

**EDUCATION, TRAINING AND DEVELOPMENT PRACTICES
IN SOUTH AFRICAN ORGANISATIONS**

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EDUCATION, TRAINING AND DEVELOPMENT PRACTICES IN SELECTED SOUTH AFRICAN ORGANISATIONS

BACKGROUND

Over the last 12 years, there has been a significant increase in interest in education, training and development (ETD) practices and issues in South Africa. The South African government has been instrumental in placing the training and development of the South African workforce high on the national agenda of priorities. The introduction of training legislation such as the Skills Development Act and Skills Development Levies Act has therefore, compelled enterprises to reassess their contribution to skills development in particular, and education and training in general.

People development in South Africa is not only a top national priority, but should also be high on the agenda of every organisation, small or large. Every individual in an enterprise should be afforded opportunities for training and development. The rapid pace of change in organisations in South Africa has already impacted significantly on the way in which knowledge and skills are transferred in organisations. The reasons for this change are an increased need to compete nationally and internationally, dramatic changes in education and training-related legislation, new developments in the field of information communication technology and the wide use of a variety of electronic media. Meyer (2002:2) suggests that human resource development (HRD) has developed so rapidly over the last 10 years that traditional training is under threat. This has led to a situation in which an increasing number of companies regard HRD as a crucial factor to enhance competitiveness and overall performance. The question therefore arises: What are the education, training and development practices used in South African organisations? This article addresses this issue. However, it is first necessary to briefly clarify the concepts of education, training and development. Education refers to those activities that result in the acquisition of the knowledge, skills and moral values that individuals need in the ordinary course of life as an "education". According to Erasmus, Loedolff, Mda and Nel (2006:2), training focuses on modifying the knowledge, skills and behaviour of employees in an

organisation to enable it to achieve its objectives. Lastly, development generally refers to the development of employees as a group as opposed to an individual in an organisation. It should be emphasised, however, that the concepts of education, training and development cannot be placed in watertight compartments and that, for example, a particular learning activity in an organisation, whether it is referred to as training or not, does comprise elements of education, training and development. In this article, the focus is more on training-related activities in organisations and less on broad educational and developmental principles and practices. The article does, however, refer to education, training and development as broad concepts. The article is structured as follows: The next section outlines the aim of the study and provides a brief overview of relevant literature on human resource development practices. The research methodology is then explained, and this is followed by a discussion of the results and conclusions of the study.

AIM OF THE STUDY

The aim of the study was to broadly determine the “education, training and development” practices employed by organisations in South Africa, with a specific focus on training.

OVERVIEW OF THE LITERATURE

The ETD challenge in South Africa

If a country wishes to experience economic growth and to utilise its citizens as effectively as possible, a national training and development strategy is of utmost importance. South Africa is facing a critical skills gap, an oversupply of unskilled workers and a shortage of skilled workers. In order to address this crisis, government has initiated a variety of strategies, legislation, mechanisms and interventions such as a human resource development strategy, a national skills development strategy, the Skills Development Act, and the South African Qualifications Authority Act which regulates and directs education, training and development in South Africa. In addition, the National Qualifications Framework, National Standards Bodies, Education and Training Quality Assurers and Sector

Education and Training Authorities are among the many mechanisms that have been created to address the skills crisis (Erasmus et al 2006: 68-83). Coetzee (2007:4) suggests the following: “The scale of the ETD challenge is daunting to most employers and the task of appropriate skills development still awaits all South African workplaces”.

Investment in training

Investment in employee training is becoming increasingly important. According to the Centre for Workforce Studies (Bangert 2006:47), employers should invest at least 3% of payroll to provide training opportunities for their current employees. Such training may include management development, technical training, marketing, sales training and safety training (Bangert 2006:47). Weinstein (2006:2) refers to a survey conducted in the USA which revealed that two-thirds of major US companies will maintain or increase employee training and development in 2006. According to the 5th Annual ASTD State of the South African Training and HR Industry Report compiled by Meyer and Bushney (2007:26), the average percentage of payroll spend on training among respondents is 3.43% which is significantly higher than the 1% required by the Skills Development Levies Act. By comparison, the figure for expenditure on training in the USA was 2.33% in 2007. The same authors (2007:26) therefore, suggest that “... there is indeed major focus on training investment in South Africa as a result of the Skills Development Act and the Skills Development Levies Act.”

