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A RESEARCH PROPOSAL BY:

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ABSTRACT

Employers are consistently seeking to employ individuals who have strategic thinking abilities and an innovative mindset. With this in mind, it is questionable if the South African workforce is prepared for the new attitude towards employment. Research has identified that training and development programmes are advantageous to organisational growth, however, their underlying purpose is aimed at achieving satisfaction by positively improving employee attitudes. Vast research indicates that by investing in training and development programmes, organisations achieve employee satisfaction and experience employees who are more determined and have increased knowledge on digital concepts, and improved skill abilities.

This study aims to gain the above knowledge by exploring a telecommunications SMME. A research qualitative questionnaire is used to gain in-depth understanding of the SMME's employees on the topic at hand. Through this, it was found that the SMME has knowledge of training and development programmes, however, they are not explored to their maximum potential.

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1. RESEARCH TITLE

The effectiveness of organisational training and development programmes on employee satisfaction in a telecommunications firm in Johannesburg.

2. INTRODUCTION

2.1. Contextualisation

Like most industries, the telecommunications industry is gradually making a stand in the global market (Rajeshama and Khatoon, 2020). In light of this, employers are consistently seeking to employ individuals who have strategic thinking abilities and an innovative mindset (Rajesham and Khatoon, 2020).

Employees who are exposed to informal and formal learning experiences are set to have a more comprehensive skill set. Additionally, new knowledge and abilities enables the employees to be better prepared to handle significant changes (SHRM, 2020)

Human Resources is one of the most important functions in a business (Bercu, 2017). Human Resources tasks such as recruitment, performance appraisal and training and development are listed in company policies as the core of human resources (Rajesham & Khatoon, 2020). Comprehensively, human resource is encompassed by people who make up the workforce of an organisation and ultimately perform tasks necessary in assisting the organisation to achieve its goals. With the constant development and changes in and around organizations, it is necessary to constantly build knowledge on Human Resources. Such knowledge will assist in accurately examining the workforce, identifying shortfalls in the workplace and making improvements where necessary.

Training and development programmes intend to provide a platform for knowledge growth on soft and technical skills. Knowledge expands intellectual property (IP) and provides a culture of active knowledge in the organisation. The pool of knowledge available arguably factors employee satisfaction as it measures employee contributions in the organisation, and assists organisations in navigating the extent of employee participation in assisting organisational goals.

Researchers argue that training and development is responsible for the organisation, as a whole. Noe and Kodwani (2018) indicate that the face of training and development has shifted from merely focusing on the employees' sake but

rather, it is now greatly concerned with building and maintaining competitive advantage (Noe & Kodwani, 2018).

Even though this narrative determines the current reality of training and development programmes, employee satisfaction remains a key advantage of the programmes. Informal and formal learning experiences are able to provide employees with comprehensive skills and reassurance that their employer recognizes their value. By being presented with new knowledge and abilities, employees will be better prepared to handle new technologies and innovations and may be able to contribute to enhancing their organization's systems and procedures.

The purpose of this study is to explore the link between training and development programmes, and employee satisfaction. This study aims to build Human Resource knowledge specific to the telecommunications sector in South Africa. The objective of this study is to outline the effectiveness of organisational training and development programmes on employee satisfaction in a telecommunications firm in Johannesburg.

Studies indicate that training, specific to the organisation's needs, can lead to great improvement, greatly impact wages and productivity and positively influence employee satisfaction (Bercu, 2017). Using the objective this study will illustrate the effects of training and development programmes.

In entirety, the study will indicate concepts related to training and development, theories supporting the core concepts and a review on literature to gain an in-depth understanding. The study is carried out in five key sections – first, then study is introduced, then literature is identified to support the topic and relevant theories, thirdly research methods are greatly identified and substantiated, then findings and the interpretation of the findings are presented, and lastly, the study is concluded.

2.2. Rationale

The nature of training and development programmes, in South Africa, was known to be flawed. To correct this, South Africa introduced The Skills Development Act in 1998 as an effort to develop the South African workforce and encourage workplaces to provide a platform for active learning (Danshaw, 2019).

By exploring an SMME in the telecommunications industry, this study intends to build knowledge on the atmosphere of training and development in a developing organisation. By conducting a qualitative questionnaire, the study explores the perceptions of employees within the SMME, therefore, it is believed that great knowledge will be gained.

As the SMME continues to develop, such knowledge is anticipated to assist in identifying strengths or weakness, to address – with an aim of developing growth instilling strategies.

2.3. Problem Statement

Competitive pressure has threatened the telecommunications industry to make global wireless telecoms industry a victim of its own success (PWC, 2020). In Africa, telecommunications' is an important pillar in boosting the continents growth (TelecomReview, 2018). The global changes surrounding the industry may lead to a decline in its performance if the changes are not recognized and addressed.

Training and development has been recognized as a factor of creating and sustaining competitive advantage, however, Nkosi (2015) indicates that less than 10% of spending on training culminates in the application of training know-how to diverse work environments and behavioural adjustment on the job (Nkosi, 2015). This statistic indicates a great challenge that may lead to ineffective performance that could lead to the general decline in the performance of the telecommunications sector.

Furthermore, it is observed that 76% of South African millennials express a desire to leave their current organizations by 2020. This expression is negatively perceived as organizations foresee an opportunity of cutting “excess baggage” (Writer, 2017). With particular SMME's contributing to skills development levy (SDL), the study aims to analyse how organizations perceive training and development and its effects on overall employee performance (Hammond, n.d.).

2.4. Purpose Statement

The purpose of this study is to explore the perceptions of key employees, at a telecommunications SMME in Johannesburg, on training and development programmes as a driver of employee satisfaction.

The study highlights theories to identify the importance of employee wellbeing and how it drives employee satisfaction and organisational development. Furthermore, it describes the concepts of training and development programmes and employee satisfaction in relation to a telecommunications SMME.

2.5. Research Goal and Research Question

2.5.1. Research Goal

The goal of this qualitative study is to examine the impact of training and development programmes on employee satisfaction in the telecommunications industry. The study is motivated by the positive outcome that training and development programmes have on overall employee development, motivation and productivity.

2.5.2. Research Question

How do organisational training and development programmes impact on employee satisfaction?

2.6. Research Objectives

- 2.6.1. To explore the extent of training and development programmes on employee performance.
- 2.6.2. To describe employee motivation and productivity as the effects of training and development programmes.
- 2.6.3. To determine definite advantages of continually investing in training programmes.

3. LITERATURE REVIEW

3.1. *Theoretical Foundation*

3.1.1. *Herzberg's Two Factor Theory*

Herzberg Motivation Theory Model, commonly referred to as Two Factor Theory, is a framework proposed by Professor Fredrick Herzberg and his associates (1959). The theory concludes that knowledge on satisfaction and dissatisfaction, in a workplace, can be used to increase job satisfaction and eventually influence employee performance (Wall & Stephenson, 1970).

The theory examines two factors located within a job context. These factors are: motivation factors and hygiene factors (Maia, 2011). The two factors are distinguished where **motivation factors** are known to be found within the actual job, for example, achievements and growth. Additionally, motivation factors will include appraisals, a sense of appreciation from the organisation, opportunities for improvement – related to training and development and, involvements in decision making.

Alternatively, **hygiene factors** are found outside the actual job. These factors outline work relationships and remuneration rates (EPM, 2018). Furthermore, hygiene factors include job security, remuneration, fringe benefits, work conditions, insurance and leave. Even though these factors do not directly affect the job tasked, they are necessary for motivation as their absence may lead to dissatisfaction in the work place.

Herzberg continues to indicate that there are four stages to motivation, namely: high hygiene and high motivation, high hygiene and low motivation, low hygiene and high motivation, and low hygiene and low motivation (EPM, 2018). The stages are grouped to four possible combinations in ways that motivation can occur. The stages are briefly explained below.

High hygiene and high motivation define a perfect scenario where employees are generally motivated with little to no complaints. When there is **high hygiene and low motivation** this indicates that employees barely have complaints however, they are not entirely motivated. In this case, employees are primarily motivated by their income (salary). **Low hygiene and high motivation** occur when employees are highly motivated however the working conditions and salary are not

ideal. **Low Hygiene and low motivation** reflect the most undesirable scenario as employees are not motivated and have numerous complaints.

To successfully implement the theory, organisations may follow the two-step process. The process consists of, **eliminating job hygiene stressors** and **lifting job satisfaction** (EPM, 2018).

Eliminating job hygiene stressors entails advisory instructions the employer may use to enhance motivation. The initial step should be to confirm that hygiene factors are satisfactory and not causing dissatisfaction (EPM, 2018). It is necessary to note that hygiene factors will be perceived differently therefore, a neutral overview of each employee's perception will assist in making necessary, if any, changes. Beyond this, the employer should consider other factors that may lead to dissatisfaction such as: an unsupportive working culture, unfair treatment, lack of respect, low salaries as compared to the respective industry norm and micromanaging (EPM, 2018).

The second step should be to **lift job satisfaction**. This may be done by following three (3) steps that will be unique to the organisation and the individual employee. Firstly, the organisation may consider *job enrichment*. Through this, more challenging and complex tasks will be handed to the employee and this is likely to make the job more interesting (EPM, 2018). The second option is through *job enlargement*. Job enlargement consists of increasing workload through a greater variety of tasks to perform. The additional tasks are not necessarily challenging (EPM, 2018). Lastly, employers could consider *employee empowerment*, a tool used to increase employee responsibilities.

Considering the Two Factor Theory for employee satisfaction is necessary because it provides broad detail on factors considered in motivation, which ultimately build overall satisfaction.

3.2. Review of previous literature

A literature review is used encompass previous literature that relates to the research topic of a study (Coetzee, 2016). The nature of a literature review is to draw and evaluate different sources, namely: academic, professional journal articles, books and website-based resources (Rowley & Slack, 2004). According to Coetzee (2016), a literature review is necessary before undertaking a study

because it provides comprehensive understanding of previous literature (Coetzee, 2016).

For this study, the literature review will be encompassed in two broad themes that will bring forward previous literature.

Theme 1: Defining training and development programmes in a South African context.

More than a decade ago, training and development in South Africa was considered an important issue that arguably required the majority of South African employees to significantly expand knowledge, in order to maintain changing work demands (Ntlebi, 2003). Research indicates that, in an organisation, training and development is a key factor to meeting strategic, business and operational goals (Ntlebi, 2003).

