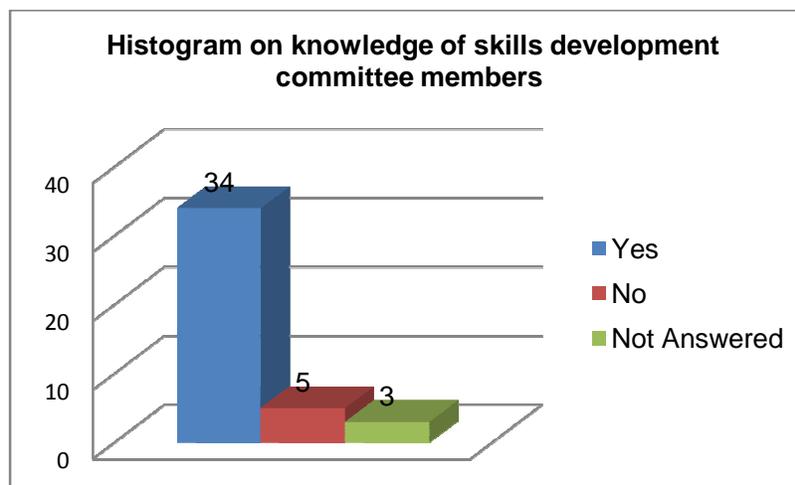


Figure 47 indicates that 81% of the respondents responded that they know who the members are; 12% do not know and 7% of the respondents did not respond. This 81% of those who said they know represents 94% of the 86% respondents earlier reported in Figure 88 and the other 6% is represented in the responses of those who do not know and those who did not answer the question.

Figure 48: Histogram on knowledge of skills development committee members by gender and age range

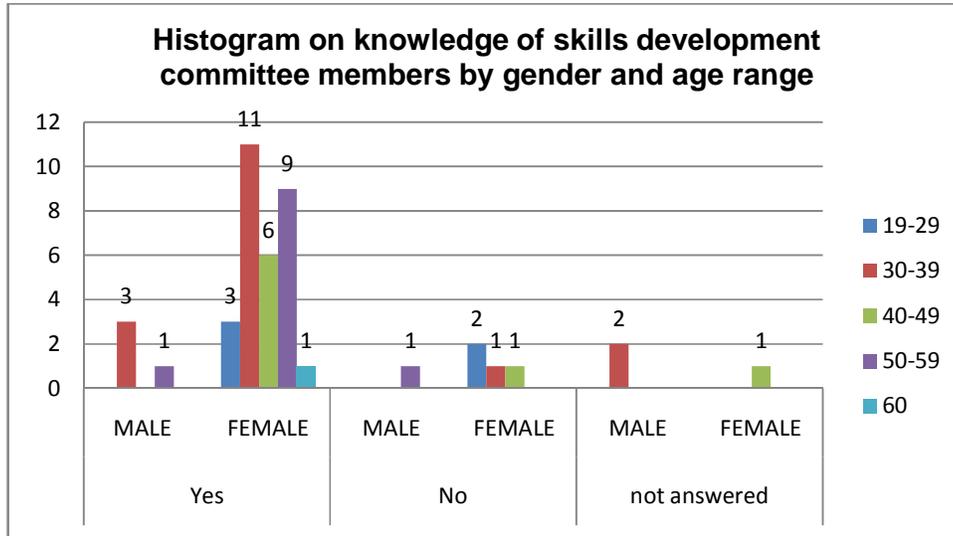


Figure 48 is a graphical representation of employees responses on the question of whether they know the skills development committee members. As shown in Figure 44, 86% of the respondents said there is a skills development committee at Naledi-Nkanyezi. Figure 47 then reported that an overall 81% of respondents, which is 94% of the respondents (86%) reported in Figure 44, responded that they know who the skills development committee members are. Of this 81%, the majority is females (88%) and males at 12%. Respondents in the age range of 30-39 years are the highest, with females dominating at 37% of those who know who the skills development committee members are. As before, females in the age range 50-59 have the second highest responses at 30% followed by females at age range of 40-49 years of those who know who the skills development facilitators are.

Figure 49: Histogram on knowledge of skills development committee members by union membership

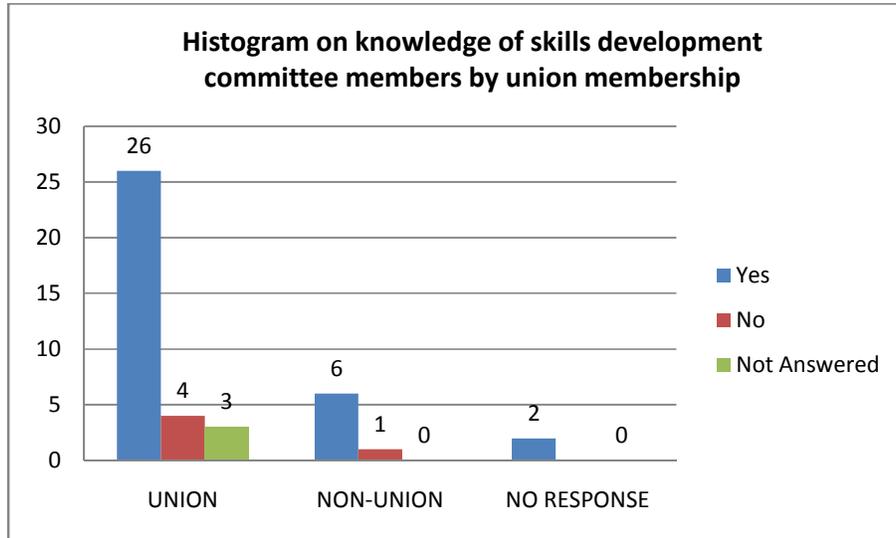


Figure 49 shows union members dominating all responses on the question whether employees know who the skills development committee members are. 76% of union members said yes they know who the skills development committee members are as compared to 18% of non union members and 6% of those who did not respond. Although there is a majority of union members knowing who the skills development committee members are, there is also a higher percentage on union members in the response of those who do not know. Union members represent 80% of those who responded that they do not know who the skills development committee members are as compared to 20% non-union members in the same responses. It is not only enough for union representative to just belong in the skills development committee, however they need to disseminate relevant information to their members, information such as who the skills development committee members are.

- **SKILLS DEVELOPMENT FACILITATOR**

Figure 50: Histogram of skills development facilitator

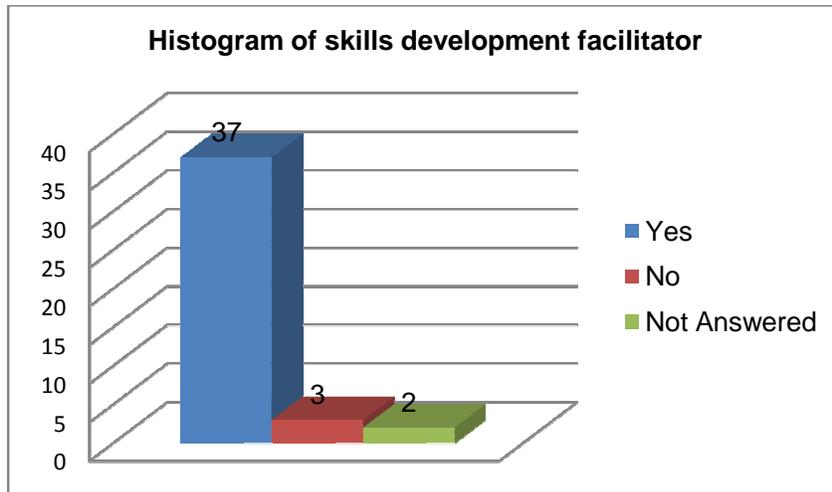


Figure 50 shows that 88% of the respondents know who the Skills Development Facilitator is, 7% responded that they do not know and 5% did not respond to the question.

Figure 51: Histogram of skills development facilitator by gender and age range

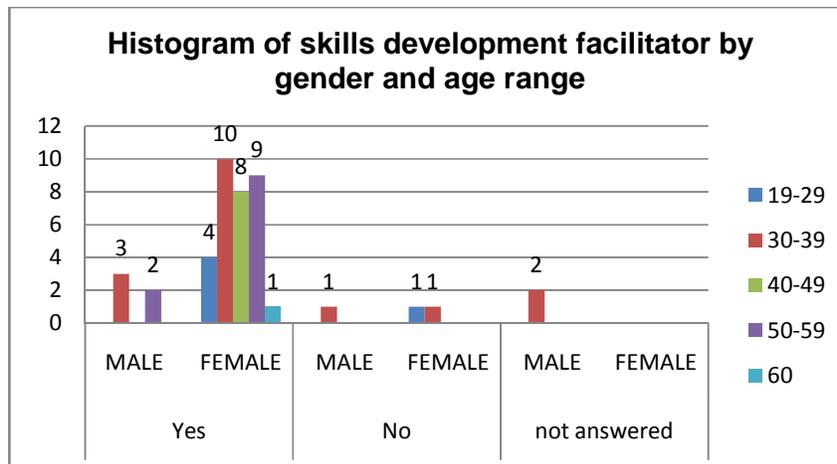


Figure 51 shows that of the 88% respondents who know who the Skills Development Facilitator is, 86% are females and 14% are males. Of the females the age range of

30-39 years is leading at 31% followed by 28% of 50-59 years age range and 25% of 40-49 years.

The percentage (88%) of respondents knowing who the skills development facilitator is as shown in Figure 50, was slightly higher than those who knew about the skills development committee (81%); however the female percentage knowledge has dropped and that of males increased. To the researcher this was a surprise as one of the roles of the SDF is to set up the skills committee (Truman & Coetzee, 2007:38) and therefore the knowledge would be expected to be the same.

Figure 52: Histogram of skills development facilitator by union membership

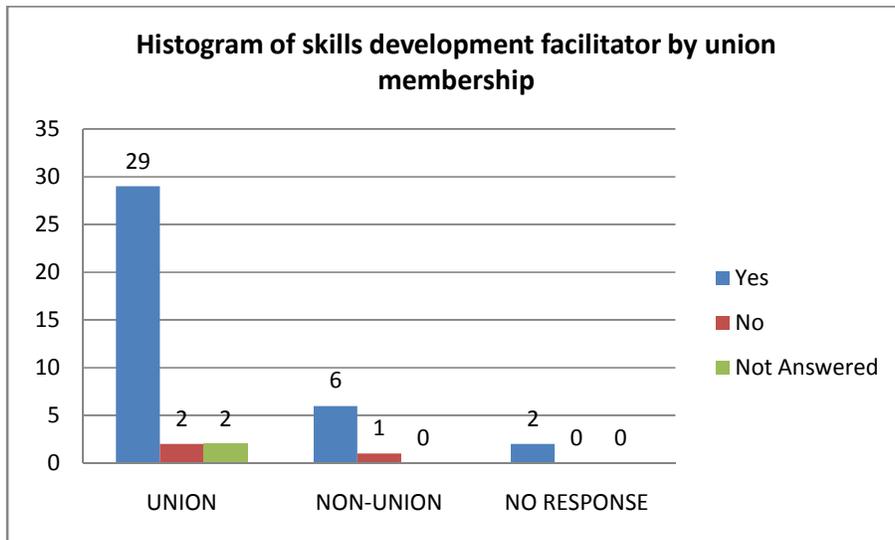


Figure 52 shows an increase in union members knowledge of skills development facilitator as compares to that of skills development committee members. Union members employees represent 78% of those who know who the skills development facilitator is as compared to 16% of non-union members.