In a news article by Charlton (2008), it is stated that, according to HR consultancy Mercer, almost half of large companies in Western Europe plan to spend more on training and development in 2008.

Beneficiaries of training

According to a survey conducted in the USA, virtually all employees will benefit from such training and development, including first-line employees, entry-level workers and middle management and senior executives (Weinstein 2006:2). This is a critical issue since ETD initiatives cannot focus only on selected groups of categories of employees. There is a need to provide development opportunities

for all levels and categories of employees in order to improve both individual and organisational performance.

Effective training

For training to be effective it should meet the requirements of systematic training design and development, effective facilitation and presentation and valid and reliable assessment and evaluation. However, the main requirement is that training should make a difference to the bottom line. Companies want to see results (Bangert 2006:49).

According to Coetzee (2007:250), organisations invest in ETD initiatives such as learning programmes because they want to improve performance, reduce costs or improve working conditions. The same author suggests that “the aim of any ETD intervention is to sustain employee and organizational performance capability or to solve problems that occur in the organization” (Coetzee 2007:250). Consequently, effective training is crucial and the training effort should be seen not only to deliver but also to make a difference to employee and organisational performance. According to Bangert (2006), in order to obtain results from training programmes, companies should have a clear expectation of changes, how training will be gauged and how it will impact on the company.

Flexible approaches and methods

Flexible approaches to training and development have become increasingly popular. Heathfield, (2008) suggests that “traditional classroom training is no longer the exclusive opportunity to learn. The age of learning that includes training CD’s, email classes, online learning, blended learning and university degrees online is exploding.” Ashworth (2007: 41) contends that flexible learning is “booming in response to the rapid growth in remote, home and mobile working, whilst options such as distance learning and e-learning have become commonplace”. However, she also suggests that there is still an important place for face-to-face learning and the traditional chalk-and-talk methods. By contrast, Thomson (2005) states that in the UK there is a tendency towards “... less lecturing and ‘talk and chalk’, ... , more participant-led discussion, less ‘being the expert’ by trainers, more variety in the shape of exercises and activities, and more readiness to help participants to see what something

means to them and how they relate to others.” He also mentions that “this shift in attitude might not be observable in the outlines of a course or in a cold read of any handouts or case studies, but it is clear in the manner in which good trainers interact with participants.” In the 5th Annual State of the South African Training Industry report, Meyer and Bushney (2007: 41) reported that traditional instructor-led classroom training is still the most popular method and that its prevalence increased from 58% in 2003 to 80% in 2007. The same authors (2007:42), however, also reported that other types of training delivery methods have shown increases since the previous year.

The emergence of web-based learning is strongly present in New Zealand with most major organisations establishing online learning capability via intranet/internet portals (Garden-Webster & Nation 2002). Research conducted by the CIPD has shown that more than half (54%) of organisations in the UK make use of e-learning (Training Reference 2005). The CIPD research also indicated that “e-learning is used to deliver up to 10% of current training by time – and this is set to more than double”. In South Africa, the use of e-learning increased from 17% in 2003 to 30% in 2007 (Meyer & Bushney 2007:43).

Outsourcing of ETD delivery

Training can be done internally by the organisation or by an outside training provider. The latter is termed “outsourcing”. Outsourcing of ETD delivery is on the rise in South Africa, as in other countries of the world. It increased slightly from 37% in 2006 to 38% in 2007. By comparison, in the USA, it increased from 25% in 2006 to 28% in 2007 (Meyer & Bushney 2007:26). In New Zealand, there is also an increasing trend towards outsourcing ETD delivery to specialist consultancies (Garden-Webster & Nation 2002). Lawsen (2007:280) suggests that as more organisations downsize their human resource and training departments, they look to outside service providers.