According to Ntelbi (2003) training and development is aimed at the practical application of knowledge (Ntlebi, 2003). Other researchers further indicate that training and development is a form of learning in an organisation. Additional research indicates that learning in an organisation occurs in different ways, and training and development is recognizable as the most crucial in recent times (Noe & Kodwani, 2018).

Previously, employment in South Africa was described as unique. This conclusion was based on the shortage of skilled shortage in the market and the high rate of unemployment among the South African youth (Ntlebi, 2003). Due to this, Ntelbi (2003) indicates that employers were faced with a challenge of bridging the gap between the lack of productivity among lower-level workers and the need to be highly productive particularly at this level of employment (Ntlebi, 2003).

Theme 2: The importance of training and development programmes in the workplace.

It is necessary to invest in Human Resources and leverage the force accordingly to generate returns that are valuable to the individual employee and the organisation as a whole (Odhon'g & Omolo, 2015). However, the willingness to engage in knowledge expansion is determined by the employees' perception of the possible positive or negative outcome it holds (Hislop, et al., 2018)

Training and development programmes are known to have numerous advantages that will assist the organisation in achieving set goals. Such advantages are identified as: improved employee performance; improved employee satisfaction and morale; addressing shortfalls; consistency; increased productivity and adherence to quality standards and, increased innovation in new strategies and products. These advantages are further described below.

Improved employee performance

Employees are the most valuable asset in a company as they can greatly impact the operations of a company (Khan, et al., 2016). The performance of employees is influenced by numerous factors, namely: working conditions, policies and the training and development of employees (Khan, et al., 2016). Employee performance, in its entirety, is a key player in an organisation as its positivity leads to success and negativity may cause failure (Khan, et al., 2016).

As mentioned above, training and development is a factor to employee performance. Researchers note that employees who are exposed to the necessary training programmes are increasingly ready to act in their specific activity. The training will provide the employee a greater understanding of their roles and the expected quality of execution. Furthermore, training will build employee confidence which is likely to be translated through eagerness and effective execution of tasks at hand (2020, n.d.).

Even though the advantage directly aims at benefiting the organisation, employees' have a platform to build on personal profiles. With greater confidence, employees will generally assist the organisation in refining certain procedures and possibly changing industry norms that will lead the organisation to a greater competitive advantage (2020, n.d.).

Improved employee satisfaction and morale

Job satisfaction refers to the positive feelings an employee feels when appraisal comes directly from job related activities (Khan, et al., 2016). Job satisfaction is constantly studied by researchers because its closely related to employee

retention, organisational performance and turnover (Khan, et al., 2016). From the employee's perspective, job satisfaction is primarily influenced by workplace policies, relationships with management, remuneration and working conditions (Khan, et al., 2016).

Organisational investments in training and development indicates, to employees, that they are valued. Not only do the training programmes build on knowledge, but they also create a supportive workplace which is likely to increase the willingness to perform better and doing so from a place of satisfaction and enjoyment (Khan, et al., 2016).

Investments in training and development allows for a steady working environment as employees are able to access knowledge and preparation on cases that they would have not thought out on their own. Essentially, employees who feel acknowledged and tested through preparation may feel more fulfilment toward their employments.

Addressing weaknesses

Employee weaknesses are not commonly perceived in a positive light however, communicating them can lead to improvements that will lead to greater understanding of the employee's functionality. Weaknesses vary and are commonly listed as: difficulties in saying no, lack of confidence in the workplace, difficulties in being a team player and asking for assistance and, difficulties in maintaining a work/life balance (Indeed, 2020).

Numerous employees experience weaknesses in the workplace therefore, training and development programmes allows the employer to address these weaknesses and assist the employee in strengthening them to perform at an optimum. Moreover, addressing weaknesses creates an overall knowledgeable organisation where employees are independent when necessary and able to work with supervision, and in a team, when assigned (2020, n.d.)

Consistency

Robust training and development programmes ensure that employees have consistent experiences and background knowledge (2020, n.d.). Consistency,

along with commitment, is one of the most effective ways to positively influence employees to create a better working environment (Eisenhauer, n.d.).

3.3. Conceptualisation

Understanding concepts to a research study is key because it provides a clear understanding of words and measurements that may easily be misunderstood in the researcher's interpretation (Sequeira, 2014).

The key concepts to this research study are identified and further explained as: the concept of employee training, the concept of employee satisfaction and the concept of employee development.

3.3.1. Concept of employee training

The global approach to business is characterized by high competition, advances in technology and market globalisation (Hanaysha, 2016). To survive this norm, organisations need to look in to ways to gain competitive advantage.

One of such ways is through employee training. The principles of training emphasize on providing meaningful inputs for employees based on relevant theories, while taking into consideration the features of effectiveness and efficiency, differences among employees, and continuous development (Hanaysha, 2016).

According to Hanaysha (2016) employee training refers to programs that aim to provide employees with required information, new skills to enhance the opportunities of professional development (Hanaysha, 2016).

3.3.2. Concept of employee satisfaction

Successful organizations depend on the high performance of their employees to meet their objectives. To achieve strategic goals, the organisations employees should always perform at their optimum (Shmailan, 2016).

The term employee satisfaction is used to describe employee's fulfilment and the manner in which tasks are conducted at work (Heathfield, 2019). Numerous factors contribute to employee satisfaction, namely: respect in the workplace, positive management and regular employee recognition (Heathfield, 2019).

3.3.3. Concept of employee development

Researchers indicate that employee development is the process where employees undergo various training programs to enhance skills and acquire new knowledge and skills. Ideally, this is done with the support and motivation of the employer (Cornerstone, n.d.).

Organisations may conduct employee development through: individual development plans, performance metrics, opportunities outside the work place, providing constructive feedback and eliminating barriers (Olenski, 2015).

4. RESEARCH DESIGN AND METHDOLOGY

4.1. Research Paradigm

Paradigms are the conceptualisation to theory in research methodology (Creswell, et al., 2019). A paradigm is defined as a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world view (Creswell, et al., 2019). Furthermore, paradigms are defined as concepts that represent what people think about the world but, cannot prove (Creswell, et al., 2019). Paradigms explore conceptualisation through different approaches, namely: positivism, interpretivism and critical realism (Rehman & Alharthi, 2016).

This study follows an Interpretivism design. The paradigm is strongly developed on phenomenology, a perspective that defines a strong need to consider subjective interpretations of human beings and their respective perceptions of the world (Creswell, et al., 2019). In laymen terms, interpretivism integrates human interest in a research study (Methadology, n.d). An emphasis on personal ideology is highlighted as a core concept of interpretivism. This concept allows knowledge to be a personal experience rather than being imposed or acquired elsewhere (iNtgrty, 2016).

Researchers who conduct an Interpretivist study seek methods that will enable them to understand the relationship humans have with the environment they are a part of (Thanh & Thanh, 2015). Identified as Interpretivists, these researchers believe that an understanding of the context in which research is conducted is

critical to the interpretation of data gathered (Thanh & Thanh, 2015). Because of this, interpretive research is more subjective than objective.

A researcher argues that the goal of interpretivism is to value subjectivity (Thanh & Thanh, 2015). Following this point, another researcher describes interpretivists as being 'anti-foundationalists', because "there is no particular right or correct path to knowledge, no special method that automatically leads to intellectual progress" (Thanh & Thanh, 2015).

Interpretivists do not seek the answers for their studies in a rigid way (Thanh & Thanh, 2015). Instead, the researchers approach reality from subjects, which are typically people who own their experiences and are of a particular group or culture (Thanh & Thanh, 2015).

The interpretivism paradigm is fitting to this study as its nature will allow the researcher to access a population that will present perceptions of the environment in focus. The participants will present their feelings and general perspective on training and development programmes, and the researcher will then be tasked with making sense of the participants' reality.

This describes ontology, an assumption of interpretivism. The ontological position refers to the belief's individuals hold about nature (Creswell, et al., 2019). Following individual perceptions, human experiences are known different and these experiences are perceived differently. This highlights epistemology which concerns the nature of knowledge and the process by which knowledge is acquired and validated (Rehman & Alharthi, 2016). The final position of interpretivism is axiology, a concept that considers the judgement of the researcher.

The interpretivism design is applicable because it will allow the researcher to explore individual perspectives and describe real experiences as the study aims.

4.2. Research approach and design

The research design indicates the overall strategy a researcher will use to integrate different components of a study. The research design refers to a blueprint which constitutes of methods that will be used to collect and analyse data, and the general research strategy to address the research problem.

The researcher of this study will make use of Qualitative Research as the strategy to collect and analyse data that aims to address the research problem. A qualitative research study highlights the use of words, rather than numbers, therefore, emphasis will be placed on interpreting words (du Plooy - Cilliers, et al., 2014). Additionally, this study will follow a qualitative subjective approach meaning, the study will make use of questions that are detailed and developed to gain the most accurate knowledge from the data (du Plooy – Cilliers, et al., 2014). This method is suitable for this study because it aims to collect data pertaining to the effects of training and development on employee satisfaction.

Furthermore, the study will follow a cross sectional study design. A cross sectional design is applicable for this study because the researcher will observe data derived from the population and the data will be analysed at a specific point in time. A cross-sectional study holds the advantages of not continuously collecting factual data (du Plooy - Cilliers, et al., 2014).

This research study will follow inductive reasoning as opposed to deductive reasoning. Inductive reasoning allows the researcher to begin with few preconceptions and allow a claim to generate from the data being collected (O'Reilly, 2009). Inductive reasoning is relevant to this study because the study is designed to first collect relevant data, then analyse the data and finally, highlight the researcher's perspective through the conclusion.

Furthermore, this study will follow descriptive research. Descriptive research aims to describe a phenomenon that was identified through the research being conducted (du Plooy - Cilliers, et al., 2014). Generally, this research is guided by a question to describe the characteristics of a phenomenon. This study is aimed at answering the question, how do organisational training and development programmes impact on employee satisfaction.

Finally, this study is motivated by the situation observed at a telecommunications firm in Johannesburg, South Africa. Minimal information is available on training and development, and the effects it may have. This study aims to contribute knowledge that may be used by the firm.

4.3. Population

4.3.1. Population

Population refers to a comprehensive group of individuals, institutions and objects with common characteristics that are the interest of a researcher (Rafeedalie, n.d.)

4.3.2. Unit of analysis

According to du Plooy (2009, p. 56) the units of analysis are the smallest elements that can be investigated in order to gather data for your research study. Units of analysis ranges from individuals, groups and artifacts (William, 2020). The units of analysis are identified as individuals. A detailed description indicates that the individuals are male and female employees who encompass the lower and middle structure in a telecommunications firm in Johannesburg, South Africa.