- **SKILLS DEVELOPMENT FACILITATOR'S NAME**

Figure 53: Histogram of the name of skills development facilitator

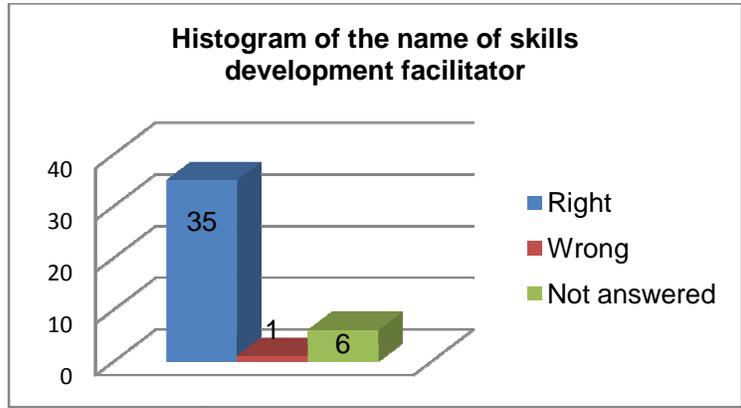
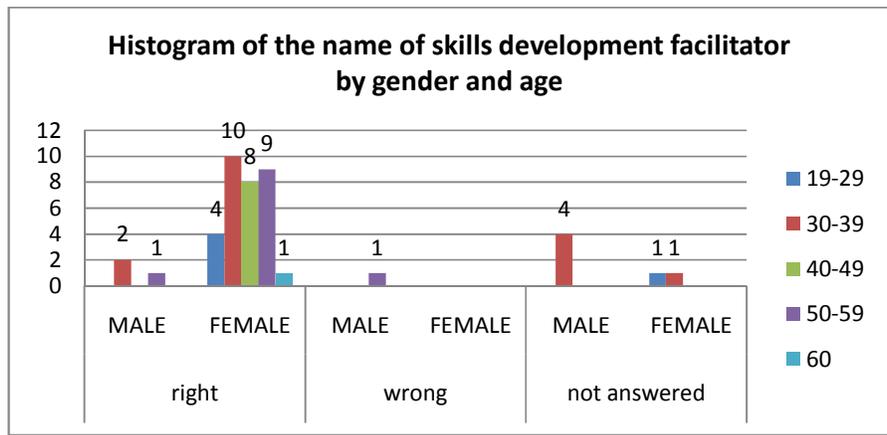


Figure 53 indicates that 83% of the respondents gave the right name of the skills development facilitator; 14% did not respond and 2% gave the wrong name. Skills Development Facilitator plays an important role in workplace skills development and to have some employees not knowing who the Skills Development Facilitator is, is an indication of a failure in employer to communicate effectively.

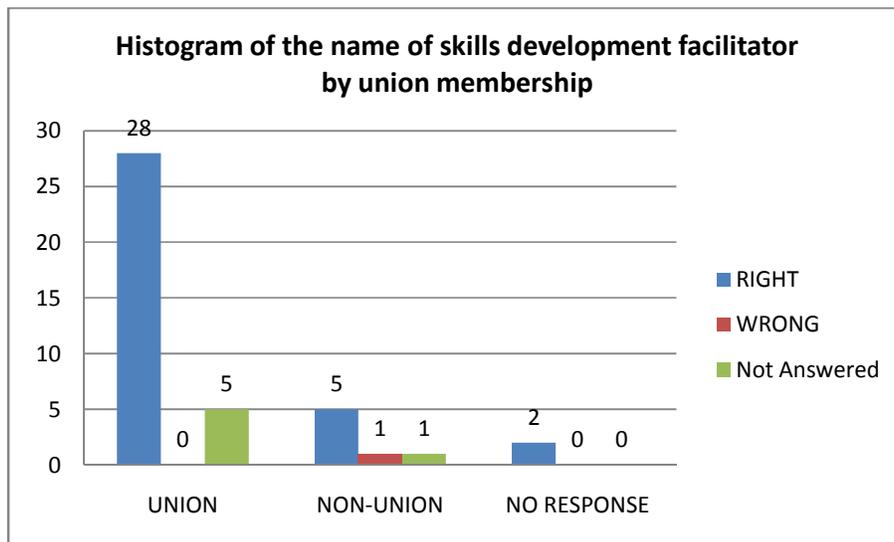
Figure 54: Histogram of the name of skills development facilitator by gender and age



As shown in figure 54, the female gender have a higher representation of those who indicated the correct name of the workplace skills development facilitator; of the 83%, 91% are females and 9% are males. Females in the age range 30-39 years

represent 31%, followed by 28% of 50-59 years and 25% of 40-49 years. Repeatedly the respondents in the age range 19-29 years are among the lowest of the respondents, this is confirms what had been mention by Livingstone and Raykov (2005:51) that employees in the age range of 17-27 are usually in cyclical jobs or some have not entered the formal employment.

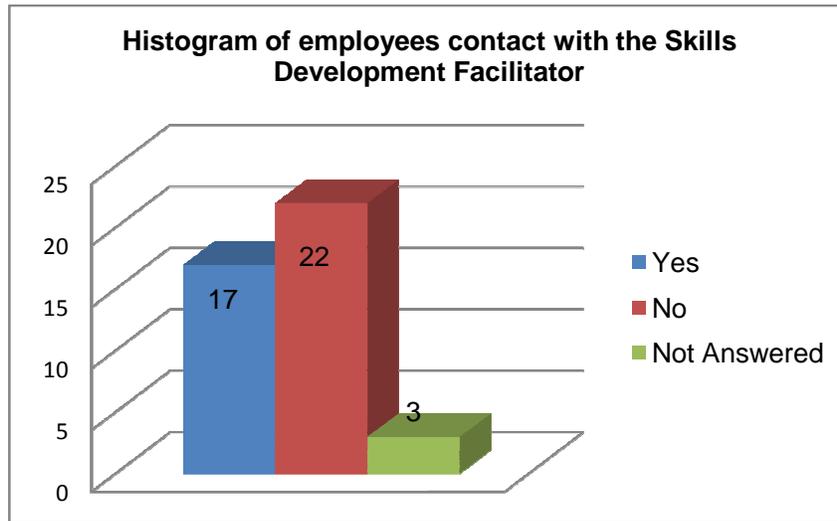
Figure 55: Histogram of the name of skills development facilitator by union membership



Employees who are union members have higher percentage (80%) of responses in knowing the name of the skills development facilitator than those who are non-union members (14%). This could be viewed as an influence of the visibility or presence of union representative in workplace skills development committee. As Livingstone and Raykov (2005:54) the presence of union does increase employee participation in training.

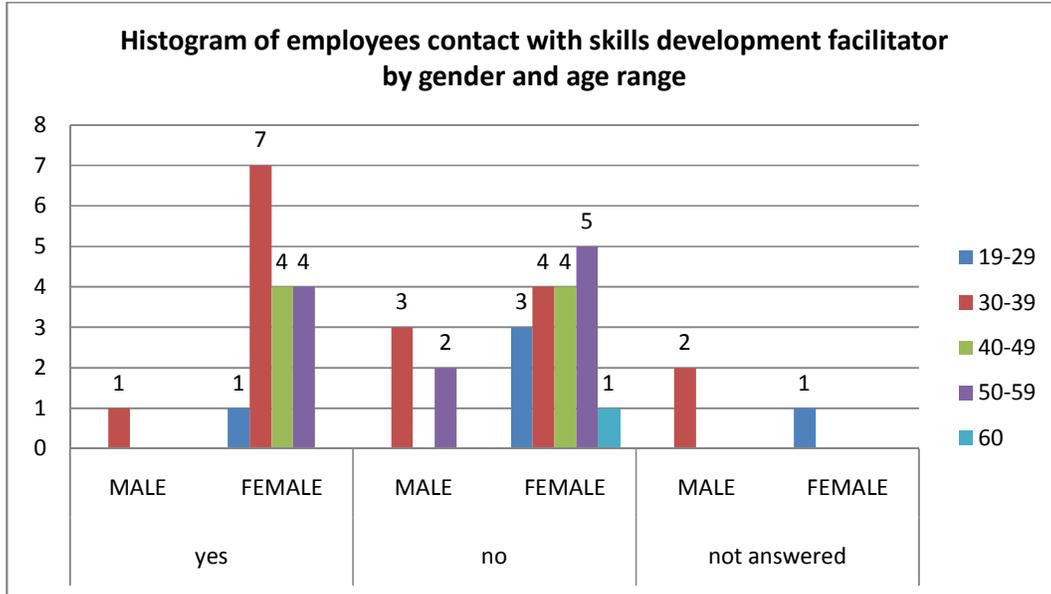
- **CONTACT WITH SKILLS DEVELOPMENT FACILITATOR**

Figure 56: Histogram of employees contact with the skills development facilitator



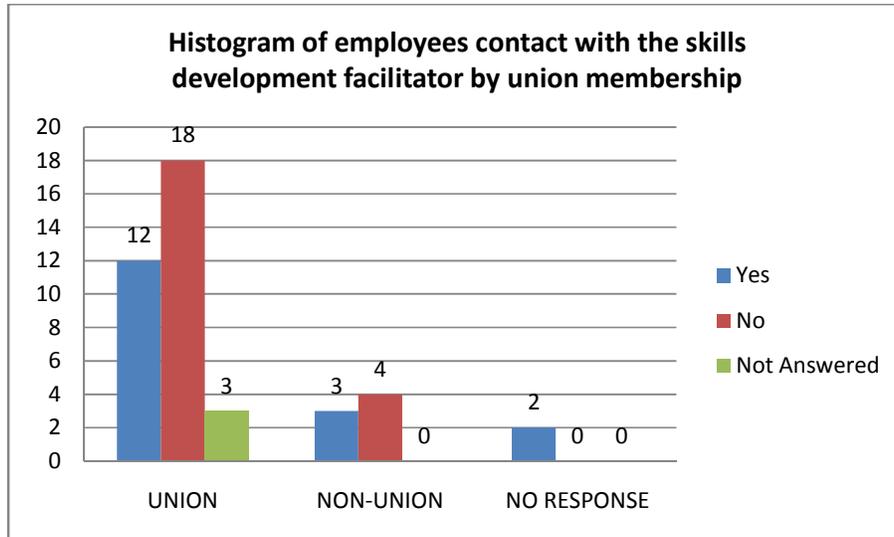
Although there is a higher percentage (86%) of people who know who the skills development facilitator is (Figure 50), only 40% have met with the SDF to discuss their training needs (Figure 56). Figure 35 further shows that 52% of the respondents have not met with the SDF and 7% did not respond to the question. The results in Figure 56 clarify the questions about number of individuals who have not been trained (Figure 12) nor studied (Figure 28) since employed at Naledi-Nkanyezi. The role of the skills development facilitator is to meet with the employee and determine what their skills/training needs are, and also to ensure that employees are trained or equipped with the necessary skills in line with the company and sector skills needs (Truman & Coetzee, 2007:38). Naledi-Nkanyezi SDF has partially fulfilled that responsibility and the results obtained are far lower than those obtained by companies with similar employee size (Paterson et al., 2008:43).

Figure 57: Histogram of employees contact with the skills development facilitator by gender age range



One of the roles of the skills development facilitator in workplace skills development, is to meet with the employees to determine their skills need. It is rather a concern that of the 86% of employees who responded that they know who the SDF is, only 40% have actually met with the SDF to determine their skills needs (figure 57). Of those who have met the SDF 41% are females in the age range of 30-39 years. Equal numbers of employees in the age range 40-49 years and 50-59 years at 24% each, had met with the SDF. The male gender seems to be lagging behind in meeting the SDF at 6%. The majority of employees, 52% had not met with the SDF at the time of the research. Of those who had not met the SDF, females in age range 50-59 are the highest at 23% followed by employees of age 30-39 years and 40-49 years at 18% each.

Figure 58: Histogram of employees contact with the skills development facilitator by union membership



It had been previously reported as an advantage to be a member of union, however in this instance the results show differently. The percentage of employees who are union members had not met the SDF to determine their skills needs. According to Figure 58, of the 79% of union members, only 38% had met the SDF, and 55% had not met with the SDF. According to Green, Machin and Wilkinson (1999:91), in workplaces where there is union a formal environment exist that allows better identification of employees training needs. One would have expected that a higher percentage of union members would have met with the SDF, as union leaders would have facilitated the contact of employees with the SDF, for they are known to be bargaining for the rights of its members in the workplace.