RESEARCH METHODOLOGY

Research population and sampling procedure

The research population in this study comprised all business establishments in the major business sectors of the South African economy. The sampling method used was a stratified random sample with proportional allocation. The business registers of the Bureau for Market Research (BMR) at the University of South Africa was used as the sampling frame from which the sample units (business establishments) were selected. A random sample of business establishments was drawn from each economic sector and then contacted to identify the sample elements, i.e. respondents, to complete the questionnaire. The final sample elements were the human resource directors/managers or skills development facilitators, and a total sample size of 1 320 business establishments was chosen.

Data collection method and research instrument design

The data were collected via the head offices of the relevant organisations. The required data were gathered using both a paper-based and computer-aided self-administered questionnaire. The same questions were asked in both formats of the questionnaire, and included both single and multiple, as well as select and open-ended responses. For some of the questions, respondents had to give a score on a likert scale of 1 to 5 in order to measure certain aspects of education, training and development, say, in terms of the satisfaction and importance among respondents, as well as its impact and improvement of quality. Table 1 reflects the questionnaire items that used a Likert scale rating.

The ETD-related information included in the questionnaire covered aspects such as beneficiaries of ETD, the size of the ETD budget, expenditure on training and development as a percentage of payroll, whether or not any ETD is outsourced, the use of instructional methods and – media, satisfaction with the relevant Sector Education and Training Authority (SETA) and the importance attached to various products of higher education institutions for the organisation

Table 1: Likert scale type of questionnaire items

ETD-related issue	Likert scale used
Use of instructional methods	Never used (1) – (4) Always used
Use of instructional media	
Satisfaction with SETA	Very dissatisfied (1) – (5) Very satisfied
Expected impact of technology	Not at all (1) – (5) To a very large extent
Improvement of the quality of new entrants in ETD	
Importance of certain products of higher education institutions	Not at all important (1) – (5) Extremely important

Fieldwork and response rate

The BMR at the University of South Africa administrated and managed the fieldwork process. Despite using a sampling strategy that supported high response rates, only 47 business organisations ultimately participated in the research. The low response rate among business organisations was the main limitation of this study and was possibly caused by the high intensity of business activities during the fieldwork process. Hence it was not possible to make comparisons across all economic sectors, and nonparametric inferential statistics had to be applied to generalise some of the sample results to the whole population.

Data analysis

Statistical analysis was performed on the data obtained from the questionnaire, by means of both descriptive and inferential statistical techniques. The statistical software package SPSS (Statistical Package for the Social Sciences) was used to analyse the data. Descriptive statistics such as the mean, median and standard deviation were used to report on the quantitative sample data, while frequency analyses together with pie charts were used to summarise and visually display the qualitative sample data. Analysis of Variance (ANOVA) tests were applied to determine whether significant differences existed between predefined groups of respondents with regard to the mean scores for certain ETD-related issues. The nonparametric Kruskal-Wallis and Welch tests were used as an alternative to the

ANOVA test in instances where data from one or more sample groups did not follow a normal distribution. The Mann-Whitney U-test and Wilcoxon Signed Rank test were employed as nonparametric equivalents to the T-test, since the distributional properties of the data were not suitable to perform a T-test.

RESEARCH RESULTS

The results below focus on the ETD-related information supplied by the respondents. The inputs provided were analysed statistically by means of descriptive and inferential statistics.

Biographical information

The majority of participating organisations (64%) are small (with 50 or fewer employees) and operate in the provinces of Gauteng, Western Cape, KwaZulu-Natal and Mpumalanga. Most of these organisations are private companies (68%), parastatals (19%) or government departments (6%).

Respondents work mainly in the economic sectors “Community, social education, health care and personal services” (36%) and “Agriculture, hunting, forestry and fishing” (21%).

Regarding highest qualification, almost 20% of respondents have a senior certificate or equivalent qualification; more than 10% have a national diploma or certificate, while almost 25% have a postgraduate qualification. Most of the respondents (52%) are at least 44 years of age and hold managerial positions at their business firms.

The majority of the respondents work as HRD or training managers (24%), owners (15%) or HRD directors (10%) in their respective businesses and this enables them to provide valuable and objective views on the ETD issues affecting the organisation.