4.3.3. Target and accessible population

4.3.3.1. Target Population

The target population is the entire class or group of objects or individuals that you want to generalise your findings to (du Plooy, 2009, p.56).

4.3.3.2. Accessible Population

Accessible population refers to the units of analysis in your target population which the researcher has access to (du Plooy, 2009, p.91).

For this study, the target population refers to male and female employees in a telecommunications firm. The accessible population refers to employees who encompass the lower and middle levels of a telecommunications firm in Johannesburg, South Africa.

4.3.4. Population parameters (characteristics)

Du Plooy-Cillers et al (2014, p.133) state that the population parameters/ characteristics refer to the 'nature, size, and unique characteristics of the population' of your research study.

This study will consider the following population parameters:

- Male and female employees operating in telecommunications.
- Individuals operating in Johannesburg, South Africa.
- Individuals with at least 1 year experience.
- Employees exposed to skills upliftment.

4.4. Sampling

4.4.1. Sampling method

Sampling is the process of selecting a particular group to represent the population (Surbhi, 2017). Sampling is distinguished by two broad techniques, namely: probability sampling and non-probability sampling (Surbhi, 2017). In probability sampling, every subject of the population has an equal chance of being chosen to be selected as a representative (Surbhi, 2017). In non-probability sampling, it is unknown which subject from the population will be selected as a representative (Surbhi, 2017).

This study will follow non-probability sampling as the researcher's judgement will be considered. Researchers make use of non-probability sampling when it is near impossible to gain access to the overall population (Surbhi, 2017). The research conducted will be exploratory and bias will conclude the findings (Surbhi, 2017).

4.4.2. Sampling technique

A purposive random sampling technique was used to carry the study as the research is aimed at a specific purpose (Creswell, et al., 2019). Purposive sampling technique is a non-probability sampling method where subjects of the research are selected by the judgement of the researcher (Methodology, n.d.). In purposive sampling technique, researchers believe that a sound judgement can obtain a representative sample. For practicality, purposive sampling is

proved to be effective when a limited number can serve as primary data (Methodology, n.d.). Purposive sampling is fitting for this study as female and male employee's operating in telecommunications are broad 6 and in far reach. Narrowing the study, with limitations to location, will result in saving time and other resources.

4.4.3. Sample size

For accurate statistical power, a researcher makes use of a sample size (Anderson, et al., 2017). When determining a sample size, a researcher determines the number of observations or replicates to include in a study. The group of individuals may be referred to as participants.

As this study follows a qualitative method and according to IIE regulations, this study will use a maximum of six (6) participants. According to the current progress of this study, the researcher will use five (5) participants.

The research participants are male and female employees, employed at Letsema Telecomms (Pty) Ltd. For the researcher to gain in depth information on the topic, the participants were requested to individually complete a qualitative questionnaire, with fifteen (15) questions, at their personal time. Additionally, the participants were requested to sign a consent form which thoroughly presents their role as a participant in this study.

The consent form further indicates confidentiality, freedom to not participate in certain questions and agreeing to directly being quoted with their identity being protected.

4.5. Data collection

4.5.1. Data collection method

Data collection methods entail how information is collected, how the information is used and what explanations it can generate, determined by the methodology and analytical approach applied by the researcher (Paradis, et al., 2016). The data collection methods used are questionnaires, interviews, focus groups, observations and textual or content analysis (Paradis, et al., 2016).

The data-collection method that will be used in this study is a qualitative questionnaire. A questionnaire is an instrument that allows a researcher to

gather information from the subject (McLeod, 2018). The technique of a questionnaire, for gathering information, is useful as the responses are simplified therefore, the researcher interprets data with ease. The questionnaire is directed towards gathering in-depth data.

The questions constructed were both open-ended and closed-ended in order to not limit possible responses. Open-ended questions allowed the respondent/participant to freely give an expression on the subject matter (Fauvelle, 2019). Close-ended questions are defined as question types that ask respondents to choose from a distinct set of predefined responses, such as “yes/no” or among a set multiple choice question’s (QuestionPro, 2020). The questionnaire was likely appealing to the participants as it covered all necessary questions, ranging from personal information to experiences in their current workplace.

The questions were derived from relevance to the study, and further from the objectives of the study. A table below indicates the link of each question to each objective. For greater understanding, the questionnaire has been attached under Addendum A.

Objectives	Relevant Question
1. To explore the extent of training and development programmes on employee performance.	Q2.2; Q2.5; Q2.7; Q2.9
2. To describe employee productivity as the effects of training and development programmes.	Q2.1; Q2.6; Q2.8
3. To determine definite advantages of continually investing in training programmes	Q2.3; Q2.4;

Furthermore, the questions were designed using eight (8) key stages. Each stage is listed below.

- **Stage One:** Decide the purposes/objectives/ research questions
- **Stage Two:** Decide the population and sample
- **Stage Three:** Itemize the topics/constructs/ concepts.
- **Stage Four:** Decide the kinds of measures or responses needed
- **Stage Five:** Writing the questionnaire items
- **Stage Six:** Checking that each research question has been covered
- **Stage Seven:** Sent a pilot the questionnaire and refined
- **Stage Eight:** Administer the questionnaire.

The questionnaire was designed with guidance and assistance from the respective research supervisor. For precise questions that will be easily interpreted by the participant, the researcher was required to make amendments on the first (1st) draft.

To test the accuracy of a clear and precise questionnaire, a pilot was conducted during an online class lecture. The feedback was positive and the questionnaire was cleared as ready to reach the participants.

4.5.2. Data collection application

Collecting data, through the qualitative questionnaire mentioned above, was a procedure that occurred over one (1) month. With relevance to the description of the sample size, six (6) employees were identified at Letsema Telecomms (Pty) Ltd.

To formally collect data at the organisation, the researcher requested an approval letter titled 'Request to Collect Data at Letsema Telecomms (Pty) Ltd'. The letter was sent to an employee in management, and it was accompanied by a brief introduction to the research study, the student's details along with the supervisor's details and the institutions (IIE Varsity College) relevant policies.

After a week of sending the request, a clear approval was provided through a signature on the letter. For convenience, the researcher physically collected the letter at the offices of Letsema Telecomms (Pty) Ltd.

Once the letter had been received, the researcher began to approach the participants that were shortlisted according to the characteristics listed in the population parameter. Prior to the approval letter, the participants were briefly introduced to the questionnaire by a verbal conversation at the organization.

After receiving the approval letter, the participants were sent an email detailing their role as a participant. In addition, a consent form was attached and it was requested that the participants engage with it to thoroughly understand the process of the questionnaire.

Furthermore, the email was sent with a link to Google Forms. The questionnaire was available on the platform to shorten the process and make it easier for the participant. Through Google Forms, the researcher has immediate access to the responses, instead of awaiting the participant to forward the responses.

The participants of this study positively engaged and gave responses to ninety (90%) of the research questions. Out of the six (6) participants, five (5) responded after being reminded once of the deadline.

4.6. Data Analysis

4.6.1. Data analysis method

Data Analysis is the process of inspecting, rearranging, modifying and transforming data to extract useful information from it (Chapman, 2018). Commonly used data analysis methods for a qualitative study are: content analysis, narrative analysis, discourse analysis and grounded theory (Bhatia, 2018).

Content analysis is a procedure that allows the researcher to organize unstructured data. It is also a tool that allows researchers to determine the presence of certain words, themes or concepts (Psychology, n.d). Content analysis as a tool for research has several advantages over other methods of data analysis. To begin with, content analysis directly evaluates the information given on the questionnaire by respondents (Psychology, n.d). Secondly, it

allows for analysis of both the qualitative and quantitative aspects of the information contained in the questionnaire. Thirdly, content analysis method enables one to understand the complexity and differences of human brain in connection to thought process and use of language (Psychology, n.d). The fourth advantage of using this method is that it uses an unobtrusive method to analyze interactions (Psychology, n.d).

Content analysis can qualitative and quantitative. In qualitative, data is presented in words and themes, which makes it possible to draw some interpretation of the results. The choice of analysis method depends on how deep within the analysis the researcher attempts to reflect the respondents' statements about the subject. 10 In quantitative content analysis, facts from the text are presented in the form of frequency expressed as a percentage or actual numbers of key categories. This method summarizes rather than reports all details concerning a message set, and the researcher seeks to answer questions about how many.

For accurate use of content analysis, the study will follow an eight (8) step procedure that constitutes of the following:

1. Preparation of data
2. Defining the unit or theme of analysis
3. Developing categories and coding scheme
4. Pre-testing the coding scheme on sample
5. Coding all the text
6. Assessing the consistency of coding employed
7. Drawing inferences on the basis of coding or themes
8. Presentation of results Adopted from (Datt and Chetty, 2016).

4.6.2. Data analysis application

Once the data has been collected through a qualitative questionnaire, the data will need to be coded to accurately analyse the responses, for the researcher to interpret findings.

For this study, the respondents are coded as P1 = Participant 1. The participants range between P1 and P5. By virtue of the consent form required from the participants, their identity will not be revealed and each answer will be listed as P1, P2, P3, P4 or P5.

As this study makes use of content analysis, the responses will be analysed through qualitative and quantitative methods. Below are examples of how the data will be analysed.

Question 2.1 – Describe the level of satisfaction in your current position

P1: It is **good**. **I get to learn** about what other departments do and how they contribute to the company.

P2: **leading** the team to achievement and **promoting sense of independence and accountability**.

P3: **6/10** I think I am at a stage where **I can take on more** office bound work and less out of office work.

P4: **I am happy with current position** as it offers me a great **opportunity to grow** within a good organisational environment that comes with good remuneration benefit. Personal development is of utmost importance to the management of the company and it is strongly encouraged.

P5: I am currently in Digital Sales and Marketing. As this is a new Department in my workplace, it hasnt been the fastest growing in terms of it development. **im content with my job**, however, **i wish i was tasked with more work**.

The following themes and subthemes were derived from the answers provided by the participants. The different highlights indicate how the data is decoded where the respective number in the second (2nd) column indicates how the responses will be coded.