- **DERTEMINATION OF SKILLS LEVEL AND EDUCATION NEEDS**

Figure 59: Pie chart of the method used to determine employees skills level and education needs

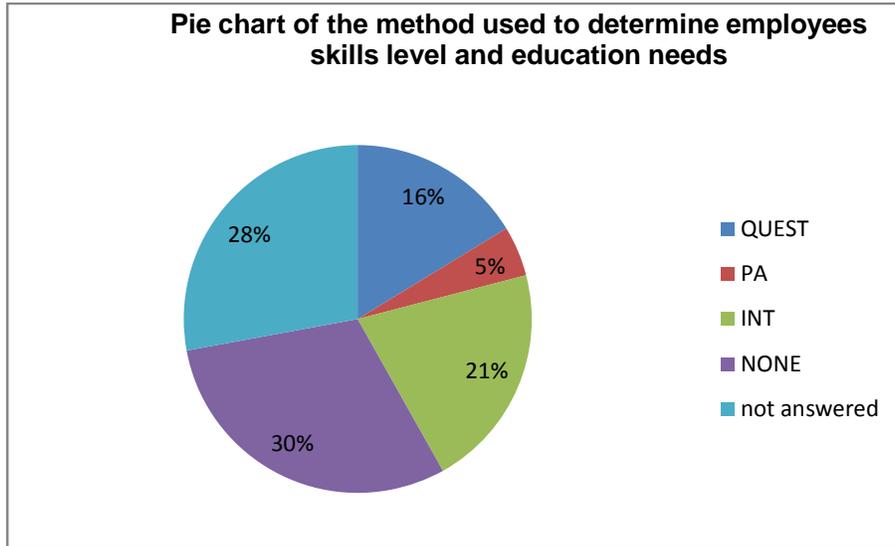


Figure 59 indicates that 31% of the respondents (13) indicated that no method was used to determine their skills and education needs; 16.6% specified a questionnaire; 19% indicated an interview was used as a method and 4.8% specified their needs were determined during performance appraisal while 28.6% did not respond to the question. The results depicted in Figure 59, that only 40.4% of individuals indicated the method used for determining the employee skills needs, reflects responses given in previous figures. In Figure 56 only 40% indicated that they had met with the SDF, regardless of the type of method used. The results affirm that Naledi-Nkanyezi has not fulfilled the requirement of meeting all employees to complete the workplace skills plan (Truman & Coetzee, 2007:36). Without a properly completed WSP the needs of Naledi-Nkanyezi cannot be known.

- **METHOD USED TO INFORM ABOUT PLANNED EDUCATION AND TRAINING**

Figure 60: Pie chart of the method used to inform employees about planned education and training

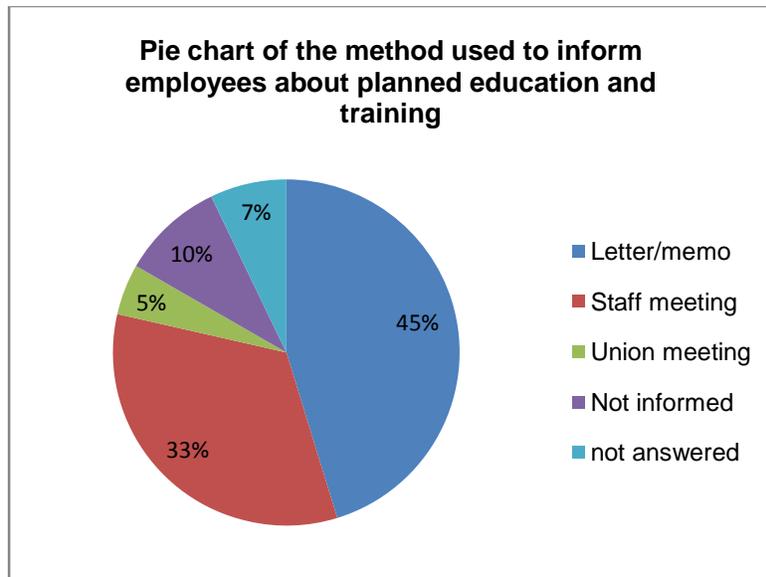
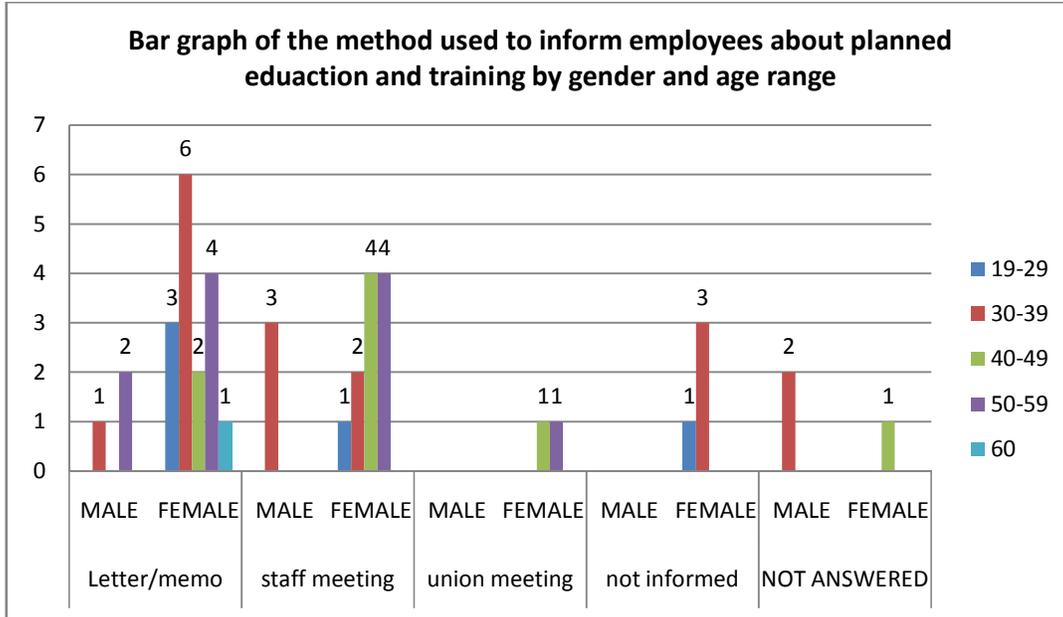


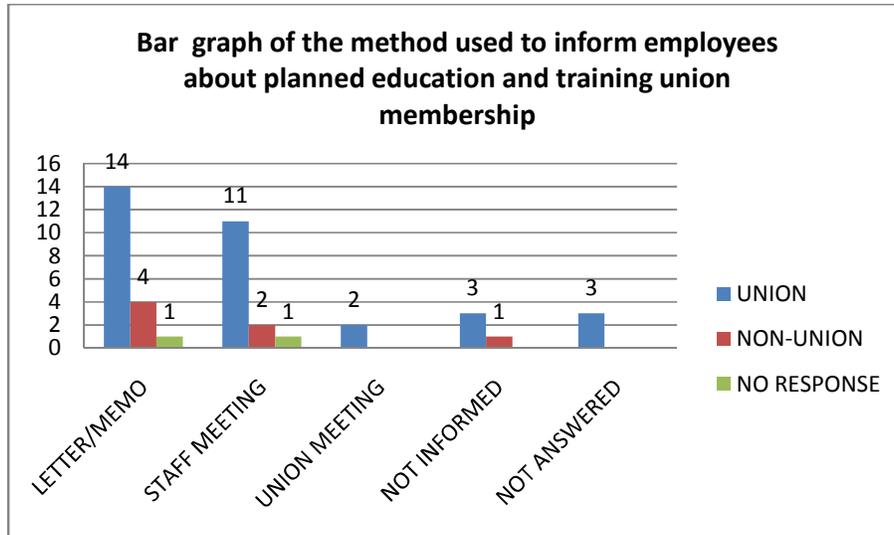
Figure 60 indicates that 45%, of the respondents indicated that a letter/memo is used; 33% that they are informed during staff meetings; 5% during union meetings and 10% said they are not informed. Five per cent did not respond to this question. What is of interest to the researcher is that even the method used to determine the skills needs is not uniform. Some employees indicated that an interview was conducted, while others indicated that a questionnaire and performance appraisal system was used. There is no hard and fast rule about which method is better with regards to information dissemination as each working environment is different and whichever method yields maximum results of communication should be used. Some believe that the use of technology (email, website) for dissemination of information is better (Langley, [sa]), while others believe that regular meetings with employees give it a human touch and the message that management cares (Ashton & Sung, 2002:4). At Naledi-Nkanyezi, the use of memorandum/or letter and staff meeting as per Ashton and Sung (2002:4) seemed to be the methods most used.

Figure 61: Bar graph of the method used to inform employees about planned education and training by gender and age range



The method used to inform employees about planned education and training as reported by the employees is the letter or memorandum 45%, followed by staff meeting at 33%. Union meetings do not seem to be a favourable method of informing employees about education and training. Figure 61 shows that females represent 84% and males 16% of those who indicated that a letter/memorandum is the method used. Females of age 30-39 years are the majority at 38% followed by age 50-59 years at 25% and age 19-29 years at 19%. The second preferred method used is staff meeting with 79% females and 21% males. Of the 79% females both females in the age 40-49 years and 50-59 years have equally (29%) indicated that staff meeting is the method years followed by males in age range 30-39 years at 21%.

Figure 62: Bar graph of the method used to inform employees about planned education and training by union membership



Very few employees 5% indicated union meeting as a method used to inform employees about planned education and training. This is despite the results showing that the majority of employees are union members. All of the five percent of employees which represent 6% of union members reported union meeting as a method used to inform employees of planned education and training. 42% of union members indicated a letter/memorandum as a method, followed by 33% who reported staff meeting as method. It is of concern to the researcher that 10% of employees indicated that they are not informed at all about planned education and training, more so that the majority 75% of those are union members. Union members are supposed to be at an advantage for if the employer fails to inform employees of any training, but union representative should. According to Csiernik (2003:27) union shop stewards to act as advisors to employees, and provide support to employees who need assistance, this could be done during union meetings.

- CONTACT PERSON

Figure 63: Histogram of contact person for training

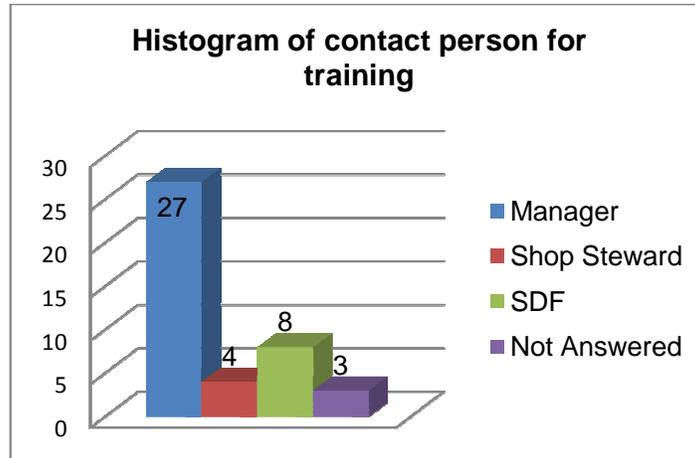
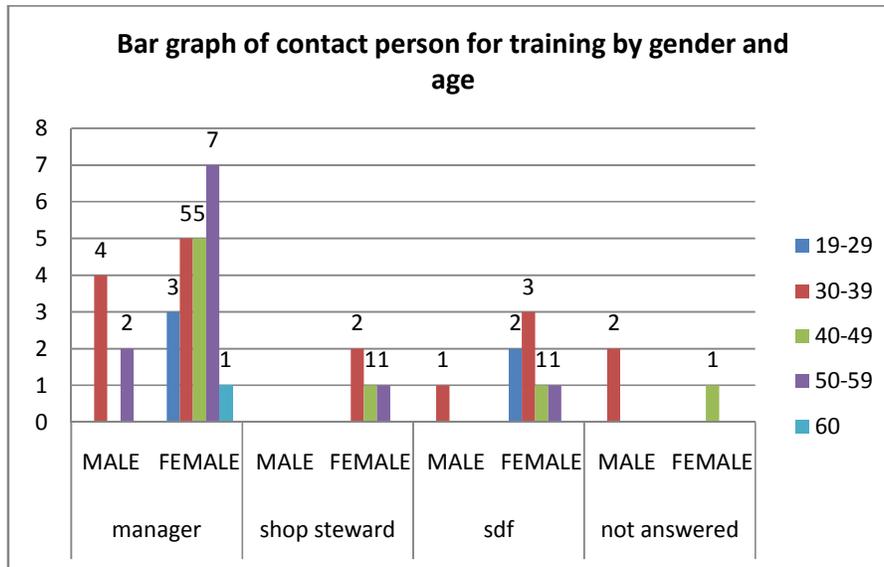


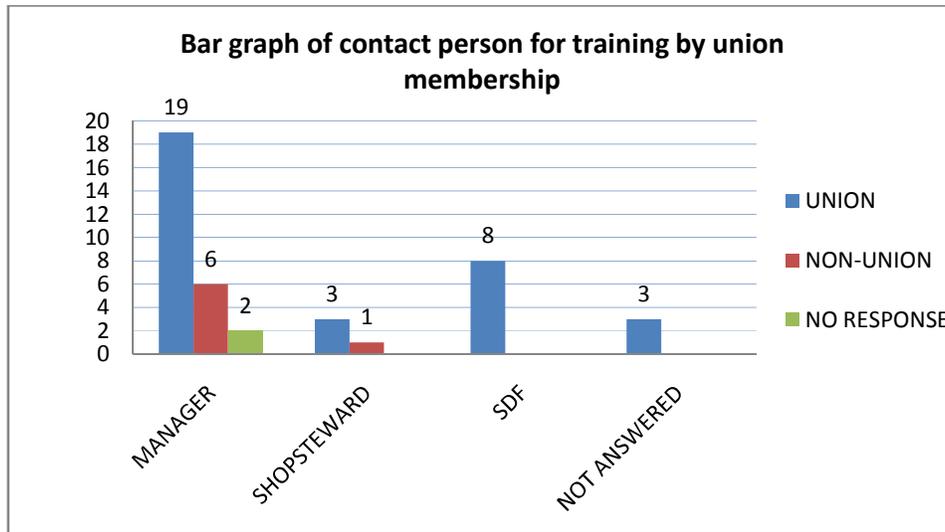
Figure 63 reveals that a large number of respondents 64% indicated they go to their manager if they are interested in training in their workplace. Ten per cent go to the union shop steward; 19% to the Skills Development Facilitator and 7% did not respond to the question. There seems to be a good relationship between employees and management as a relatively large number indicated that they inform their manager when they are interested in training. This is good news that employees voluntarily go to their managers when they are interested in training. Line managers are at the forefront of any workplace programme and, according to Bisschoff and Govender (2004:70), they must be competent to deal with action learning, mentoring, and self-development, counselling, coaching and developing skills.

