

The Effectiveness of In-service Training Programmes in Public Sector Organizations: A case study of the College of the Arts in Windhoek, Namibia.

*A.J. Isaacs, S.B. Lwendo & C. Kazondovi*⁵

Abstract:

This study focused on investigating the effectiveness of in-service training programmes provided to lecturers at the College of the Arts. The objective of the study was to investigate the effectiveness of the in-service training programmes at the College of the Arts for the upgrading of teaching skills and specialist subject knowledge of academic staff members. The study adopted a mixed research approach, and made use of a multiple case study design to collect data through interviews as well as conducting lesson observations. According to Cresswell (2003) a mixed research approach offers more comprehensive evidence for studying a research problem. It encourages the use of multiple views rather than views associated with a quantitative or qualitative research

⁵ **Dr. Albert Isaacs** is a Senior Lecturer in the Department of Educational Foundations and Management in the Faculty of Education at the University of Namibia. He completed his PhD in Educational Leadership at Florida State University in the USA, and was awarded the best researcher in 2017 in the Faculty of Economics and Management Sciences. Email: aisaacs@unam.na

Dr. Sitali B. Lwendo is a Senior Lecturer in the Department of Political Administration in the Faculty of Economics and Management Sciences at UNAM. He specialized in Political Administration. Dr Lwendo was awarded the best researcher in 2017 and 2020 in the Faculty.
sblwendo@unam.na

Dr. Collins Kazondovi is a lecturer in the Department of Curriculum, Instruction and Assessment studies. He is teaching Classroom communication and technology. He is a keen researcher.
(ckazondovi@unam.na)

only. The study also employed a descriptive design, and used close ended questions to gather data through questionnaires. Content analysis method was used to analyse the qualitative data. Quantitative data were processed using the Statistical Package for the Social Sciences (SPSS) IBM version 21 software package and descriptive statistics were used to interpret the participants' responses. The methodological triangulation of data was accomplished through the use of data obtained through the interviews, observations and questionnaires. The outcome of the research depicted that lecturers at the College of the Arts are qualified artists but are not professionally trained teachers and would therefore find it difficult to effectively transfer knowledge to the students. The study also concluded that the majority of in-service training courses provided by the College of the Arts for the lecturers are not related to the upgrading of teaching and methodological skills of lecturers. The study recommended that the College of the Arts should set up a training and performance evaluation committee consisting of management members, representatives of the College of the Arts' lecturers, a Chief of Arts Educational Officer, and the President of the Student Representative Council of the College of the Arts. This committee should be required to review the current training and performance evaluation policies of the College of the Arts and align these policies with the College of the Arts objectives. It is further recommended that lecturers should ensure that their teaching is guided by clearly written lesson plans that encourage the development of critical thinking, problem solving and performance skills.

Keywords: *Effectiveness, In-service training, teaching skills, teaching performance.*

INTRODUCTION

The College of the Arts (COTA) is a leading arts educational institution in Namibia and resorts under the Directorate of Arts in the Ministry of Youth, National Service, Sport and Culture. The institution was established in 1971 as the State Conservatoire of Music, providing classical music education in all orchestra instruments as well as a number of other music instruments.

COTA was previously known as The Windhoek Conservatoire, and after independence, it was transformed, from previously being a classical music (extra mural activity) centre for European descendants of the population of the country, into a multi-racial arts institution. Through cabinet legislation, the name was changed to COTA in 1991 (Hofmeyr, 2008).

The aim of COTA previously was to increase the range of subject genres on offer and to increase the number of students to widen the scope of its programmes. Lecturers were encouraged to develop new models of tuition, such as group teaching, that were previously not practiced. In-service training was offered in the adaptation of individual student teaching to group tuition. This was successfully implemented in keyboard, piano, woodwind, visual art and drama classes in 1995.