Fair satisfaction	01
Proud Positive perspective of their current role	02

Seeking growth	03
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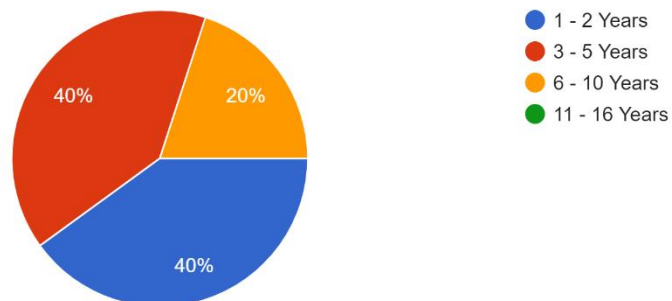
The data code is written as the following:

	Question 2.5
P1	01, 03
P2	02, 03
P3	01, 03
P4	02, 03
P5	01, 03
Most common response	03
Least common response	02

Question 1.4 – How many years have you been in your current position?

How many years have you been in your current position?

5 responses



5. FINDINGS AND INTERPRETATION OF FINDINGS

Presentation of Findings and Interpretation of Findings as relating to Literature

This section will present the research study findings as per the research objectives whereby specific questions were asked as shown below.

Objectives	Relevant Questions
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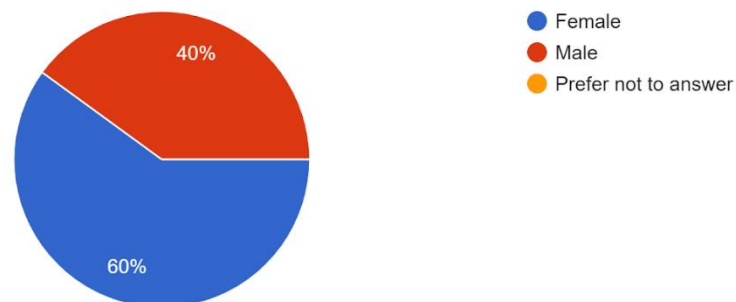
1. To explore the extent of training and development programmes on employee performance.	Q2.2; Q2.5; Q2.7; Q2.9
2. To describe employee productivity as the effects of training and development programmes.	Q2.1; Q2.6; Q2.8
3. To determine definite advantages of continually investing in training programmes.	Q2.3; Q2.4

Demographic Findings

To address the demographics of this study, the following questions were asked below:

1.1. Gender?

Gender
5 responses

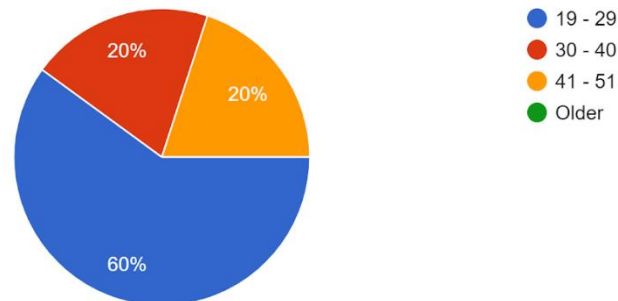


60% of the respondents indicated that they were female. The purpose of this question is to measure gender bias, if any, at the organisation. The question indicated three (3) available options, namely: female; male and prefer not to answer. In total, 60% of the participants were female and 40% were male.

1.2. Age Group?

Age Group?

5 responses

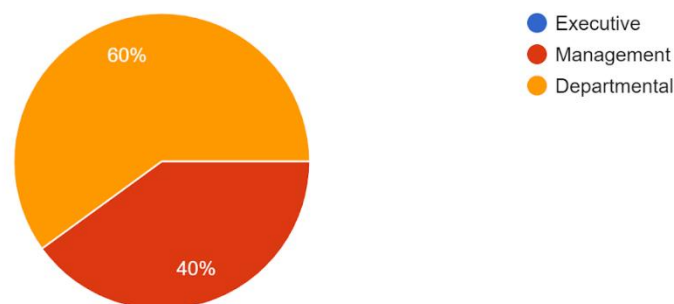


60% of the respondents indicated that they were between the ages of 19-29 years old. From the age groups of 19-29; 30-40; 41-51 and older, 20% were between 30-40 and the remaining 20% were between ages 41-51. None of the participants were older than 51 years old.

1.3. Position in the organisation?

Position in the organisation?

5 responses

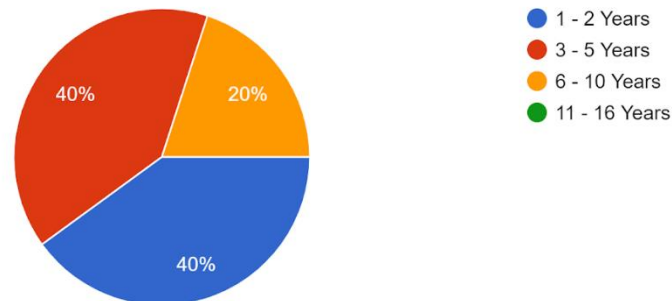


The question required the participant to indicate if they were in either of these positions in the organisation: executive, management and departmental. As a majority, 60% indicated that they are in management positions and 40% in departmental positions.

1.4. How many years have you been in the organisation?

How many years have you been in your current position?

5 responses

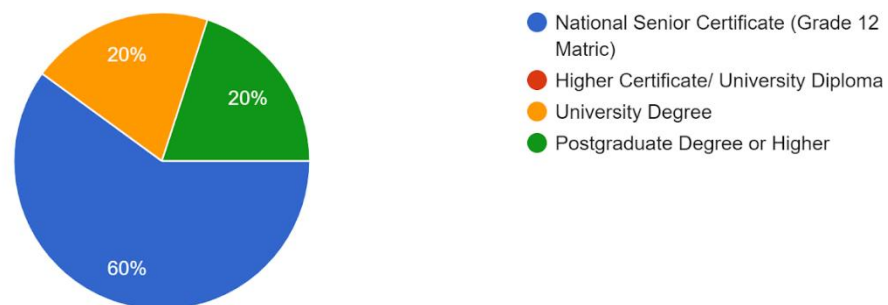


Of the five (5) responses, 40% indicated that they have been in their current position for 1-2 years, another 40% indicated 3-5 years and 20% have been in their current position for 6-10 years.

1.5. Highest level of education?

Highest level of education?

5 responses

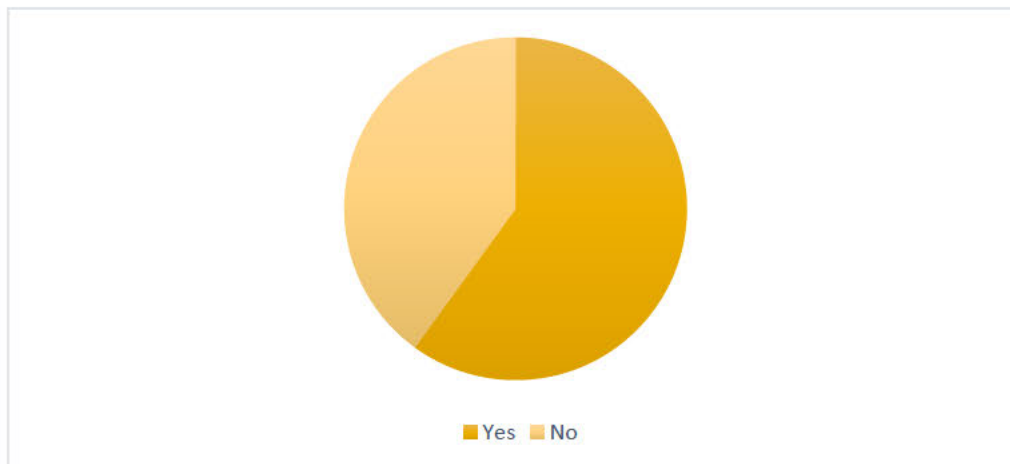


From the bar graph above, 60% indicated their highest level of education as a National Senior Certificate (Grade 12 Matric). 20% indicated that they have acquired a university degree and none of the participants had a Higher Certificate/University Diploma.

Presentation of Findings relating to Objectives

Objective 1

- **Figure 1.** Are you in the same position as when you initially started at the organisation? Provide a Yes/No and additional information.

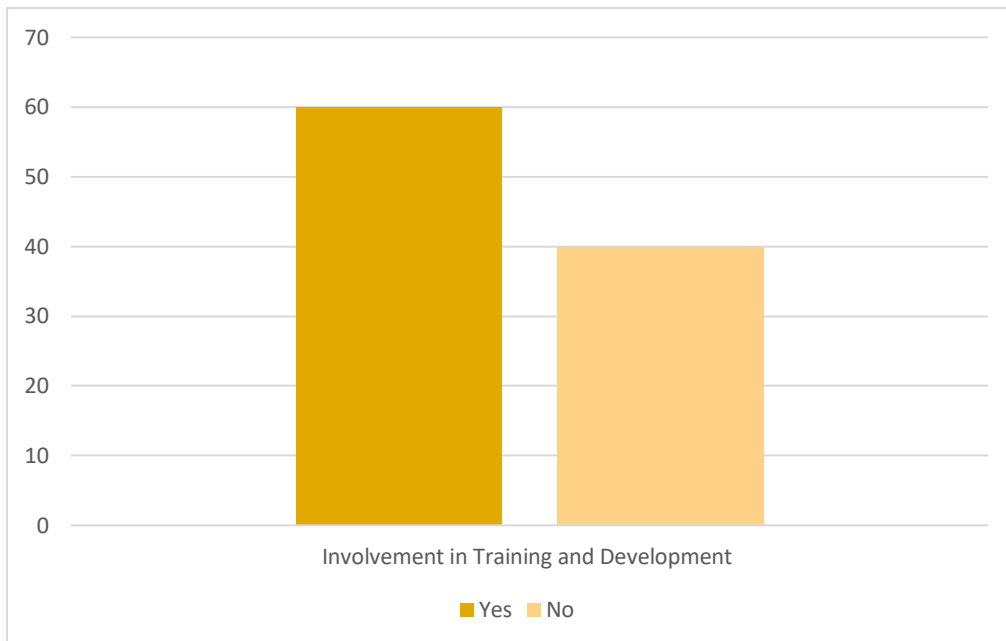


60% of the participants indicated that they are still in the same position and 40% indicated that they are not. Of the 40% who have moved to different positions, one particular respondent indicated growth by stating

“No, I started off as a groundsman and now I am a site supervisor.”

As per the research findings, majority of the participants are still in the same position which presents a dilemma as research indicates that the opportunity to gain new skills and experiences can increase employee motivation, job satisfaction and assist with managing job stress more effectively (APA, 2003). To deduce this finding, it is arguable that the employees of the organisation are not motivated which could affect individual performance and overall attitude.