Figure 64: Bar graph of contact person for training by gender and age



As depicted in Figure 64, females of age 50-59 years represent 78%, of those who contact the manager when they are interested in training in their workplace, they are followed by those in the age 30-39 years and 40-49 years at 19% each. Of the 19% employees who go to the skills development facilitator, females of the younger age range, 20-29 years and 30-39 years, are of higher percentage at 29% and 43% respectively. This could be associated with the fairly new concept of skills development facilitator in the workplace and that people in the older group are still used to consulting their manager. Union shop steward are consulted by less employees, only 10% of the responded of which 100% are females and no male respondents.

Figure 65: Bar graph of contact person for training by union membership



Earlier in Figure 65, very few (5%) employees, including those who are union members (6%), indicated union meetings as a method used to inform employees about planned education and training. The results in Figure 63 and 64 are now echoed in Figure 65. Of the 79% of union members only 9% indicated that they contact the union shop steward when they are interested in training. The majority (56%) of union members contact the manager and 24% contact the SDF. As much as very few employees are consulting the union shop steward, the overall view is that employees are consulting someone when they are interested in training, be it manager, union shop steward or the SDF, this is better than no consultation at all. However, it would be of value for union leaders if their members were to contact them, as mentioned by Csiernik (2003:27) union representative are to act as advisors and provide support to employees who need training; this could happen during the consultation meeting.

- **WORKPLACE SKILLS PLAN KNOWLEDGE**

Figure 66: Histogram of employees knowledge of a workplace skills plan (WSP)

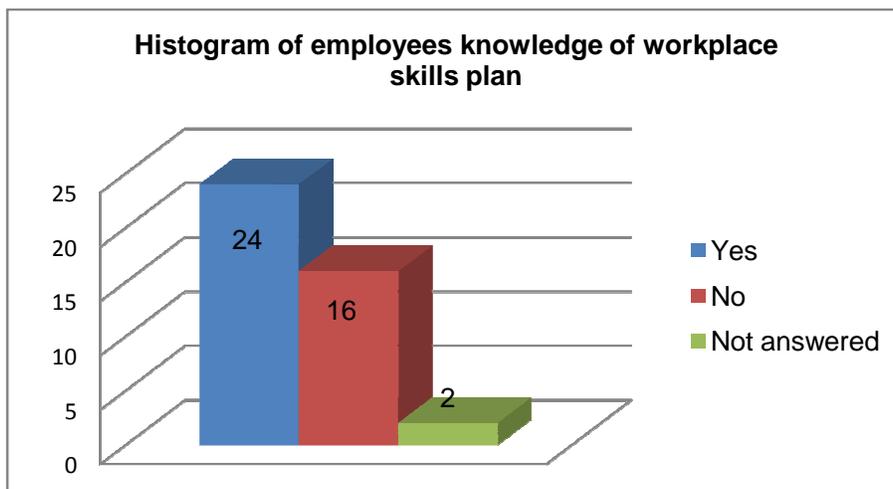


Figure 66 shows that 24 of the respondents or 57% know what a WSP is, while 16 or 38% do not know. Five per cent did not respond to the question. A workplace skills plan is one of the important tools in workplace skills development; it is a document that each company needs to complete that reflects what skills are needed in the organisation to achieve growth and it describes how the training will be delivered and learning will be achieved (DoL, 2003b:3). This document is to be completed by the SDF in consultation with the employee and then submitted to SETA for claiming the skills grant. It is a concern, although not a surprise, that 38% of respondents does not know what the workplace skills plan is, considering that 52% of respondents, as per Figure 34, had not met with the skills development facilitator.

Figure 67: Bar graph of employees knowledge of a workplace skills plan by gender and age range

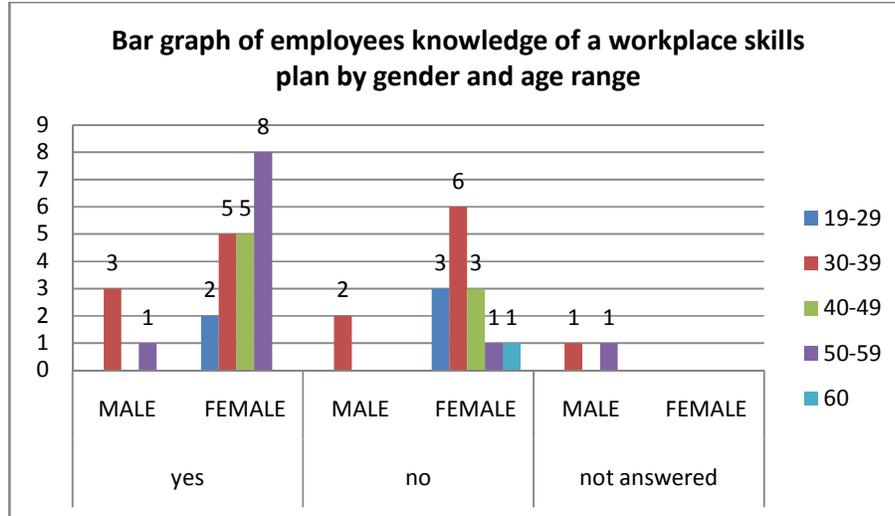
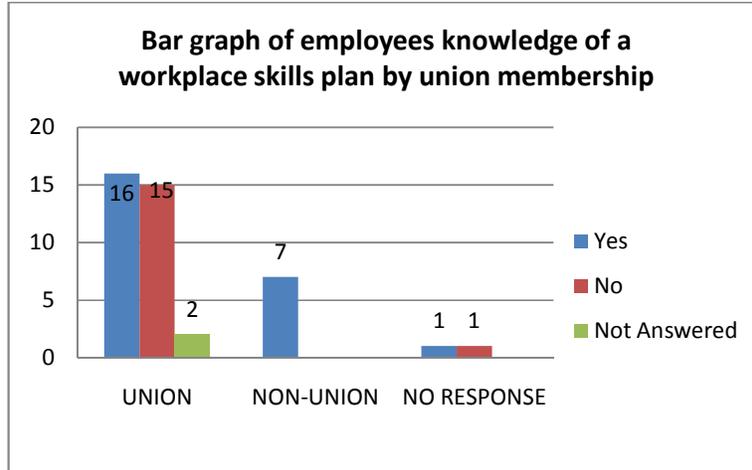


Figure 67 shows the breakdown of employees knowledge of workplace skills plan by age and gender. Of the 57% of employees who indicated that they know what a WSP is, 91% are females and 17% males. Females of age range 50-59 years represent 33% of those who indicated to know and 40% of females in the same response. Of those who said they do not know what a workplace skills plan is female of age 30-39 years are at 28% of the overall and 43% of females in the same response group, followed by responses of age 19-29years and 40-49 years at 21% each of the overall responses in the same group. Responses of the male gender are amongst the lowest with regards to employees knowledge of workplace skills plan.

Figure 68: Bar graph of employees knowledge of a workplace skills plan by union membership



As shown in Figure 68, employees who are union members and responded to know the WSP and those who said they don't are almost equal. Those who reported to know represent 48% of union members and those who do not know represent 45% of union membership. None of the non-union members reported not to know the workplace skills plan. A workplace skills plan is one of the important tools in workplace skills development; it is a document that each company needs to complete that reflects what skills are needed in the organisation to achieve growth and it describes how the training will be delivered and learning will be achieved (DoL, 2003b:3). Since the majority 93% of those who do not know what a workplace skills plan is are union members; the union representative needs to do some education for its members as to what the WSP is.

- **WORKPLACE SKILLS DEVELOPMENT KNOWLEDGE**

Figure 69: Histogram of employees knowledge of a workplace skills development policy

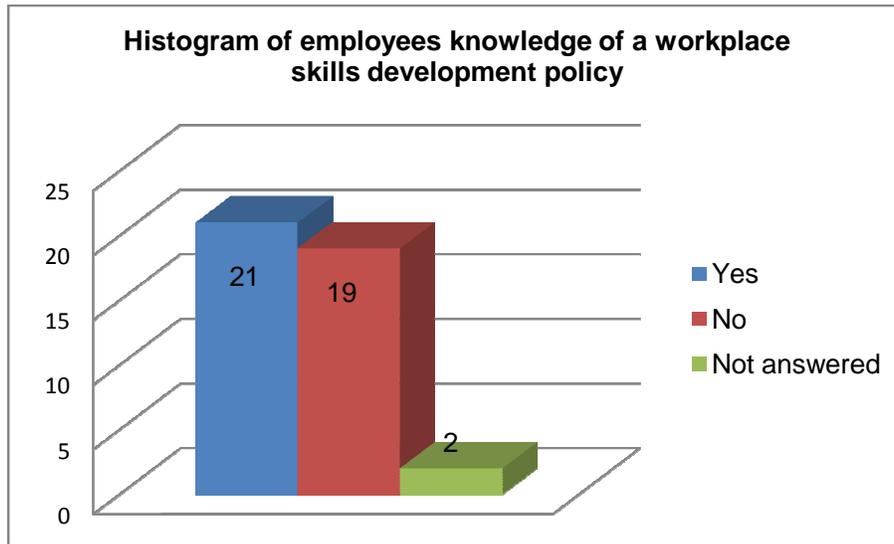
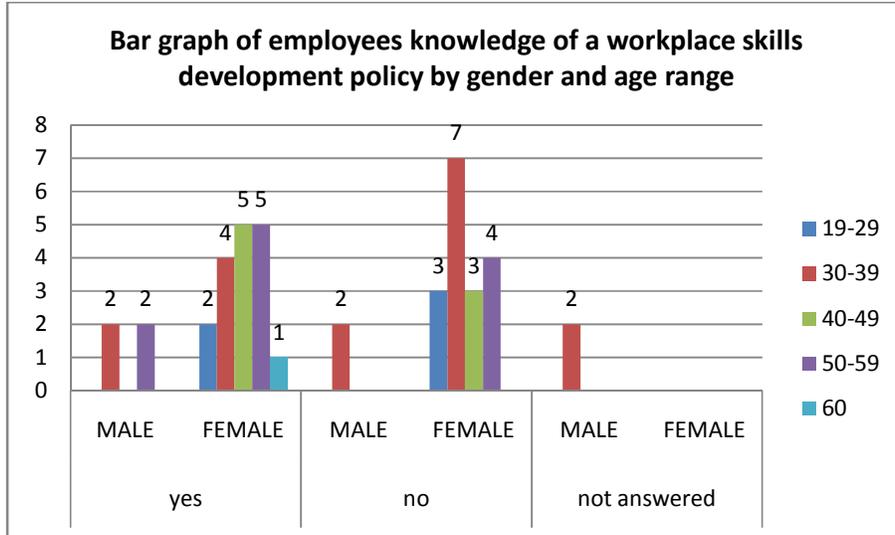