Descriptive statistics

Descriptive statistics in the form of means, medians and standard deviations was employed with regard to

- the percentage of ETD delivery and development that is outsourced

- the percentage of time used per training delivery method
- the expenditure on training and development as a percentage of payroll
- the instructional methods and media utilised
- products of higher education institutions
- satisfaction with SETAs
- the expected impact of technology
- the quality improvement of new entrants in ETD

Table 2: Descriptive statistics on the percentage of ETD delivery and development that is outsourced

	n	Mean (%)	Standard Deviation (%)	n	Mean (%)	Standard Deviation (%)
Type of ETD	Delivered by inside staff			Delivered by outside contractors (outsourcing)		
Classroom-type training programmes	47	33.09	41.46	47	30.43	41.66
E-learning	47	13.51	25.64	47	10.32	23.37
Type of ETD	Developed by inside staff			Developed by outside contractors (outsourcing)		
Traditional training programmes	47	37.02	41.03	47	25.74	41.69
Technology-based training programmes	47	16.17	26.19	47	4.04	13.46

Table 2 shows that, on average, about 33% of all classroom-type training programmes and 14% of e-learning are delivered by staff inside the organisation, which is almost the same as the 30% and 10% respectively that are outsourced. Regarding ETD development, it was found that an average of about 37% of traditional training programmes is developed by inside staff and 26% outsourced, while 16% of technology-based training programmes is developed by inside staff, and 4% outsourced.

Table 3 indicates that, in terms of training delivery media, organisations devote an average of approximately 41% of their time to instructor-led training in classrooms, 10% to instructor-led training from a remote location, while only 8% of their time is allocated to training by computer without an instructor. On average, organisations spend 2.98% of their payroll on training and development.

Table 3: Descriptive statistics on the percentage of time devoted to training delivery media and the expenditure on training and development as a percentage of payroll

Method of delivery	n	Mean (%)	Standard deviation (%)
Instructor/facilitator-led training (classroom)	47	40.64	42.93
Instructor/facilitator-led training (from remote location)	47	10.28	24.01
By computer (no facilitator/instructor)	47	8.02	19.59
Expenditure on training and development as a percentage of payroll	41	2.98	5.64

From table 4 it is evident that the instructional methods that received the highest mean scores from respondents were “experiential learning” (2.79) and “classroom with instructor” (2.67), while “computer-based games” (1.38) and “non-computer based games” (1.56) received the lowest mean scores. Workbooks/manuals (2.97) and utilisation of CD-ROM (2.09) as instructional media scored the highest among respondents, while videoconferencing (1.28) and satellite/broadcast TV (1.34) scored the lowest. Participating organisations awarded means scores of above 3 to all the products of higher education institutions featured in the study, namely general management education in HRD (3.18), career-focused education in HRD (3.26) and a combination of general management education and career-focused education in HRD (3.35). Other ETD-related information, such as organisations’ satisfaction with their SETA (2.59) and the improvement of the quality of new entrants in ETD (2.78) scored fairly low, while the expected impact of technology (3.50) scored above average.

Frequency analyses

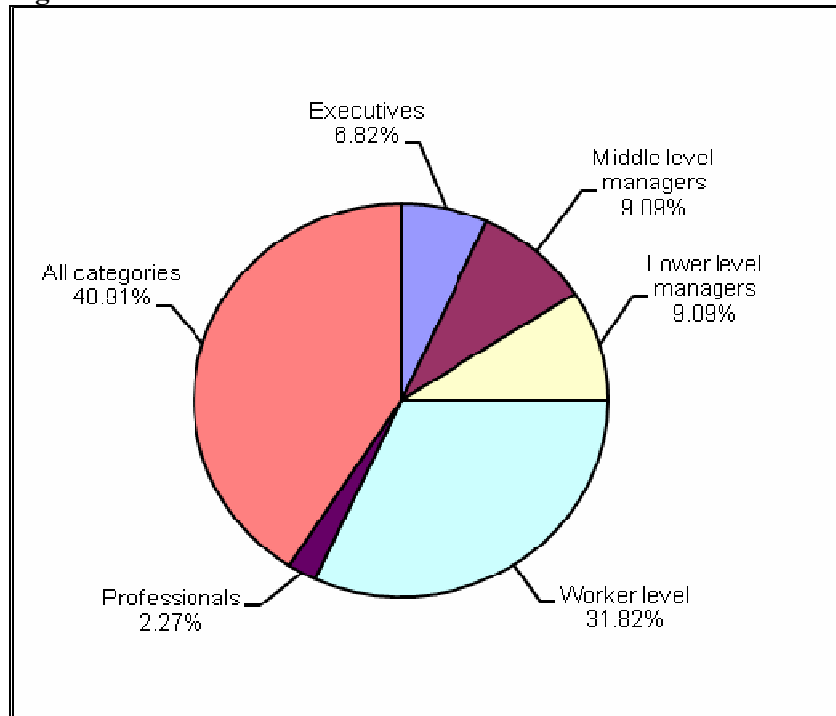
Frequency analyses were conducted on the following ETD-related issues:

- the instructional methods and media utilised
- satisfaction with the organisation’s SETA
- the expected impact of technology
- the quality improvement of new entrants in ETD
- the importance of certain products of higher education institutions

- beneficiaries of ETD
- size of the ETD budget

Figure 1 shows frequencies relating to the various beneficiaries of ETD.

Figure 1: Beneficiaries of ETD



By far the most respondents (about 41%) indicated that all categories of employees in their organisation benefit from ETD, followed by worker-level employees (32%). Middle-level managers (approximately 9%), lower-level managers (9%) and executives (7%) receive considerably fewer benefits.

Figure 2 indicates how much organisations are planning to spend on ETD.

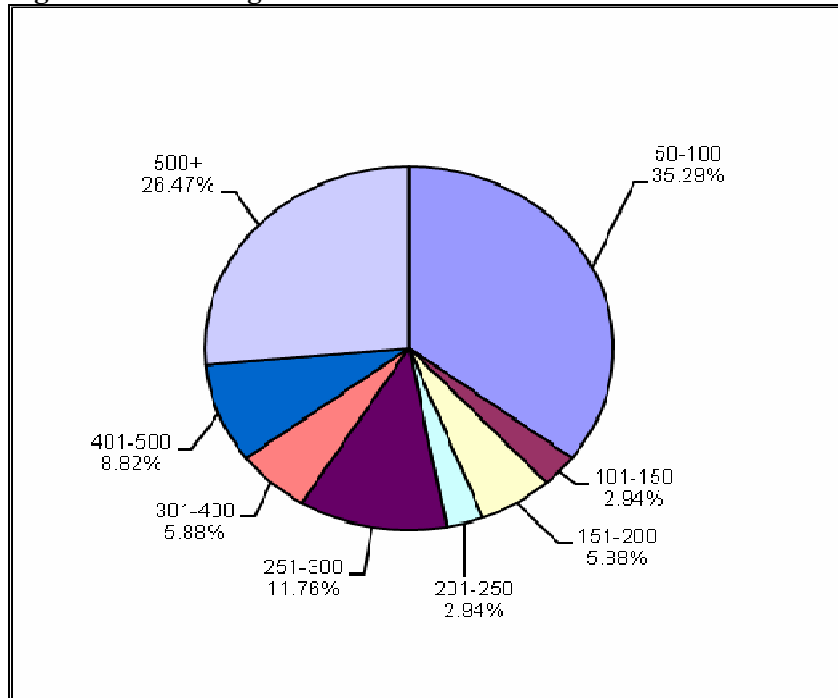
Most respondents (approximately 35%) plan to spend between R50 000 (USD6 097.56)* and R100 000 (USD12 195.12)*, while 26% of respondents plan to spend R500 000 (USD60 975.61)* or more on ETD in their organisation. In total, about 38% of the respondents indicated an ETD budget of between R101 000 (USD12 317.07)* and R500 000 (USD60 975.61)*.