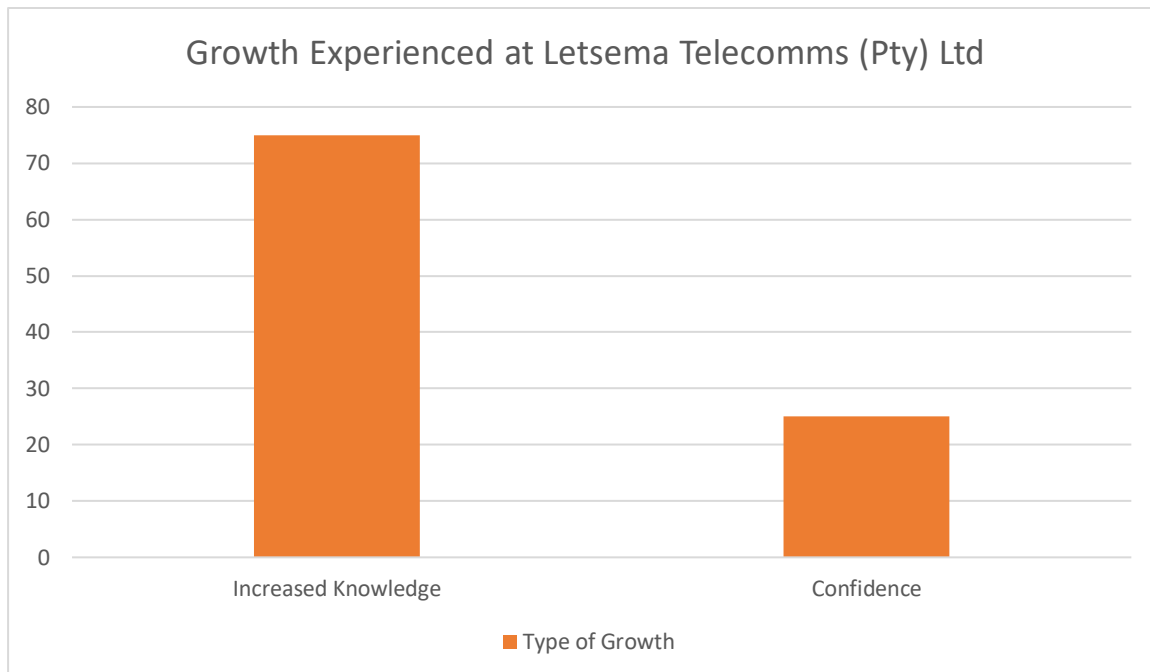
- **Figure 2.** Have you been involved in training and development, through the organisation?



60% of the participants indicated that they have been involved in training and development through the organisation, and 40% indicated that they have not. Of the 40% who have not been involved in training, one participant indicated that “no, I haven't been with the organisation long enough to get the opportunity to participate in a training programme. These depend on the need for one department to department”.

To deduce this – it is possible that training and development programmes are not exposed to all members of the organisation. This could present a challenge as some employees may develop misunderstanding towards the overall intention of training and development programmes.

- **Figure 3. Discuss the growth you have experienced at the organisation (Avoid describing personal growth)**



75% of the participants indicated that they have been exposed to increased knowledge and 25% indicate that they have grown in job confidence.

Of the 75%, two participants highlighted that they have engaged in different departments, within the organisation.

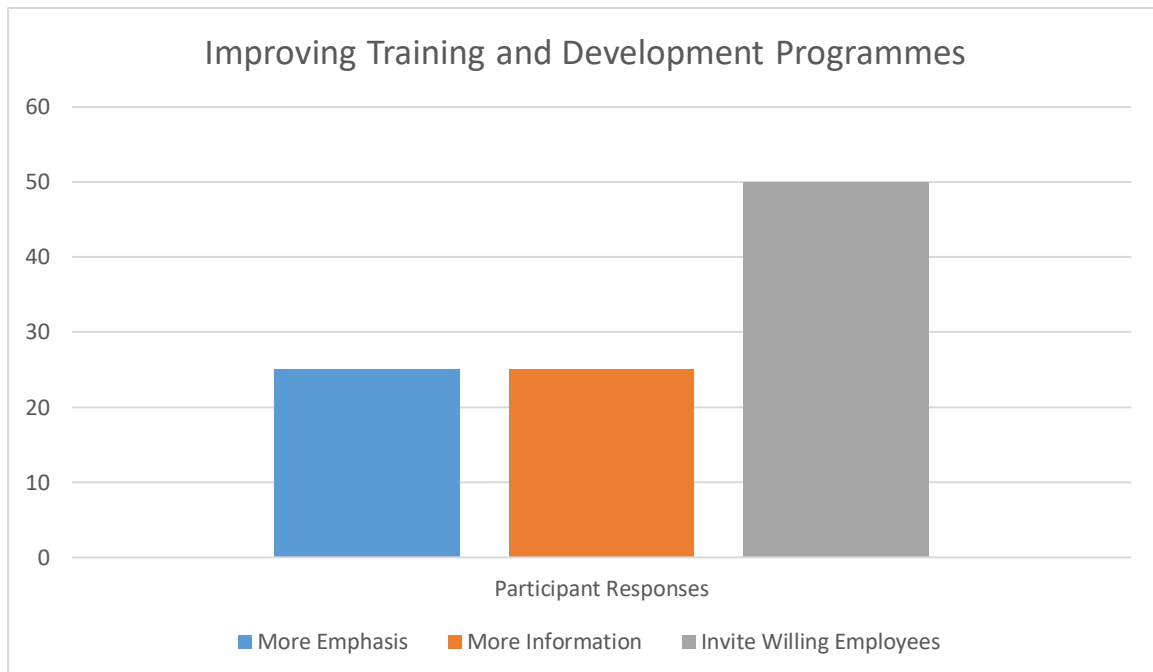
P4 indicated the following:

“In the past year, through observation and self seeking knowledge, I’ve tapped into different departments, and learned how they operate. this has widened my knowledge and broadened my perspective”.

There are four types of growth opportunities in an organisation (Klongerbo, 2019). Financial growth, career growth, professional growth and personal growth are ways an organisation could engage with employees for greater performance. As indicated by P4 above, professional growth is highlighted as it provides opportunities for learning numerous skills across the organisation (Klongerbo, 2019).

To deduce this finding, it is evident that this organisation instils growth within employees – by allowing a platform to learn outside the prescribed job performance task.

- **Figure 4. What can the organisation improve to ensure effective training and development programmes?**



50% of the participants indicate that the organisation should present training and development programmes to employees who are willing to grow in certain aspects.

P2 indicated the following:

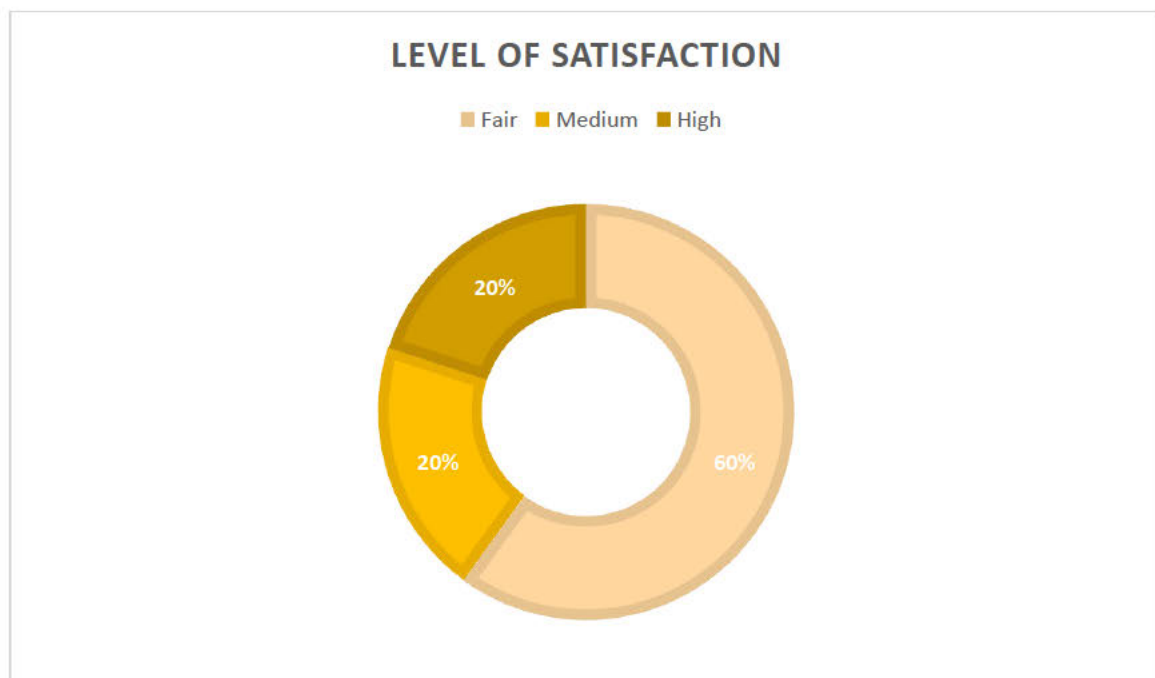
“the organisation can have engagements with employees about what they want and use that information to choose a training and development programme that aligns with the company’s goals”.

Organisations with effective training and development programmes are exposed to: market growth, increased employee retention and increased organisational performance (Jehanzeb and Bashir, 2013). From the above employee recommendations, it is arguable that the organisation does not fully understand the potential outcome of investing in employee training programmes.

To deduce this finding, Letsema Telecomms (Pty) Ltd should do more in exploring training and development programmes as they are advantageous to the employees and the organisation.

Objective 2

- **Figure 5.** Describe the level of satisfaction in your current position?