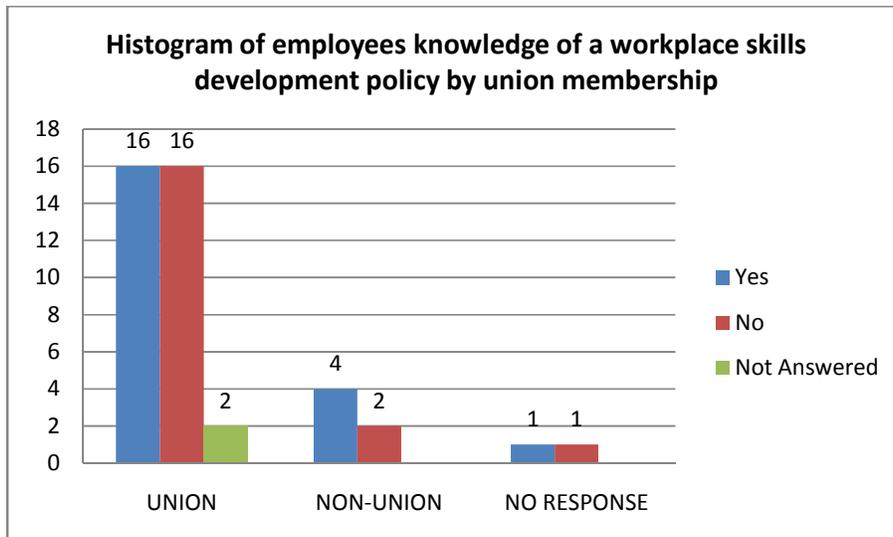
Figure 69 reveals that 50% of the respondents know what their company skills development policy is; 45% do not know and only 5% did not respond to this question. Continued support and motivation of employees through training is essential in achieving an improved level of performance and driving the organisation's business strategy (Bergenhengouwen, Ten Horn & Mooijman, 1996:32). This requires a close relationship between top management, line management/SDF and the employee/union representative. The employer (top management) provides support and guidance through strategic management processes, like developing workplace skills policy, funding employee education and training and ensuring that skills training is easily accessible to all employees (Bennett & Taylor, 2001:261; Skills Development Amendment Act 37 of 2008). Employees have a right to information about workplace skills policy. Naledi-Nkanyezi Private Hospital does have a skills policy, but not all employees were aware of what their company's skills policy was. This indicates a lack of or failure to disseminate information about a skills policy, made evident in the various responses given by employees.

Figure 70: Bar graph of employees knowledge of a workplace skills development policy by gender and age range



According to figure 70, of the employees who indicated that they know what their skills development policy is, 81% are females and 19% males. Females of age 40-49 years and 50-59 years have a similar knowledge of workplace skills development, this is represented by 29% responses of each. Of the 19% of males that know what a skills development is they are from age 30-39 years & 50-59 years, and they reflected similar knowledge at 50% each. The responses of females who do not know what a skills development policy is varies; females in the age group range 30-39 years represent 41%, followed by age 50-59 years at 24% and age 19-29 years together with age 40-49 years both at 18%.

Figure 71: Histogram of employees knowledge of a workplace skills development policy by union membership



As revealed by Figure 71, the number of union members (75%) who know what a workplace skills development policy is, is more than that of the non-union members, which is 19%. Equally so union members (84%) who do not know what a skills development policy is, are more than the non-union members (11%). However if one compares only union members in both those who know and who do not know, the responses are the same. Of the 81% union members who responded, the responses of those who know versus those who do not know what a skill development policy is, is equal at 47% each. This reflects that dissemination of information on workplace skills development policy has not been widened enough. Csiernik (2003:18,27) states clearly the role of union or employee representative in Employee Assistance Programme policy. Applying what is said by Csiernik (2003:18, 27) in employee assistance programme policy to workplace skills development policy, union representative are to be involved in signing off of the skills development policy Csiernik (2003:18); they are to act as advisors to employees, and provide support to employees who need training. Furthermore union representatives are to assist in workplace skills development education and awareness to its membership Csiernik (2003:18, 27).

Table 13: Manner of dissemination of information about the company skills development policy

Response	Frequency	Percentage
Staff meeting	8	38.1
Skills development committee member	4	19
Training	3	14.3
Memorandum	1	4.8
Verbally	1	4.8
Copy of policy given	2	9.5
Other	2	9.5
Total	21	100

Table 13 shows the manner in which respondents were informed about the company skills development policy. Of the respondents 38.1% said that they were informed through staff meetings. This method of disseminating information seems to be the preferred method at Naledi-Nkanyezi Private Hospital. As indicated earlier in Figure 36 staff meetings and letters/memorandums were the methods that had highest responses. Workplace skills policy, like any other workplace policy, should clearly outline who is covered, what the employee is entitled to, how to access the skills benefit and who to contact in order to access the benefit. Literature doesn't specify which method is best with regards to dissemination of information; however, the method using staff meetings (Ashton & Sung, 2002:4) seems to be working best for Naledi-Nkanyezi.

- **CONTRIBUTION TO SKILLS LEVY FUND**

Figure 72: Histogram of company contribution to the skills levy fund

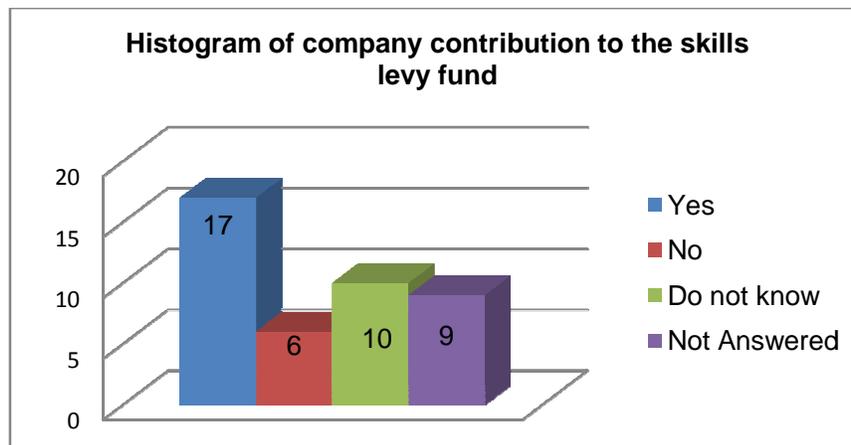


Figure 72 shows that 41% of respondents knew that Naledi-Nkanyezi Private Hospital contributes towards the skills levy; 14% indicated “no”; while 24% did not know and 21% did not respond to the question. Some of the information to be given to employees on employer responsibility is the financial expenditure incurred by the employer towards skills development and the skills levy fund is such responsibility (Skills Development Levies Act 9 of 1999; Kraak, 2005:438-440). The employer, through the SDF has failed to communicate such information to its employees.

Figure 73: Histogram of company contribution to the skills levy fund by gender and age range

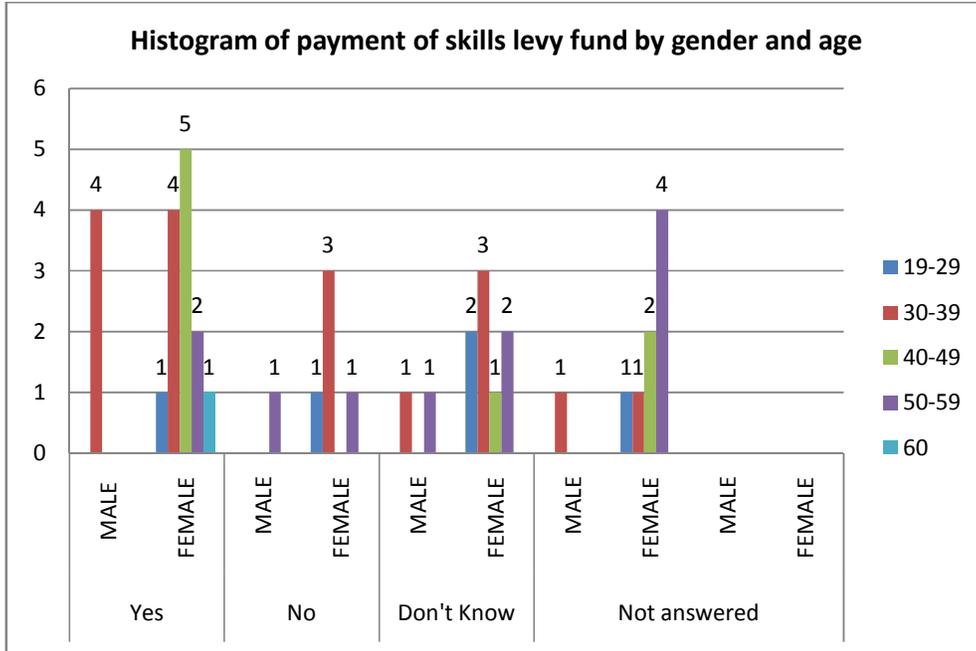


Figure 73 shows that females in the age of 40-49 years represent 38% of females who knew that Naledi-Nkanyezi contributed to Skills levy Fund, followed by both male and female in age range of 30-39 years. Naledi-Nkanyezi is a contributor towards skills levy fund an yet 24% of its employees said they do not know and 14% said they do not contribute. Of the respondents who indicated that Naledi-Nkanyezi does not contribute and those who said they do not know, at 50% and 30% respectively.

Figure 74: Histogram of company contribution to the skills levy fund by union membership

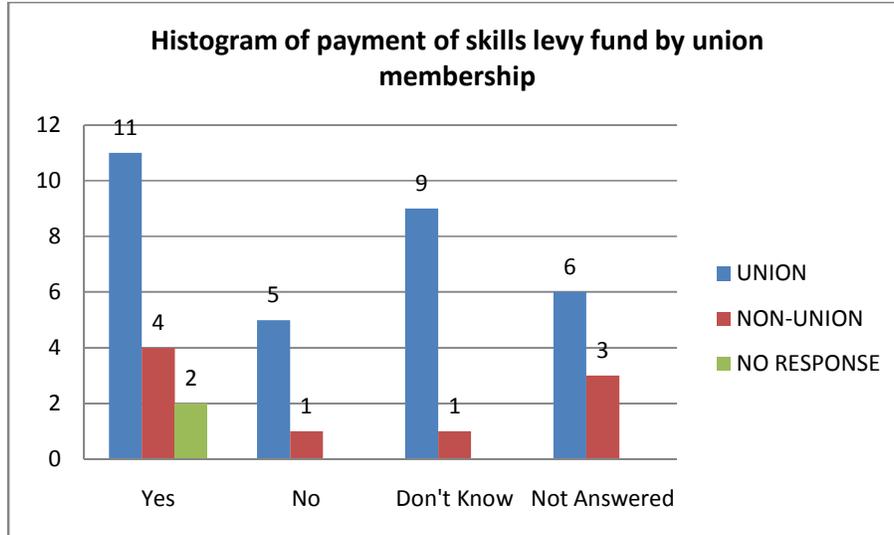


Figure 74 shows that of the employees who responded that Naledi-Nkanyezi contributes to skills development levy, 65% are union members and 6 % are non-union members. Although a higher percentage of union members know that the company contributes to skills levy, there is also a reasonable amount of employees who are union members said it does not contribute (83%) and others said they do not know (90%). As indicated by Kraak (2005:438-440) that some of the information to be given to employees on employer responsibility is the financial expenditure incurred by the employer towards skills development and the skills levy fund is such responsibility, the larger percentage of individuals who do not know that Naledi-Nkanyezi contributes to skills levy fund is an indication that union representative has failed in informing its members of such useful information.