*ZAR/USD exchange rate of 8.20, as at 13:48 on 15 September 2008 (Source : <http://www.fin24.com>)

Table 4: Descriptive statistics on the likert scale type of questionnaire items

4(a) Use of instructional methods	n	Mean	Median	Standard deviation
Experiential learning	33	2.79	3	0.96
Classroom with instructor	36	2.67	3	1.01
Lectures	32	2.38	2	0.83
Case studies	32	2.34	2	0.94
Role playing	30	2.33	3	0.88
Self-study, non-computer	30	2.07	2	0.94
Computer-based learning	30	1.90	2	0.88
Self-study, web-based	29	1.69	1	0.89
Virtual reality programmes	29	1.66	1	0.90
Non-computer-based games	27	1.56	1	0.80
Computer-based games	29	1.38	1	0.78
<i>Total</i>	<i>337</i>	<i>2.10</i>	<i>2</i>	<i>0.99</i>
4(b) Use of instructional media	n	Mean	Median	Standard deviation
Workbooks / manuals	38	2.97	3	0.94
CD-ROM	34	2.09	2	1.03
Internet/intranet	31	1.94	2	1.06
Video tapes	32	1.91	2	0.86
DVD/diskettes	32	1.84	2	0.99
Audio cassettes	31	1.52	1	0.68
Teleconferencing	32	1.38	1	0.66
Satellite/broadcast TV	32	1.34	1	0.55
Videoconferencing	32	1.28	1	0.52
<i>Total</i>	<i>294</i>	<i>1.83</i>	<i>1</i>	<i>0.98</i>
4(c) Importance of certain products of higher education institutions	n	Mean	Median	Standard deviation
Combination of general management education and career-focused education in HRD	37	3.35	4	1.27
Career-focused education in HRD	38	3.26	4	1.27
General management education in HRD	38	3.18	3	1.25
4(d) Other ETD-related information	n	Mean	Median	Standard deviation
Satisfaction with SETA	37	2.59	3	1.38
Expected impact of technology	40	3.50	3.5	1.24
Improvement of the quality of new entrants in ETD	37	2.78	3	1.06

Figure 2: ETD budget in thousands of rand



The results in table 5 show the percentages of respondents who answered “never used”, “seldom used”, “often used” and “always used” respectively to each of the relevant items in the questionnaire relating to the use of instructional methods and instructional media.

A large percentage of respondents (90%) indicated that they never or seldom use computer-based games, while 72% of respondents indicated that they often or always utilise experiential learning as an instructional method. Also, 97% of respondents indicated that they never or seldom use satellite/broadcast TV, while 76% stated that they often or always use workbooks/manuals as instructional media. This confirms the results found for the mean scores in table 4.

Table 6 shows the percentages of respondents that can be categorised as answering “Low”, “Average” and “High” respectively to each of the relevant items in the questionnaire relating to

- satisfaction with the organisation’s SETA
- the expected impact of technology
- the quality improvement of new entrants in ETD
- the importance of certain products of higher education institutions.

Table 5: Frequency analyses of the instructional methods and – media utilised

5(a) Instructional method	Percentage of respondents in each response category			
	Never used (%)	Seldom used (%)	Often used (%)	Always used (%)
Experiential learning	15.15	12.12	51.52	21.21
Classroom with instructor	16.67	22.22	38.89	22.22
Role playing	23.33	23.33	50.00	3.33
Case studies	21.88	31.25	37.50	9.38
Lectures	15.63	37.50	40.63	6.25
Self-study, non-computer	36.67	23.33	36.67	3.33
Computer-based learning	40.00	33.33	23.33	3.33
Self-study, web-based	55.17	24.14	17.24	3.45
Virtual reality programmes	58.62	20.69	17.24	3.45
Non-computer-based games	62.96	18.52	18.52	.00
Computer-based games	75.86	13.79	6.90	3.45
<i>Total</i>	<i>37.09</i>	<i>23.74</i>	<i>31.45</i>	<i>7.72</i>
5(b) Instructional media	Percentage of respondents in each response category			
	Never used (%)	Seldom used (%)	Often used (%)	Always used (%)
Workbooks/manuals	10.53	13.16	44.74	31.58
CD-ROM	38.24	23.53	29.41	8.82
Internet/intranet	48.39	19.35	22.58	9.68
Video tapes	40.63	28.13	31.25	.00
DVD/diskettes	50.00	21.88	21.88	6.25
Audio cassettes	58.06	32.26	9.68	.00
Teleconferencing	71.88	18.75	9.38	.00
Satellite/broadcast TV	68.75	28.13	3.13	.00
Videoconferencing	75.00	21.88	3.13	.00
<i>Total</i>	<i>50.34</i>	<i>22.79</i>	<i>20.07</i>	<i>6.80</i>