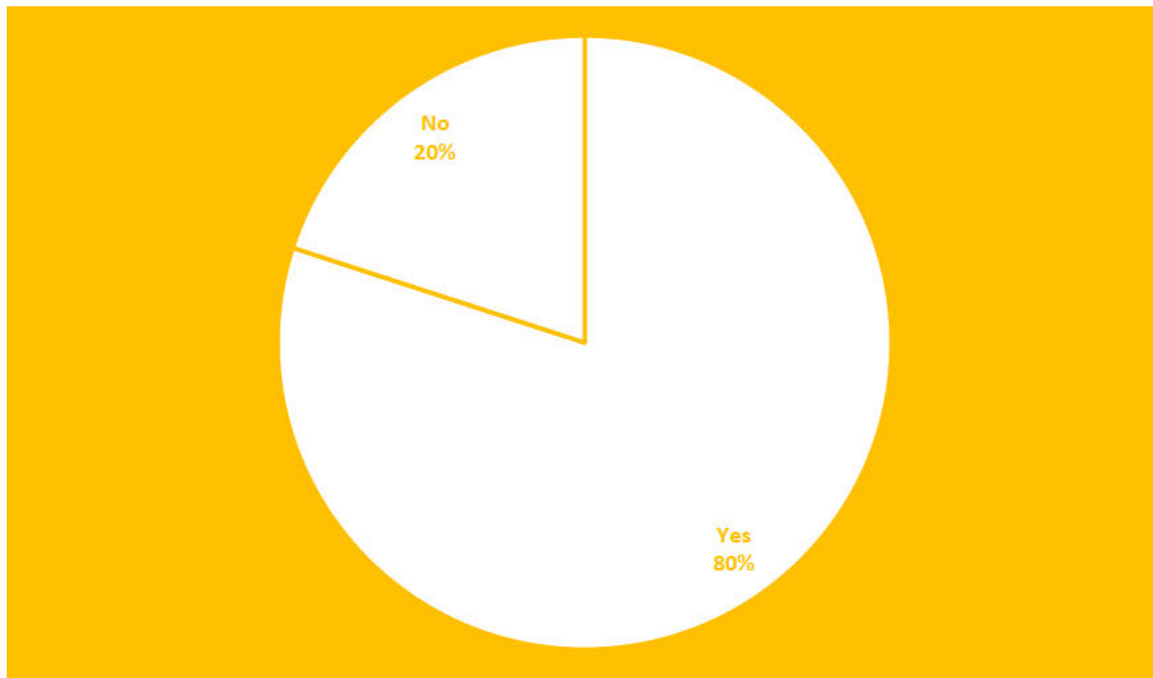
A 60% majority indicated that they were fairly satisfied in their current work position. Of the 20% that indicated high satisfaction, P3 indicated:

"I'm happy with my current position as it offers me a great opportunity to grow within a good organisational environment that comes with good remuneration benefit. Personal development is of utmost importance to the management of the company and it is strongly encouraged".

According to Jehanzeb and Bashir (2013), employees who are satisfied with their jobs, believe that their work has a purpose and important for their organization. In addition, the employees are not likely to leave the job for financial issues (i.e. salary) (Jehanzeb and Bashir, 2013).

None of the employees indicated unsatisfaction in their current position, therefore, to deduce this finding – employees are satisfied and realize certain advantages of working for Letsema Telecomms (Pty) Ltd.

- **Figure 6.** In your experience, do training and development programmes increase job satisfaction? Elaborate in detail.



80% of the participants indicate that training and development programmes increases job satisfaction, whereas 20% indicate that it does.

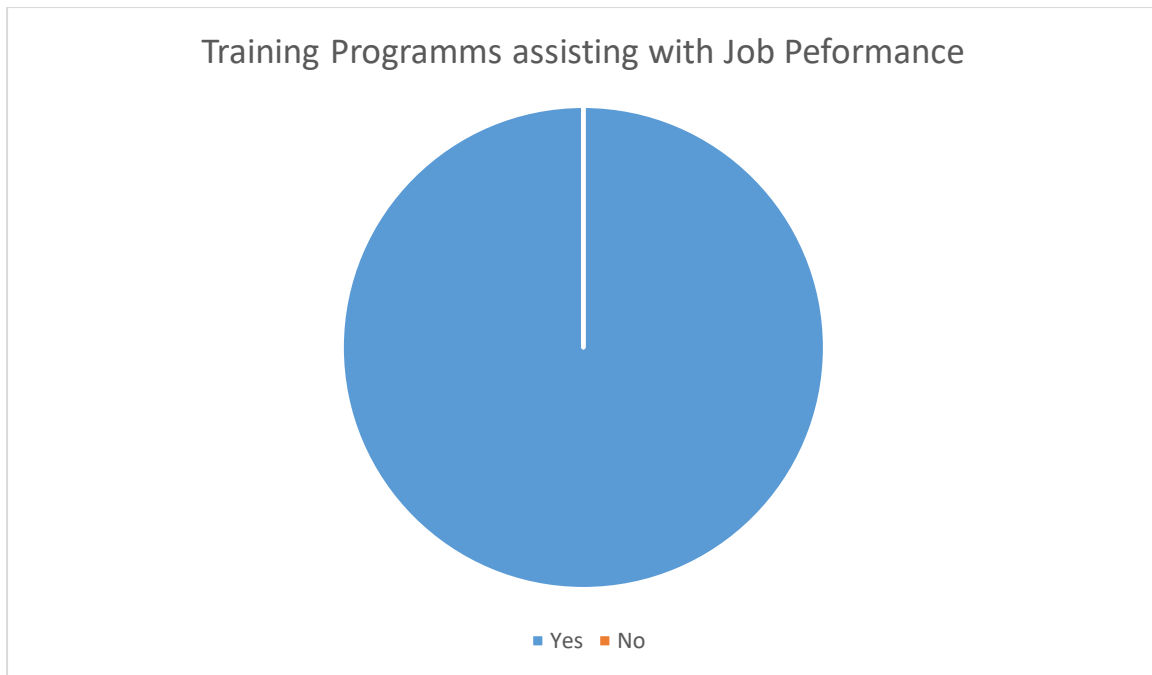
Of the 20%, P4 indicated that:

“No, the more you know, the more is expected and that can bring forth challenges that will lead to stress and uncertainties”.

According to Jehanzeb and Bashir (2013), companies who are willing to invest in employees, provide value, even though the value eventually benefits the company' (Jehanzeb and Bashir, 2013). Through providing training and development programmes, employees are set to achieve a high level of employee satisfaction and the company witnesses low employee turnover (Jehanzeb and Bashir, 2013).

Even though P4 raises a valid point, research indicates that training and development programmes are in place to improve overall satisfaction. To deduce this finding, it is questionable if all employees understanding the purpose of engaging in training and development programmes. Therefore, the organisation should dedicate itself to educating employees on the purpose of the programmes.

- **Figure 7.** In your opinion, do training and development programmes assist job performance? (i.e. minimise challenges and uncertainty)



100% (5/5 participants) indicated that training and development programmes do assist with job performance.

P1 indicated the following:

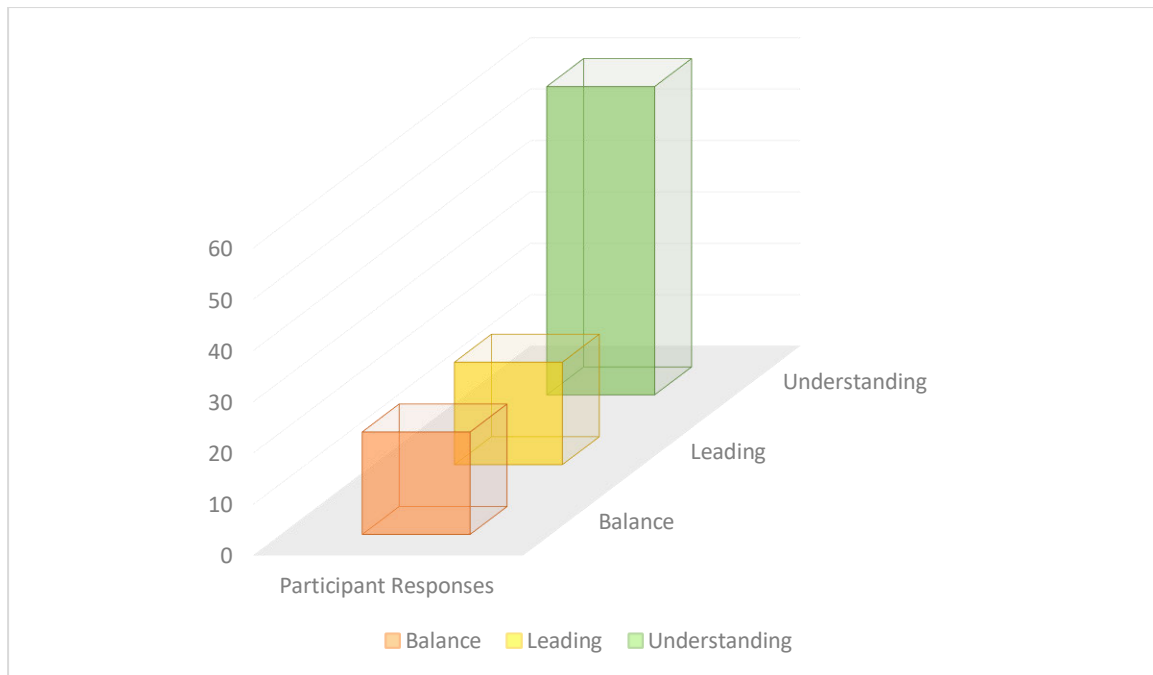
“Yes, they do. Once a person knows and is comfortable in what they are doing, it makes job performance better, as the person is now confident in themselves and their work.”

The finding indicates that employees of this organisation are aware of the effects of training and development programmes, and understand the underlying positive effect of increased confidence. The perspective of P1 is supported by Shaw (2019) who indicates that job satisfaction will generally increase and self-esteem improves when employees better understand the workings of the company. It is further explained that training can also enhance morale on the job and loyalty to the company (Shaw, 2019).

To deduce this finding, it is evident that the employees of Letsema Telecomms (Pty) Ltd have great knowledge in training and development programmes.

Objective 3

- **Figure 8.** What challenges have you experienced in your current position?



60% of the participants indicate that they have troubles understanding what is expected, 20% indicate that they struggle to balance work and personal objectives and 20% indicates that they have challenges in leading at the organisation.