- **SKILLS LEVY FUND PAYMENT**

Figure 75: Histogram of institution for skills levy fund contribution

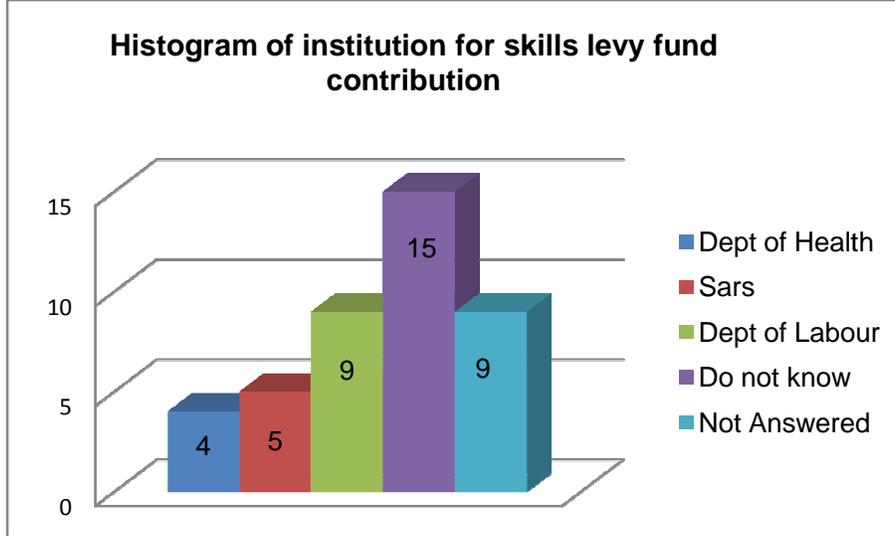
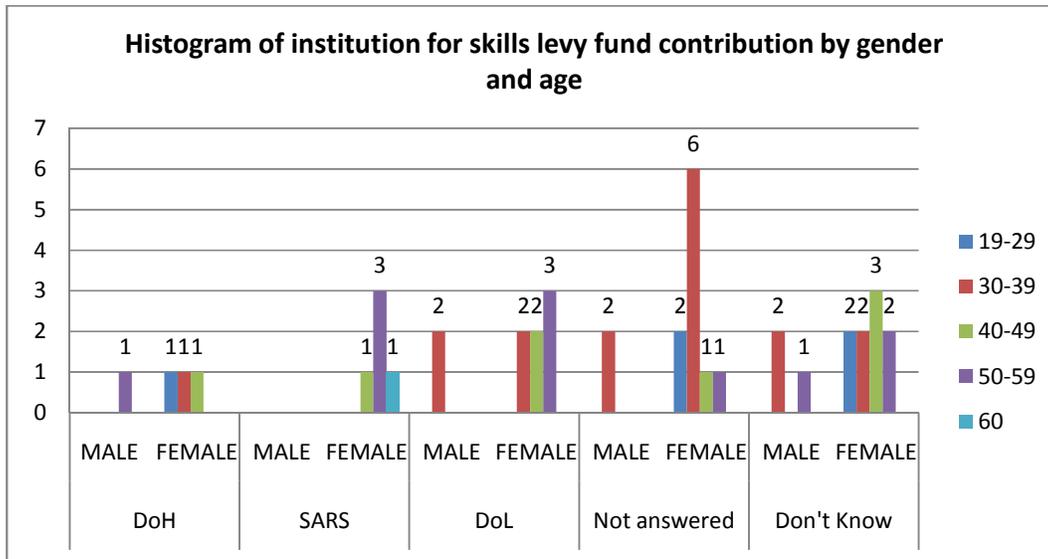


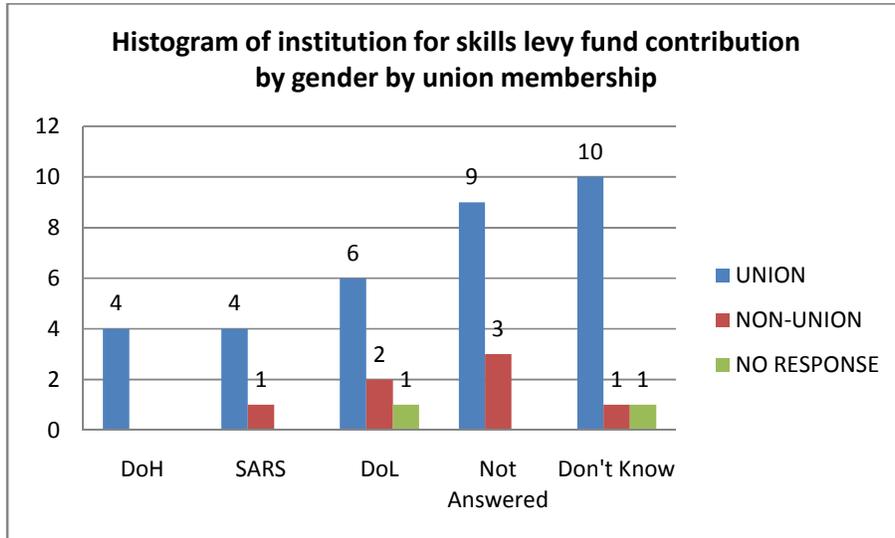
Figure 75 shows that there were various responses with regard to where Naledi-Nkanyezi Private Hospital contributes the skills levy fund. Figure 75 shows that 12% of respondents know Naledi-Nkanyezi Private Hospital contributes the skills levy fund to SARS; 10% said to the Department of Health; 21% to the Department of Labour; whereas 36% said they do not know and 21% did not respond to the question. This to the researcher is an indication that the employer/SDF has failed to communicate the relevant information during the one-on-one interview/discussion with the employee. The information about where Naledi-Nkanyezi Private Hospital contributes the skills levy fund is the legislative requirement (Skills Development Levies Act 9 of 1999; Kraak, 2005:438-440) and should be stated in the workplace skills development policy, a copy which should be given to each employee.

Figure 76: Histogram of institution for skills levy fund by gender and age range



As shown in Figure 76, only 12% of employees knew where Naledi-Nkanyezi Private Hospital contributes the skills levy fund, this is a significant drop from the 41% (Figure 72) of respondents who indicated that they know that Naledi-Nkanyezi Private Hospital contributes towards skills levy. All of the 12% respondents are females and females in the age group 50-59 years represent 60% of those who know where skills levy fund is contributed. None of the male gender knew where the skills levy fund is contributed, this is evident from the responses given in Figure 76. 25% of males and 75% females said they do not know, 22% males and 78% females said Department of Labour, while another 25% males and 75% females said it is Department of Health.

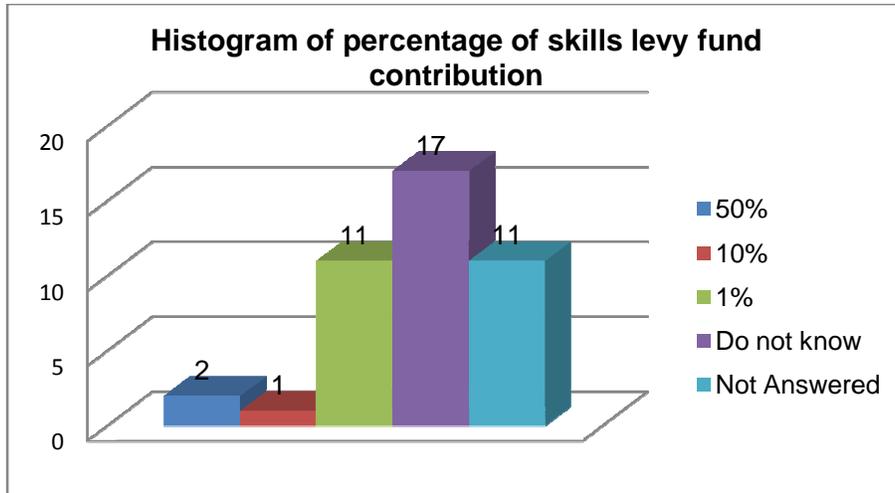
Figure 77: Histogram of institution for skills levy fund by union membership



As shown in Figure 77, of the 12% of employees who knew where Naledi-Nkanyezi Private Hospital contributes the skills levy fund, 80% are union members and 20% are not. The number of union members who acknowledged that they do not know where Naledi-Nkanyezi Private Hospital contributes its skills levy fund is significantly high at 83% (Figure 77). Combining the incorrect responses given by employees who are union members with those that acknowledged that they do not know, one realises that the knowledge of union members with regards to where Naledi-Nkanyezi Private Hospital contributes its skills levy, is significantly poor. Information such as skills levy contribution is to be made to all employees regardless whether they are union or non-union members.

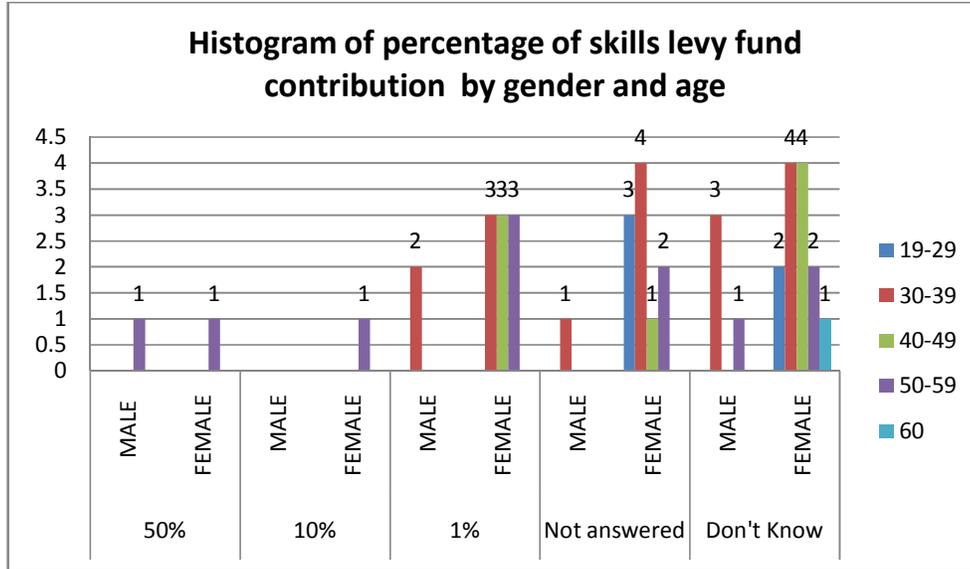
- **SKILLS LEVY FUND PERCENTAGE CONTRIBUTION**

Figure 78: Histogram of percentage of skills levy fund contribution



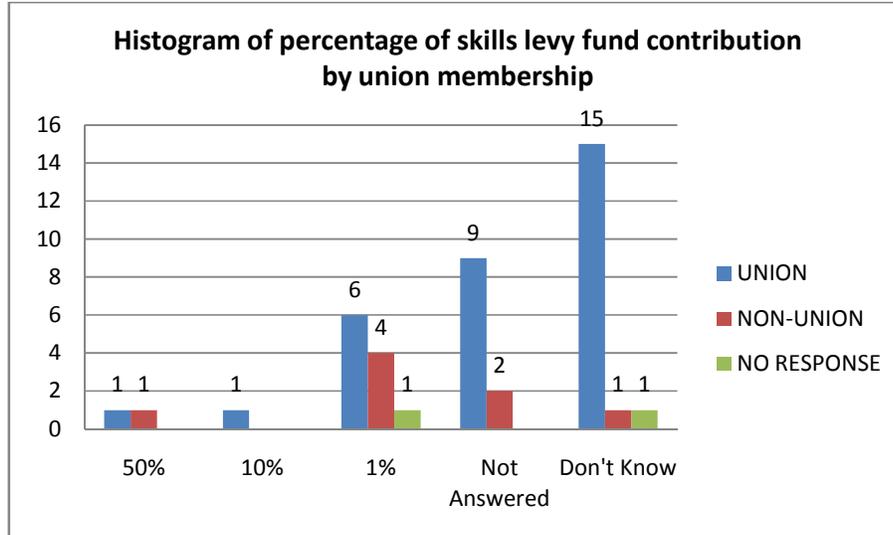
According to Figure 78, 26% of the respondents indicated that Naledi-Nkanyezi Private Hospital contributes 1% towards the skills levy; 41% (17) said they do not know; another 26% did not respond; while 5% said it is 50% and 2% said it is 10%. Not only does top management support skills development through a skills development policy, they are to also fund the education and training of employees by contributing 1% of the gross salary of all employees to SARS (Kraak, 2005:438-440). This information is to be included in the skills policy document and to be accessed by all employees. Naledi-Nkanyezi Private Hospital may be contributing to the skills levy fund, however its employees do not seem to know what percentage contribution their employer contributes to the skills development fund and that the employer can pay for their studies. Only 26% of the 42 respondents knew what the percentage contribution made by Naledi-Nkanyezi was.

Figure 79: Histogram of percentage of skills levy fund contribution by gender and age



According to Figure 79, the responses given by employees of the percentage contribution of Naledi-Nkanyezi Private Hospital reveals that employees have limited knowledge on what the company contributes towards skills levy. Only 26% of the respondents indicated that Naledi-Nkanyezi Private Hospital contributes 1% towards the skills levy; females represented 90% of the correct responses and 10% males. Of the female responses, females in the age range of 30-39 years, 40-49 years and 50-59 years all responded equally, at 33.3% each.