Table 6: Frequency analyses of other ETD-related issues

ETD-related issue	Percentage of respondents in each modified response category		
	Low (%)	Average (%)	High (%)
Satisfaction with SETA	45.95	27.03	27.03
Expected impact of technology	20.00	30.00	50.00
Quality improvement of new entrants in ETD	32.43	43.24	24.32
<i>Importance of certain products of higher education institutions</i>	<i>22.12</i>	<i>27.43</i>	<i>50.44</i>
General management education in HRD	23.68	23.68	44.74
Career-focused education in HRD	23.68	23.68	23.68
Combination of general management education and career-focused education in HRD	27.03	27.03	18.92

The modified response categories are as follows: scores of 1 and 2 are classified as “Low”, a score of 3 as “Average” and scores of 4 and 5 as “High”. It is evident that just under 46% of respondents rated their satisfaction with their SETA as low, 50% rated the expected impact of technology as high, while approximately 43% held that there is an average improvement of the quality of new entrants in ETD. In total, about 50% of the respondents rated the importance of certain products of higher education institutions as high.

Mann-Whitney U-tests and Wilcoxon signed rank tests

These tests were used to, firstly, determine whether there is a significant difference between the percentage of ETD delivery that is outsourced and the percentage that is not outsourced. Secondly, it was used to determine whether there is a significant difference between the types of ETD in terms of the percentage of ETD that is delivered by inside staff, and also in terms of the percentage of ETD delivery that is outsourced. Similar tests were conducted on ETD development, and the results are shown in tables 7 and 8.

Table 7: Results of Wilcoxon signed rank tests on the outsourcing of ETD

Type of ETD delivery	Result	z
Classroom-type training programmes	Inside = Outside	-0.310
E-learning	Inside = Outside	-0.743
Type of ETD development	Result	z
Traditional training programmes	Inside = Outside	-1.359
Technology-based training programmes	Outside < Inside	-2.854

Table 8: Results of Mann-Whitney U-tests on the type of ETD

Outsourcing of ETD delivery	Result	z
Yes	E-learning < Classroom-type training programmes	-2.543
No	E-learning < Classroom-type training programmes	-2.289
Outsourcing of ETD development	Result	z
Yes	Technology-based training programmes < Traditional training programmes	-2.851
No	Technology-based training programmes < Traditional training programmes	-2.520

It was found that the percentage of classroom-type training programmes ($z = -0.310$) and e-learning ($z = -0.743$) delivered by inside staff and the percentage of traditional training programmes ($z = -1.359$) developed by inside staff did not differ significantly from the percentage that is outsourced. The percentage of technology-based training programmes that are outsourced is significantly less ($z = -2.854$) than the percentage developed by inside staff.

For the delivery of e-learning, organisations make use of outsourcing less than when delivering classroom-type training programmes ($z = -2.543$) and organisations also make less use of inside staff when delivering e-learning than for the delivery of classroom-type training programmes ($z = -2.289$). Similarly, the percentage of technology-based training programmes that are developed by outside contractors is less than that of traditional training programmes ($z = -2.851$) and organisations

also use inside staff less often for the development of technology-based training programmes than when developing traditional training programmes ($z = -2.520$).

Analysis of variance

One-way ANOVA tests, of which the results are not shown here, were performed to determine whether the average ratings of respondents on each of the following items differed significantly in the different types of organisations:

- instructional methods and media used
- training delivered
- satisfaction with the organisation's SETA
- the expected impact of technology
- the quality improvement of new entrants in ETD
- the importance of certain products of higher education institutions

In the case of unequal variances between groups, the more robust Welch test was used, and the nonparametric Kruskal-Wallis test employed in instances where the assumption of normality was violated for one or more sample groups.