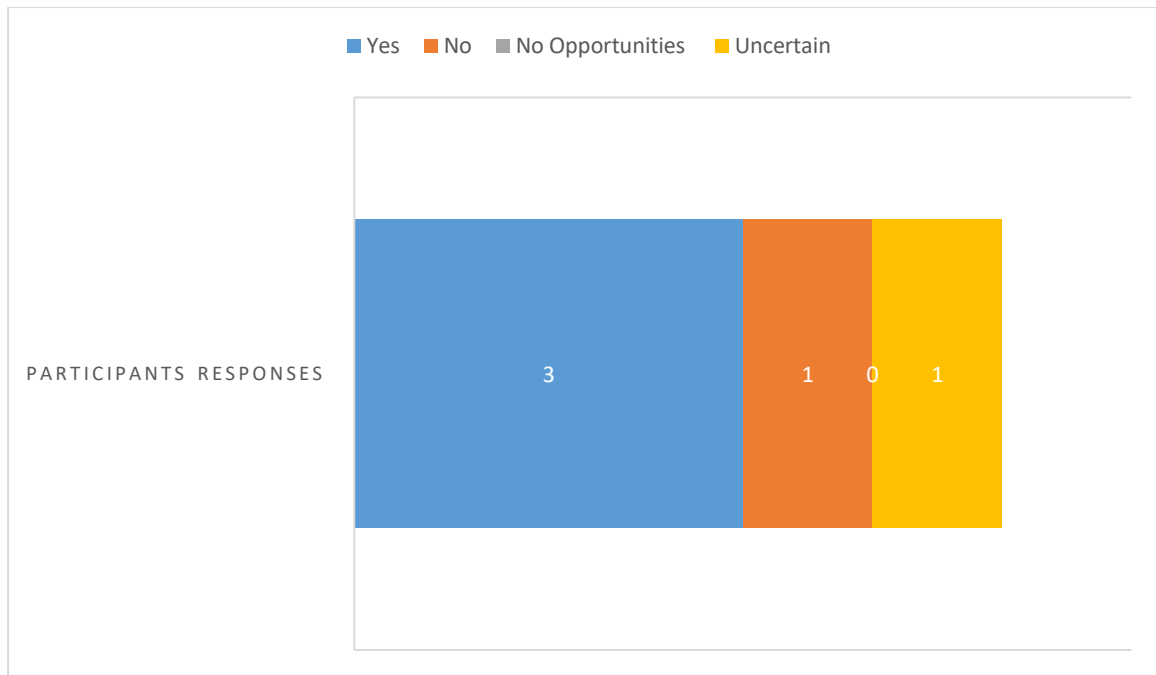
P2 indicated the following:

“navigating and learning to understand the industry and its laws and regulations. no formal training was provided”.

From this statement, it is arguable that the organisation does not consider training employees to prepare them for the work environment. This challenge could greatly influence the performance of the company because employees are more productive, when companies provide them training as per the requirement of the job (Jehanzeb and Bashir, 2013).

To deduce this finding – it is imperative that Letsema reconsiders their current perspective towards training and development programmes. If the organisation continues this way, they face a risk of an unsatisfied workforce that will negatively impact the organisation.

- **Figure 9.** Explain if it is mandatory or optional to engage in training and development programmes.



60% of the participants indicated that engaging in training and development programmes is mandatory, 20% indicated that it is not and 20% state that they are uncertain.

Of the 20% who indicated that it is not mandatory, P3 indicated that:

“Optional, it has to come from the heart so that they can show enthusiasm”.

To deduce this finding, it is questionable if the organisation effectively engages in training and development programmes as the employees’ knowledge is selective and there is no indication of set procedures for training and development.

6. VALIDITY AND RELIABILITY / TRUSTWORTHINESS OF FINDINGS

Trustworthiness is crucial to the usefulness and integrity of research findings (Connelly, 2016). Trustworthiness may be defined as the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Connelly, 2016). When conducting a study, researchers should establish protocols and procedures necessary for a study to be considered worthy to be considered by readers (Connelly, 2016). Experts agree that trustworthiness is necessary however, there are debates in literature as to what constitutes trustworthiness (Connelly, 2016).

The proposed criteria for trustworthiness constitute of four (4) factors, namely: credibility, transferability, dependability and confirmability. These factors are further described below.

6.1. Credibility

Anney (2014) defines credibility as the confidence that can be placed in the truth of the research findings (Anney, 2014). Previous literature, as identified by Anney (2014) indicates that credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Anney, 2014).

The data in which will be collected by the researcher in order to answer the research question "how do organisational training and development programmes impact on employee satisfaction?" aims to be credible.

The data will be credible because the researcher will assure accuracy when interpreting the data. As the researcher is familiar with the participants, through a working relationship, the research is anticipated to be credible.

6.2. Transferability

Transferability is defined as the degree to which the results of a qualitative research may be transferred to other contexts or settings with other participants. Transferability, according to Anney (2014) refers to generalizability (Anney, 2014).

The researcher aims to collect data that will be useful and transferable to the entire organisation. The research will also be applicable to other South African telecommunication firms who have interest in expanding knowledge on training and development influences. To assure the above, the researcher will collect sufficient data to accurately analyse the impact it may have, furthermore, the data will be generalized and therefore relevant.

6.3. Dependability

Dependability may be defined as the stability of findings over time (Anney, 2014). Dependability is the process of evaluating data findings, interpretation and making recommendations of the study. This is accurately done through the use of supported data, received from the population of the study (Anney, 2014). According to Anney (2014), dependability is established using the following strategies: an audit trail, code-recode strategy, stepwise replication and peer examination (Anney, 2014).

The researcher aims for the study to be dependable as it will use a data collection method, a questionnaire, that may be considered as authentic to guarantee responses. The research will also use of process to ensure high quality of the data integration process. The correlation of data collection and data analysis is anticipated to make the research dependable.

6.4. Confirmability

Confirmability is the degree to which the results of the research study could be confirmed or corroborated by other researchers (Anney, 2014). Confirmability considers that data and interpretations of the research findings are not derived from the researcher's imagination but rather from actual data collected (Anney, 2014).

The data is anticipated to relatively do well to support the research findings and the researcher's interpretations. The researcher aims to collect data that will easily be analysed and compliment the order of previous findings. As there is previous literature on the research topic, the researcher expects data to be confirmable.

7. CONCLUSION

7.1. Summary of findings as they relate to the research question, problem, and objectives

As per the presentation of research findings above, the following can be concluded:

- **Finding 1:** It is arguable that the employees of the organisation are not motivated which could affect individual performance and overall attitude.
- **Finding 2:** It is possible that training and development programmes are not exposed to all members of the organisation. This could present a challenge as some employees may develop misunderstanding towards the overall intention of training and development programmes.
- **Finding 3:** It is evident that this organisation instils growth within employees – by allowing a platform to learn outside the prescribed job performance task.
- **Finding 4:** Letsema Telecomms (Pty) Ltd should do more in exploring training and development programmes as they are advantageous to the employees and the organisation.
- **Finding 5:** employees are satisfied and realize certain advantages of working for Letsema Telecomms (Pty) Ltd.
- **Finding 6:** the organisation should dedicate itself to educating employees on the purpose of the programmes.
- **Finding 7:** Employees of Letsema Telecomms (Pty) Ltd have great knowledge in training and development programmes.
- **Finding 8:** It is imperative that Letsema Telecomms (Pty) Ltd reconsiders their current perspective towards training and development programmes. If the

organisation continues this way, they face a risk of an unsatisfied workforce that will negatively impact the organisation.

- **Finding 9:** It is questionable if the organisation effectively engages in training and development programmes as the employees' knowledge is selective and there is no indication of set procedures for training and development.

7.2. Anticipated contribution of the study

Anticipated contribution refers to the kind of contribution that this study will likely make in the body of knowledge. According to the researcher, this research study will add quality information to the South African telecommunications industry and it will assist the chosen organisation in extending knowledge which may be used for improvements where necessary and tightening further relationships with employees to create a space where individual opinions are easily shared.

Using data collection, this study is designed to gain traction on personal experiences that lead to different perspectives of training and development programmes in the respective organisation. Through this, the organisation will be in an advantageous position as they will be gaining in-depth knowledge.

The findings and conclusion to this study will provide detailed evidence to advance and develop as an organisation. The findings will be structured to not only accommodate the respective organisation but the entire industry in Johannesburg as well.

7.3. Ethical considerations

Ethics are defined as a system of moral principles which affects the decisions people make (BBC, n.d). Ethical Considerations are specified to be one of the most important factors of a research study (Methodology, 2020).

According to Bryman and Bell (2007) the following ten principles of ethical considerations have been compiled as a result of analysing the ethical guidelines of nine professional social sciences research associations (Methodology, 2020).

1. Research participants should not be subjected to harm in any ways whatsoever.
2. Respect for the dignity of research participants should be prioritised.

3. Full consent should be obtained from the participants prior to the study.
4. The protection of the privacy of research participants has to be ensured.
5. Adequate level of confidentiality of the research data should be ensured.
6. Anonymity of individuals and organisations participating in the research has to be ensured.
7. Any deception or exaggeration about the aims and objectives of the research must be avoided.
8. Affiliations in any forms, sources of funding, as well as any possible conflicts of interests have to be declared.
9. Any type of communication in relation to the research should be done with honesty and transparency.
10. Any type of misleading information, as well as representation of primary data findings in a biased way must be avoided (Methodology, 2020).

When conducting a study, it is important to consider the participants and the researcher. To protect the opinion and identity of the participants, the researcher will require written consent and declare written confidentiality. For legitimacy, the written documents will comply with IIE standards and be certified by South African Police Service to validate all data.

7.4. Limitations of the study

The limitations of a study are characteristics of design or methodology that impact or influence the application or interpretation of the results of the study (Price & Murnan, 2004).

The limitations of this study may be the small sample size which is limited to six (6) participants. The participants will represent a very small portion of the organisation and industry. Aside from this, the researcher may find difficulties in collecting data due to COVID-19 and the surrounding regulations. COVID-19 has sparked social distancing and the selected participants could likely not be comfortable with meeting in person, even with protective gear.

The researcher will address the limitations to ensure accuracy of data collected.

7.5. Recommendations

As per the limitations of the study, the sample size and COVID-19 regulations vastly impacted how the study was conducted. It is believed that the study would have different findings if the researcher was present to thoroughly explain concepts and key questions. It is recommended that future researchers should explore a greater sample size and consider different mediums of collecting data – such as interview schedules.

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9. ANNEXURES

9.1. Annexure A – Concept Document

Title: The effectiveness of organisational training and development programmes on employee satisfaction in a telecommunications firm in Johannesburg.