Figure 80: Histogram of percentage of skills levy fund contribution by union membership



As depicted in Figure 80, very few union members knew what percentage contributions Naledi-Nkanyezi contributes towards skills levy. Only 19% of union members knew that Naledi-Nkanyezi contributes 1% towards skills levy and 47% acknowledged that they do not know, while 28% did not respond to the question. Compared to union members, the non-union members who knew the percentage contribution of Naledi-Nkanyezi Private Hospital is 50%. However if one compares union versus non-union members in the same response, non-union members have significantly low, 36% of non-union members as compared to 55% of union members.

- SETA

Figure 81: Histogram of SETA to which Naledi-Nkanyezi Private Hospital belongs to

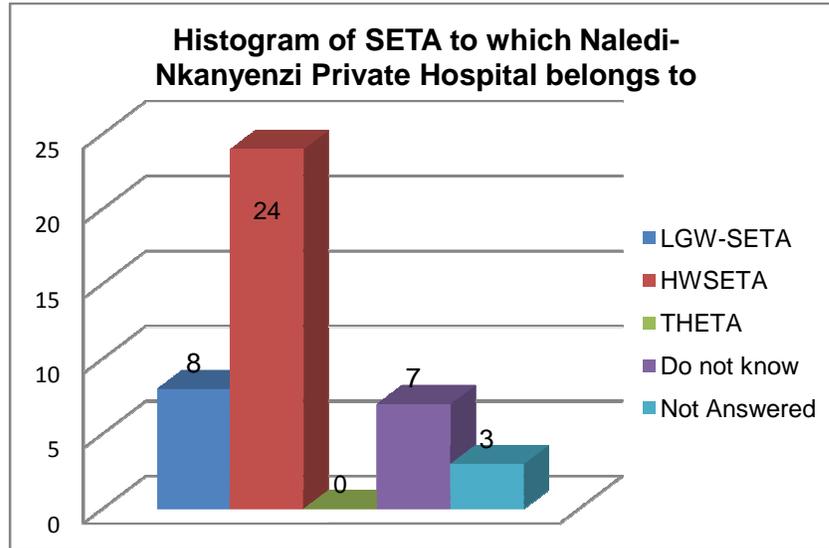


Figure 81 shows that 57% of the respondents indicated that Naledi-Nkanyezi Private Hospital belongs to the HWSETA, 19% specified it is LGW-SETA and 17% did not know while 7% did not respond to this question.

Figure 82: Histogram of SETA to which Naledi-Nkanyezi Private Hospital belongs to by gender and age range

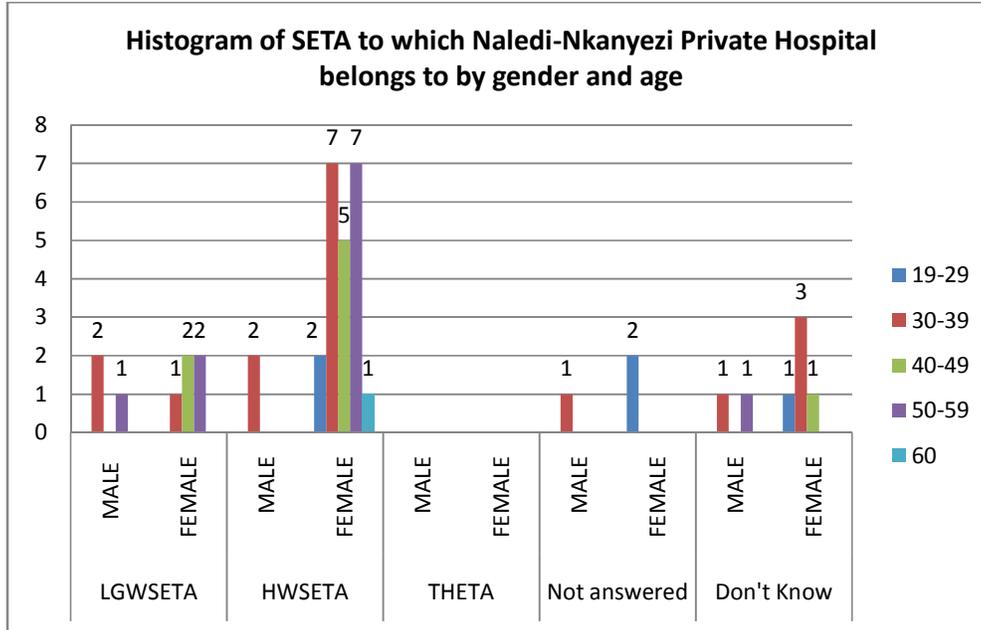


Figure 82 shows that 92% of the 24 respondents who indicated that Naledi-Nkanyezi Private Hospital belongs to HWSETA are females and males constitute only 2% of the respondents. Furthermore Figure 142 shows that the age range of 30-39 years and 50-59 years constituted the majority, at 32% each, of respondents who knew which SETA Naledi-Nkanyezi Hospital belongs to.

Figure 83: Bar graph of SETA to which Naledi-Nkanyezi Private Hospital belongs to by union membership

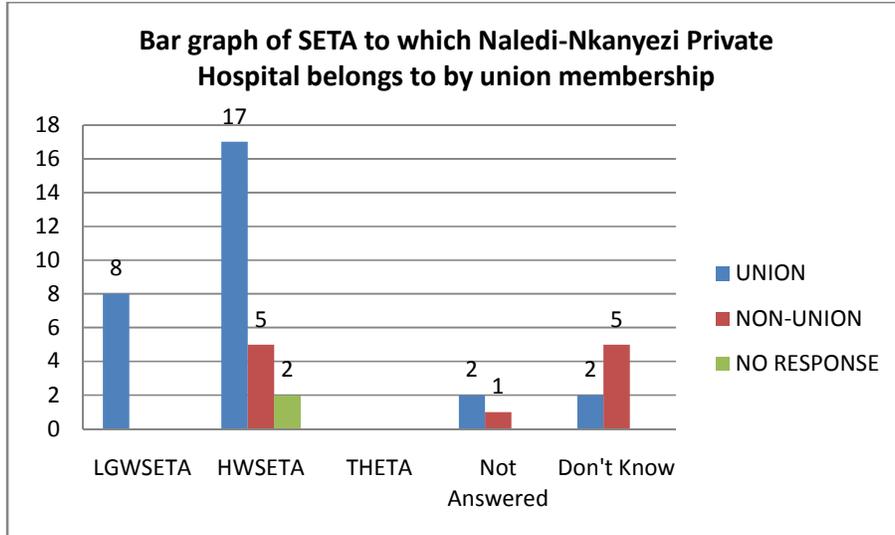


Figure 83 shows that of the 92% respondents who indicated that Naledi-Nkanyezi Private Hospital belongs to HWSETA, 71% are union members, 21% are non-union members and 8% did not indicate whether they are union or no-union members. A significantly low percentage (29%) of union members acknowledged that they do not know to which SETA Naledi-Nkanyezi belongs.

As much as the core business of Naledi-Nkanyezi Private Hospital is to provide healthcare services and is supported by the HWSETA, about half of the respondents did not have knowledge of this information. This to the researcher is an indication that the employer, SDF, or union representative has failed in communicating the relevant information during the one-on-one interview with the employee. The responsibilities of the SDF are to assist the employer and employees to develop a WSP, communicate information to employee and employer, and to liaise between employer and SETA (Truman & Coetzee, 2007:38).

3.6. SUMMARY

The aim of chapter three was to present the results of the empirical study conducted at Naledi-Nkanyezi Private Hospital of employees' knowledge about the role of the employer concerning workplace skills development. This was done by describing the research methodology, analysis and interpretation of results of the study. In Chapter four the conclusion on research findings, recommendations as well as opportunities for future research will be highlighted.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1. INTRODUCTION

In chapter three the results of the empirical study were analysed and interpreted. The final chapter provides the researcher with an opportunity to reflect, conclude and make recommendations on the research.

In this chapter the main findings on employee knowledge are summarised in relation to different roles of employer on workplace skills development. The paper is concluded with final remarks made by the researcher.

4.2. CONCLUSION

The research findings were analysed and conclusions were reached on the basis of the empirical study. The empirical study established that employees at Naledi-Nkanyezi Private Hospital have limited knowledge on the role of the employer on workplace skills development.

The quantitative data analysis consistently showed that:

- union workers have better knowledge of the role of employer on workplace skills development than non-union workers.
- union workers have increased chances of accessing education and training in the workplace.
- females have better knowledge of the role of employer on workplace skills development as compared to males.
- both younger and older generation have some knowledge on the role of employer on skills development, evident in responses of age group 30-39 years and that of 50-59 years.

- **Administrative role**

From the analyses of Figures 44 to 58 it is apparent that employees of Naledi-Nkanyezi have a limited knowledge of the administrative role of their employer. Over

80% of employees know that there is a skills development facilitator, skills development committee and who those members are, however they have no knowledge of the most important role performed by the SDF. Only 40% of employees have met with the SDF (see Figure 56), coupled with which is that 38% (see Figure 66) of employees do not know what the workplace skills plan is. This is a serious concern since meeting with SDF is to identify the training and development needs of an employee, matching them with the requirements of the organisation and completing a workplace skills plan that reflects the employee and employer needs and how they going to be met. If the skills development facilitator feels that his/her workload is too much in order to carry out the responsibilities, the skills committee members could assist with certain responsibilities, however this was not the case at Naledi-Nkanyezi. The presence of union in the skills development committee at Naledi-Nkanyezi Private Hospital, should assist in increasing the knowledge of employees on the administrative role of employer, as some of the work that the SDF failed to do, could have been done by union representative. The behaviour revealed from interpretation of Figure 35 and linked with that of Figures 12 and 28, seriously impacts and jeopardises the objective of closing the skills gap that exists at Naledi-Nkanyezi and in South Africa.

- **Human Resource Development Role**

The failure of SDF to meet with some of the employees also impacts on the actual training and development and the identification of the most suitable intervention to address the training and development needs of the employees.

Although the statistical data shows that 86% (see Figure 8) of employees have attended training and 62% (see Figure 28) have studied since being employed at Naledi-Nkanyezi, the percentage of employees who, at the time of the research, were currently attending training was 43% (see Figures 16, 17 & 18) and those who were currently studying was 31% (see Figure 30). These percentages are far too low if Naledi-Nkanyezi is to improve on the lack of skills problem in the country. Data analysis on workplace training and studying shows that employee's lack of knowledge on the role of their employer to train and develop them has compromised 57% and 69% employees respectively. These were not currently attending training and studies regardless of their eagerness to study (see Figures 18 & 27). Some of

the reasons given by employees for not attending training or studies could have been prevented as they are related to employer responsibility for workplace skills development. The skills development facilitator could have facilitated entry to training for the 23% of employees who said there was no training on offer; the 31% who said there's no money to study and the 14% (respectively) of those who were on the waiting list and those who were new in the workplace and had not yet been offered/made aware of the opportunity to attend training.

The silent role that union and management have, as shown in Figures 22 and 36, as demonstrated in employee workplace training and development raises concerns. The 78% of employees who are union members (see Figure 5) deserve the support of their union representatives who are part of the skills development committee, since they are on the committee to serve the interests of their members. Non-union members could get that support from line management. It is in the interest of employees to know what benefits they can derive from the union representative who is serving on the skills development committee. The union and line management could therefore have played a role in motivating the 8 % (see Figure 27) of employees who have no interest in workplace training and the 10% (see Figure 42) of employees who are not interested in studying. To reap the benefits of being a union member, the union representative could have availed themselves as a contact person for employees to contact when they are interested in workplace training. Furthermore they could have used the union meetings to guide the employees in knowing what their rights and benefits are, with regards to workplace skills development as enshrined in the workplace skills development policy document and also inform them when the next training will take place.

- **Financial Role**

The data shows that employees have no knowledge about the financial role in workplace skills development. This is evidenced by the responses given about whether Naledi-Nkanyezi contributes towards the skills levy fund, the percentage of money contributed towards the skills levy fund and to which institution is the skills levy fund contribution made. A concern is that only 40% of employees knew that Naledi-Nkanyezi contributes towards the skills levy fund (see Figure 72). However, only 26% knew that only 1% of the payroll is contributed towards skills fund (see

Figure 78) and this contribution is made to SARS as indicated by 12% (see Figure 75) of employees. With this little knowledge on the financial role of the employer it does not come as a surprise that 62% of employees paid for their own studies (see Figure 38). Of most concern, however, is that 31% (see Table 11) of employees could not study because of lack of money. If these employees knew that one of the employer's roles in workplace skills development is to finance training and development, and claim back from the skills levy fund, the percentage of employees not studying could be lower.