For each of the above items, it was found that the mean scores of respondents from the three types of organisations, namely parastatals, private companies and government departments, did not differ significantly from one another.

DISCUSSION

In this study, descriptive statistics were conducted in order to summarise the sample results, and then inferential statistics were used to generalise these results to the whole study population. However, in view of the fact that the number of respondents in this research was limited and that the majority of participating organisations were small, nonparametric statistical procedures had to be used, which reduces the power of hypotheses tests. This, in turn, affects the accuracy with which results can be

generalised. However, the research did provide some interesting results against the background of the literature study.

The results indicated that expenditure on training and development as a percentage of payroll for South African organisations was in line with the findings in other studies alluded to earlier (approximately 3% of payroll).

It is evident from the research that companies are serious about investment in training and development and providing training opportunities for their employees since more than a quarter of participating organisations have a large budget of over R500 000 for ETD purposes.

According to the results, most of the respondents indicated that all categories of employees benefit from training and development opportunities by as much as 32% at the worker level, almost 20% at middle and lower management levels and almost 7% at executive management level. This trend is in line with the findings of previous research.

Experiential learning and classrooms with an instructor are the most popular methods of instruction in the organisation, while workbooks/manuals and CD-ROM are the most popular media for instructional purposes. On the other hand, computer-based games and non-computer-based games are the instructional methods least often used, while videoconferencing and satellite/broadcast TV are used least often among the instructional media. Respondents rated the majority of instructional methods, in terms of its use, just above 2. This implies that only a limited number of instructional methods are regularly in use. Similarly, by far the majority of instructional media received low average ratings in terms of its use, which indicates that the full range of instructional media is not utilised to its full capacity.

Participating organisations clearly devote a large proportion of their time and effort to instructor-led classrooms for training delivery, and should continue to focus on classrooms and experiential learning as methods of instruction for their employees. Also, instructional media such as CD-ROM and workbooks could be effectively utilised in employee training.

The results indicated that 50% of classroom-type training and e-learning is delivered by inside staff and 50% by means of outsourcing. Similarly, the percentage of traditional training programmes that are developed by staff inside the organisation is equal to the percentage of outsourcing. Organisations therefore make good use of outsourcing for both the delivery of ETD, such as classroom-type training programmes and e-learning, as well as for the development of ETD, such as traditional- and technology-based training programmes. Organisations make more use of outsourcing to deliver classroom-type training programmes than to provide e-learning, while the development of traditional training programmes benefits more from outsourcing than technology-based training programmes. Also, staff inside the organisation deliver more classroom-type training programmes than e-learning and develop more traditional training programmes than technology-based training programmes.

The type of organisation did not have a significant influence on the use of instructional media and methods, the way in which training is presented, perceived satisfaction with the relevant SETA, the impact of technology, the quality improvement of new entrants in ETD or the importance of certain products of higher education institutions.

The results indicated that products of higher education institutions are generally seen to be of above average importance. The respondents rated the combination of general management education and career-focused education in HRD as the highest in terms of its significance for their organisation.

The majority of respondents indicated that they are not entirely satisfied with the service rendered by their SETA. This result may indicate that there are problems in terms of the service delivery of the SETAs involved.

It is also evident that technology plays a vital part in training and development in the organisations involved. This study again confirms this statement in one of its findings that the impact of technology on training is expected to be high.

CONCLUSION

The aim of this research was to determine some of the education, training and development practices employed by selected business organisations in South Africa. The literature study indicated specific trends in education and training practices such as beneficiaries of ETD, whether or not ETD is outsourced, the instructional methods utilised and the impact of technology on training. The results have given the researchers greater insight into and understanding of the ETD practices in business organisations in South Africa. The results of this study also provide a useful basis for further research over the next three years. As mentioned, the low response rate among business organisations was the main limitation of this study, hence it was not possible to make comparisons across all economic sectors. Larger sector-wide studies would therefore be required for further validation and generalisation to the whole population of organisations in South Africa.

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