Research Purpose/ Objective	Primary Research Question	Research Rationale	Seminal Authors/ Sources	Literature Review – Conceptual Framework	Paradigm	Approach	Data Collection Method(s)	Ethics	Anticipated Findings
To explore the impacts of training and development programmes on employee satisfaction in the telecommunications industry	How do organisational training and development programmes impact employee satisfaction?	This study is important because it considers the investments made towards training and development by SMMEs in South Africa. The study will contribute knowledge specific to the telecommunications industry	Herzberg Becker Du Plooy Minichiello and Aroni	Theme 1: Overview of training and development in South African context Theme 2: Two-factor theory on employee productivity	Paradigm	Qualitative	Data will be collected using a qualitative questionnaire encompassed with close-ended and open-ended questions.	The researcher will consider written consent and confirm confidentiality and legitimacy via SAPS certification.	The researcher aims to find whether or not an organisation makes provision for training and development, and if its implementation factors employee satisfaction.
					Interpretivism				
					Epistemology	Population			
					Knowledge is based on observable phenomena and subjective beliefs, reasons and understanding. The results will be subject to personal bias.	Population Parameters			
					Ontology	Male and female employees operating in telecommunications.			
					Reality is a social construct that is subject to	Employees should reside in Johannesburg.			
						Employees should be operating in the organisation for at least 1 year.			

Research Problem	Secondary Questions/ Hypotheses/ Objectives	Key Concepts	Key Theories		personal experiences.	Sampling	Data Analysis Method(s)	Limitations	Anticipated Contribution
76% of millennials express a desire to leave their current organisations and employers perceive it as an opportunity of cutting excess baggage.	To explore the extent of training and development programmes and describe motivation and productivity as the effects of training and development.	-Concept of employee development -Concept of employee satisfaction -Concept of employee training	Herzberg's Two Factor Theory		Axiology Research holds value and the researcher is part of the broad topic being researched.	Probability or non-probability Non-probability sampling method Sampling method Purposive sampling Size 6	Unit of Analysis Individuals Data Analysis Method(s) Content Analysis	Sample size will not represent the entire potential population. Access bility due COVID-19 social restrictions.	The study will highlight the perception of a telecommunication s firm towards training and development.

9.2. Annexure B – Qualitative Questionnaire

Qualitative Questionnaire: The effectiveness of organisational training and development programmes on employee satisfaction in a telecommunications firm in Johannesburg.

Section A: Demographics

Please mark the appropriate answer, in the columns below, using 'x'.

1.1. Gender

Female	Male	Prefer not to answer
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1.2. Age Group

19 – 29	30 - 40	41 - 51	Older
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1.3. Position in the organisation?

Executive	Management	Departmental	Other
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1.4. How many years have you been in your current position?

1 – 2 Years	3 – 5 Years	6 – 10 Years	11 – 16 Years
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1.5. Highest level of education?

National Senior Certificate (Grade 12 Matric)	Higher Certificate/ University Degree or Diploma	Postgraduate Degree and higher
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Section B: Training and development as a factor of employee satisfaction

Please mark the appropriate answer, in the columns below, using 'x' and further elaborate in the line spaces provided below.

2.1. Describe the level of satisfaction in your current position?

2.2. Are you in the same position as when you initially started at the organisation?

Yes	No
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2.3. What challenges have you experienced in your current position?

2.4. Explain if it is mandatory or optional to engage in training and development programmes.

Yes	No	No Opportunities	Uncertain
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2.5. Have you been involved in training and development, through the organisation?

Please describe the experience (including how you were shortlisted for the training programme, purpose of the training programme and whether or not knowledge was

gained)

2.6. In your opinion, do training and development programmes assist job performance? (i.e. minimise challenges and uncertainty)

2.7. Discuss the growth you have experienced at the organisation (Avoid describing personal growth)

2.8. In your experience, do training and development programmes increase job satisfaction? Elaborate in detail.

2.9. What can the organisation improve to ensure effective training and development programmes?

9.3. Annexure C – Explanatory Information Sheet and Consent Form for participants

To whom it may concern,

My name is Norica Thamae and I am a student at IIE Varsity College. I am currently conducting research under the supervision of Aarifah Razak about the effectiveness of organisational training and development programmes on employee satisfaction in a telecommunications firm in Johannesburg. I hope that this research will enhance our understanding of this research study will add quality information to the South African telecommunications industry and it will assist the chosen organisation in extending knowledge which may be used for improvements where necessary and tightening further relationships with employees to create a space where individual opinions are easily shared.

I would like to invite you to participate in my study. In order to explain to you what your participation in my study will involve, I have formulated questions that I will try to fully answer so that you can make an informed decision about whether or not to participate. If you have any additional questions that you feel are not addressed or explained in this information sheet, please do not hesitate to ask me for more information. Once you have read and understood all the information contained in this sheet and are willing to participate, please complete and sign the consent form below.

What will I be doing if I participate in your study?

I would like to invite you to participate in this research because you meet the population requirements of being a male or female employee, operating within the telecommunications sector in Johannesburg, South Africa. Additionally, you have been employed by Letsema Telecomms (Pty) Ltd for over one (1) year. If you decide to participate in this research, I would like to inform you that as a participator of this research study, you will be required to participate in a qualitative questionnaire, relevant to the research topic. Participation requires you to sign a consent form that will be certified with South African Police Services to ensure identity protection. Upon completion of this research study, the participant will receive a complementary gift and may request the findings.

You can decide whether or not to participate in this research. If you decide to participate, you can choose to withdraw at any time or to decide not to answer particular interview questions.

Are there any risks/ or discomforts involved in participating in this study?

Whether or not you decide to participate in this research, there will be no negative impact on you. There are no direct risks or benefits to you if you participate in this study. You might, however, indirectly find that it is helpful to talk about the effectiveness of organisational training and development programmes on employee satisfaction in a telecommunications firm in Johannesburg. If you find at any stage that you are not comfortable with the line of questioning, you may withdraw or refrain from participating.

Do I have to participate in the study?

- Your inclusion in this study is completely voluntary;
- If you do not wish to participate in this study, you have every right not to do so;
- Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.

Will my identity be protected?

I promise to protect your identity. I will not use your name in any research summaries to come out of this research and I will also make sure that any other details are disguised so that nobody will be able to identify you. I would like to ask your permission to record the interviews, but only my supervisor, I and possibly a professional transcriber (who will sign a confidentiality agreement) will have access to these recordings. Nobody else, including anybody at IIE Varsity College Sandton, will have access to your interview information. I would like to use quotes when I discuss the findings of the research but I will not use any recognisable information in these quotes that can be linked to you.

What will happen to the information that participants provide?

Once I have finished all interviews, I will write summaries to be included in my research report, which is a requirement to complete my Bachelor of Commerce Honours Degree. You may ask me to send you a summary of the research if you are interested in the final outcome of the study.

What happens if I have more questions about the study?

Please feel free to contact me or my supervisor should you have any questions or concerns about this research, or if there is anything you need to know before you decide whether or not to participate.

You should not agree to participate unless you are completely comfortable with the procedures followed.

My contact details are as follows:

Norica Mpato Thamae

The contact details of my supervisor are as follows:

Aarifah Razak

Consent form for participants

I, _____, agree to participate in the research conducted by Norica Thamae about the effectiveness of organisational training and development programmes on employee satisfaction in a telecommunications firm in Johannesburg.

This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. I agree to be interviewed for this research.
2. My confidentiality will be ensured. My name and personal details will be kept private.
3. My participation in this research is voluntary and I have the right to withdraw from the research at any time. There will be no repercussions should I choose to withdraw from the research.
4. I may choose not to answer any of the questions that are asked during the research interview.
5. I may be quoted directly when the research is published, but my identity will be protected.

Signature

Date

9.4. Annexure D – Ethical Clearance Letter



24 JULY 2020

Student name: Norica Thamae
Student number: 14014533
Campus: IIE's Varsity College

Re: Approval of Bachelor of Commerce Proposal and Ethics Clearance

HONOURS ETHICAL CLEARANCE LETTER

Your research proposal and the ethical implications of your proposed research topic were reviewed by your supervisor and the campus research panel, a subcommittee of The Independent Institute of Education's Research and Postgraduate Studies Committee.

There are some aspects that you still need to address in your proposal. You will need to address these aspects in consultation with your supervisor before you may proceed (see below):

Please discuss with your supervisor/navigator/lecturer how you will address these issues listed below:

Please note: **Your fieldwork may only proceed once you address the following issues:**

- Please make all the changes suggested/recommended by your supervisor.
- Title – employee performance or employee satisfaction? We would recommend you to look at employee satisfaction only.

In the event of you deciding to change your research methodology in any way, kindly consult your supervisor to ensure all ethical considerations are adhered to and pose no risk to any participant or party involved. A revised ethical clearance letter will be issued.

We wish you all the best with your research!

GENERAL CONDITIONS TO BE FULFILLED IN RELATION TO RESEARCH

Permission is granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should any of these conditions be flouted.

Please note: The panel has not considered the merits, accuracy or ethical soundness of the research. The only merits examined are the use of The IIE as a sample.

Permission is granted subject to the following conditions:

1. The researcher(s) will need to obtain informed consent in writing from all of the participants in his/ her sample if the study is not anonymous.
2. The researcher(s) may only use the data collected for research purposes and in no other way.
3. Photographs of human subjects may only be taken if relevant to the research, informed consent was obtained, and even with informed consent, the photographs may not be published on any online platforms.
4. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
5. No names or identifying information of participants may be used within the research and the research must be voluntary.
6. Please make it clear that the information will not be used punitively in any way and participants may in no way be counselled/advised based on this.

Supervisor:



AARIFAH RAZAK

Campus Postgraduate Coordinator (CPC):



JENNA-LEE RAMNARAIN

9.5. Annexure D – Request to Collect Data



Dear Mr Khotso Malebese

My name is Norica Thamae and I am a Bachelor of Commerce Honours student at IIE Varsity College. I am currently conducting research under the supervision of Aarifah Razak about the effectiveness of organisational training and development programmes on employee satisfaction in a telecommunications firm, in Johannesburg.

Through the research study, I aim to add relevant information to the South African telecommunications industry. The information will assist the chosen organisation in extending knowledge on factors of employee satisfaction.

I would like to request to collect data at Letsema Telecomms (Pty) Ltd. As I will be conducting a qualitative research study, I will collect data through an electronic qualitative questionnaire. The questionnaire will be forwarded to six (6) employees who may complete the questionnaire during personal time.

I have provided you with a brief introduction to the research study and a pending ethical clearance from IIE Varsity College. If you require further information, kindly contact me on [REDACTED]

If permission is granted on the above request, kindly sign the document below and return the document through email.

Kind Regards,

Miss Norica Thamae.

[REDACTED]

20 August 2020