4.3. RECOMMENDATIONS

Recommendations were made to the Human Resources Department, Employee Assistance Programme personnel and to management:

- Employee benefits on skills development needs to be included in the skills development policy. This need to include what the employee is entitled to who to contact and where to go when they need training.
- Union representatives should be fully engaged in workplace skills development policy strategy, to help achieve buy-in from the employees and should continue to support workplace training as it provide route for continued learning for employees who might otherwise not have access to learning.
- Union representatives/leaders need to be more visible and assist employees in issues of workplace skills development.
- Union representatives should include skills development when they are bargaining for their members.
- Employees should be regularly reminded of what the skills development policy is all about and where to get a copy of the policy for employees to familiarise themselves.
- The SDF's role needs to be defined and communicated to the employees. This person needs to be more visible and proactive in dealing with employees on issues of skills development.
- Naledi-Nkanyezi Private Hospital to announce, at least a month or two in advance, training that will take place so as to allow interested parties to apply.
- The groundwork for skills development in the workplace is to be done by the Skills Development Facilitator working closely with the skills development

committee which represents all relevant stakeholders including union representatives.

- Management at Naledi-Nkanyezi Private Hospital needs to work together with other stakeholders to assist employees in knowing what their role in skills development is, and what the role of the employer is, in order for employees to be comfortable to access the benefits that they have in their workplace.

4.4. SUMMARY

The success of closing the skills gap that exist because of previous political and educational disparities in South Africa requires commitment from all South Africans. Naledi-Nkanyezi Private Hospital, as one of the role players, needs to realise the significance of including and informing all other role players on their responsibilities on workplace skills development. The task of each role player needs to be transparent and communicated clearly to the rest of the employees. It would be beneficial to both employees and Naledi-Nkanyezi to include workplace skills development as part of key performance indicators of management and employees and be assessed during performance review. To fulfil its mandate on workplace skills development, Naledi-Nkanyezi should utilise the services of the Employee Assistance Programme.

4.5. CLOSURE

The main problem identified in this study was:

What is employees' knowledge about the role that employers play in workplace skills development?

The rationale behind the study was to explore the knowledge of employees about the role of the employer in workplace skills development at the Naledi-Nkanyezi Private Hospital. The goal of the study was achieved through the following objectives:

- Describe, through an extensive literature review, what constituted workplace skills development in the South African context and the role of the employer within workplace skills development

In Chapter two an extensive literature review was conducted which provided the researcher with an understanding of the wide-ranging role of the employer on workplace skills development. The roles of the SDF and the skills committee were highlighted which emphasised their important role in workplace skills development. Furthermore the employees' role and the knowledge they have about the employer's role on workplace skills development was discussed.

- Explore the knowledge of employees at Naledi-Nkanyezi Private Hospital about the role of the employer in workplace skills development through an empirical study

In Chapter three the research findings, which were explored through a quantitative-descriptive survey, of the knowledge of the full-time employees at Naledi-Nkanyezi Private Hospital about the role of the employer in workplace skills development were analysed and results were presented in tabular and graphic form according to the sequence of the questions in the questionnaire.

- Formulate conclusions and make recommendations to employee representatives, EAP professionals and the management of Naledi-Nkanyezi Private Hospital on how to engage employees in workplace skills development

This objective was accomplished in Chapter four through a discussion of information gained to advise EAP professionals and management at Naledi-Nkanyezi Private Hospital on how to engage employees on workplace skills development.

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ADDENDUM A: PERMISSION FROM EMPLOYER



CLINIX MALEDI-NKANYEZI PRIVATE HOSPITAL (PTY) LTD
Moshoeshe Street, Sebokeng • P/Bag X109, Vereeniging 1930, South Africa
Tel.: 016 420-3000 Fax: 016 420-3144

Dear Ms N. Nama

I hereby acknowledge the receipt of your request re conducting a research at our hospital.

I do grant you a permission to come and conduct a research at our hospital and I hope it will also be a teaching moment for our company.

Kind Regards,


Maggie Moleli
Hospital Manager



ADDENDUM B: INFORMED CONSENT

06/07/2012

Our Ref: Nama 29588856

Tel: (012) 420-4847

E-mail: florinda.taute@up.ac.za

Researcher: Nombeko Nama

Tel.nr: 082 885 7728

E-mail: nombeko@nashuaisp.co.za

Dear Participant,

INFORMED CONSENT FORM

Title of the Study: The knowledge of employees on the role of the employer in workplace skills development.

Purpose of the Study:

To explore the knowledge of employees about the role of the employer in workplace skills development.

Procedures: If you decide to participate in the research study you will be asked to complete a questionnaire and it will approximately take 30-40 minutes of your time. The questionnaire will be completed in groups during working hours and you will be informed of the time in which you will participate so as not to disrupt the working environment. The researcher will be present at the time of completing the questionnaire to answer any questions related to the procedure and to collect the completed questionnaires. Completed questionnaires will be stored at the University of Pretoria for a period of 15 years.

Risks and discomforts: Your participation in this research study involves no physical, psychological or financial risk.

Benefits: Benefits to you may include a better understanding of your own knowledge and the role of the employer in skills development. Benefits to your company may include a better understanding of the views of employees on the role of the employer in skills development and this will empower management in dealing with employees in issues of skills development. Please be aware that there are no costs for

participating in this study and participants are not going to be reimbursed for their participation.

Participants' rights: The decision whether to participate in this study is entirely up to you. Your participation in this research is entirely *voluntary*; you are free to choose to participate or not to participate. You may decide to stop at anytime if you choose so and this will not affect your relationship with Naledi-Nkanyezi Private Hospital now or in the future.

Confidentiality: Although the questionnaires are not linked to your name, all information will be treated with the utmost confidentiality. Besides you, the completed questionnaires and consent forms will only be seen by the researcher (Nombeko Nama) and the researcher's supervisor (Dr Florinda Taute). Should you decide to withdraw; the information submitted will be destroyed.

Contacts: If you have any questions please contact Nombeko Nama, nombeko@nashuaisp.co.za or at 0828857728.

If you agree to participate you need to sign this form as proof of you acceptance

STATEMENT OF CONSENT:

I understand that my participation is voluntary and that I can withdraw from the study at any time without any prejudice. Signing this form does not waive any of my legal rights.

By signing below, you're indicating that this form has been explained to you, that you understand it, and any questions you have about the study have been answered. You are indicating that you understand the ways the evaluation data may be used and how your confidentiality will be protected.

Name of Participant: _____ Signature: _____

Date: _____

Researcher: _____ Date: _____

Supervisor: _____ Date: _____

ADDENDUM C: QUESTIONNAIRE

99 Kingston Village
Doppruim Avenue
Weltevreden Park
1709

Date: 18 Jan 2011

TO ALL RESPONDENTS

Dear sir/madam,

I am Nombeko Nama, registered for MSocSci (EAP) degree with University of Pretoria. As part of my studies, I am conducting a research on the knowledge of employees on the role of the employer in workplace skills development and using your workplace (Naledi-Nkanyezi Private Hospital) as my research site. The goal of this study is to explore the knowledge of employees about the role of the employer in workplace skills development; this information could be shared with other researchers and company senior management and HR managers.

I would like to invite you to participate in this research by completing a questionnaire, which will take 30 minutes (at most) of your time. Your participation in this research is very important it will help me gain insight on how much employees know about the role of employers on workplace skills development and help your organisation on how to engage employees on workplace skills development.

Thanking you for your participation.



Nombeko Nama

QUESTIONNAIRE

The knowledge of employees on the role of the employer in Workplace Skills Development at the Naledi-Nkanyezi Private Hospital

INSTRUCTIONS

Please answer ALL questions by marking with an [X] in the appropriate box .

SECTION A: DEMOGRAPHIC DETAILS

- Gender: Female Male
- Age: 19 – 29yr 30 – 39yr 40 – 49yr 50 – 59yr 60+ yr
- Union member: Yes No

SECTION B: EMPLOYMENT HISTORY

Full Time: Naledi-Nkanyezi employee
Part Time: Agency employee or Locum
Contractor: Inkosi Security, Catering Services

- Full time Part time Contractor
- Start Date at Naledi-Nkanyezi in years e.g. 1989
- Current Position: e.g. Manager

PN: Professional/General Nurse,	
EN: Enrolled Nurse	
NA: Nursing Assistant	
PH: Pharmacist	
PA: Pharmacist Assistant	
GW: General Worker	

4. Education Level: Below matriculation Matriculation Degree or Diploma

SECTION C: WORKPLACE TRAINING

1. Have you ever attended any workplace training since you started working at Naledi-Nkanyezi Private Hospital? Yes No

2. When last did you attend workplace training? 2011 never last year
(2010) before 2010

3. Are you currently attending workplace training? Yes No

if Yes to question 3, answer a to f below

a. when did the training start? 2011 2010 before 2010

b. Where is the current training taking place? Work training provider
University/college

c. Who encouraged you to register for training? Myself my family my
employer

d. Indicate at what level is your training. ABET Learnership NQF 2 to 3 NQF
level 4 to 5

e. Are you going to use the information gained from training in your daily job?
Yes No

f. Is your training relevant to your daily job? Yes No I don't know

if No to question 3, answer g to h

g. Why are you not attending workplace training?

h. Would you like to attend workplace training Yes No

SECTION D: WORKPLACE STUDIES

1. Have you ever studied since you started working at Naledi-Nkanyezi Private Hospital?

Yes No

2. Are you currently studying? Yes No

if Yes to question 2, answer question 3 to 11

3. When did you enrol for current studies? 2011 2010 before 2010

4. What is the duration of your studies? 4 years 2 to 3 years 1 year

5. Where are you currently studying? FET University/college correspondence

6. Who encouraged you to study? Myself my family my employer

7. Indicate at what level are studies. ABET Learnership NQF 2 to 3 NQF level 4 to
5

8. Who paid for your studies? Employer myself Other

9. How long are your studies? days months years

10. Are you attending studies during working hours? Yes No

11. Are you paid while studying? Yes No

if No to question 2, answer question 12 to 14

12. What are the reasons for not studying? I have no interest I have no money I
have no time I have no matric

13. Are you interested in studying or attending training? Yes No

14. What are you interested in studying or training for?

SECTION E: WORKPLACE SKILLS COMMITTEE AND SKILLS DEVELOPMENT FACILITATOR

Please answer these questions with all your honesty

1. Is there a skills committee at your workplace? Yes No I don't know

2. I know who the members of the skills committee are. Yes No

3. I know who the Skills Development Facilitator is. Yes No

4. The Name and Surname of the Skills Development Facilitator is

5. I have met with the Skills Development Facilitator to discuss my training needs.

Yes No

6. Which of the following methods did the Skills Development Facilitator use to determine your education and skills level? Questionnaire Performance

appraisals Interviews None

7. How are you informed of planned education and training? Letter/email Staff meeting Union meeting I am not informed

8. Who do you go to at your workplace when you are interested in attending training? Supervisor/manager union/shop steward skills development facilitator

9. I know what a workplace skills plan is. Yes No

10. I know what the company policy on skills development is. Yes No

11. How were you told about the company policy on skills development

12. Does your company pay the skills levy fund? Yes No

13. Where does your company pay the skills levy fund? Department of health SARS Department of Labour

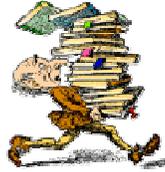
14. What is percentage of payroll that your company pays to skills levy fund? 50% 10% 1%

15. Our company belongs to this SETA. LGWSETA HWSETA THETA

Thank you for your participation

Nombeko

ADDENDUM D: LETTER FROM EDITOR



Astute Editing and Research

15 March 2012

To Whom It May Concern

Dear Sir/Madam,

This is to certify that I have fully edited the mini-dissertation *Employees' Knowledge of the role of the Employer in Workplace Skills Development at the Naledi-Nkanyezi Private Hospital*, submitted in partial fulfilment of the requirements for the degree MSocSci: Employee Assistance Programmes in the Department of Social Work and Criminology at the University of Pretoria by Ms Nombeko Roseline Nama.

Yours sincerely,

C.D. Schutte (D Litt et Phil; Member, Professional Editors' Group)

Telephone 012-342-3518

Mobile 083-310-1806

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