Lecturers who were interested in furthering their studies in order to obtain practical oriented qualifications, identified their own study programmes and pursued them. This was usually done through part-time studies, and often at South African universities. Many lecturers obtained licentiate qualifications through the University of South Africa (UNISA), Royal Schools (United Kingdom) and Trinity College London (United Kingdom). The licentiates helped the lecturers to become better practical music lecturers. In the case of the admission of staff

on the basis of Recognition of Prior Learning (RPL), efforts were made to upgrade the qualifications through diploma programmes in neighbouring countries such as Zimbabwe, South Africa, and short term programmes offered through, Scandinavian, European and American Institutions.

Unlike in the past, COTA now has a lecturer's evaluation system in place. Students receive a lecturer evaluation questionnaire at the end of the second term to complete during a class period and are then submitted to the Head of Department (H.O.D). Lecturers also complete a self-evaluation questionnaire during the end of the second term. The self-evaluation report is also submitted to the H.O.D who compiles a summary of each student questionnaire on a summary sheet. The results of the student evaluation and lecturer self-evaluation are discussed with the individual lecturers to identify and establish common grounds for performance improvement.

Currently, COTA has two campuses in Windhoek and 23 satellite centres across the country which employs 143 academic and non-academic staff. The lecturers involved in the teaching of the Applied Arts Diploma programs are regularly sent for short training courses, in an attempt to develop the capacity of staff members and to better equip academic staff members for tertiary teaching. Some of these short courses are in-house training courses while others are presented outside the COTA .These in-service training courses have allowed the COTA to expand its programmes and genres it offers.

The programs offered at COTA include the introduction of Community Theatre Development through the assistance of Ulster University in the Northern Ireland; Jazz and Modern Music programmes through the University of Natal, South Africa; Media Arts Technology through the South African School

for Motion Picture Medium and Live Performance, Cape Town, South Africa, Wisconsin University, United States of America and the Ulster University in Northern Ireland; Product Development through the University of Cape Town (UCT), South Africa, Tshwane University of Science and Technology, Pretoria, South Africa and African Performing Arts (APA) through the Zimbabwe College of Music, International Library of African Music (ILAM) Rhodes University, South Africa and the University of Ghana. In addition, lecturers at COTA are exposed to in-service training short term courses, through partnerships between the COTA and other institutions like Ulster University, University of Ghana, Zimbabwe College of Music, Rhodes University and the University of Namibia (UNAM).

Currently, COTA provides Applied Arts Diplomas in Television production, Radio Production, New Media Design, Sound Technology, Product Development (Visual Arts), Fashion Design, and African Performing Arts. Art lecturers at COTA are mainly subject experts and art practitioners. Most art lecturers are not qualified teachers and as result they are not capable of transferring the necessary knowledge and skills to students. COTA, as part of its capacity building program, enrolls lecturers for formal and informal courses at reputable institutions to upgrade their knowledge and teaching skills. However, despite all these efforts, art lecturers demonstrate little improvement on their teaching and administration skills (E. Junius, personal communication, May 23, 2013).

The Management at COTA identified the following shortcomings in most academic staff members: A lack of the necessary teaching skills; a lack of proper interpretation of the curricula; lack of teaching material selection knowledge and the lack of professionalism, commitment and adherence to lecturing

schedules and lesson plans. Hence, the study investigates the effectiveness of in-service training programs at COTA.

According to Obisi (2011) the critical role of training is to improve human capital performance and ultimately organisational productivity. Training is a process through which the skills, talent and knowledge of an employee is enhanced and increased. Training fosters the initiative and creativity of human capital resources and helps to prevent manpower obsolescence, which may be due to age, and the attitude of employees to adapt to technological changes (Obisi, 2011). The common goal of an organisation is to grow from strength to strength and that training ensures that each employee does their job as best they can, using the correct tools and techniques and in doing so, helps the business to achieve its objective (Florence, 2011). Training is a practical and vital necessity because; it enables employees to develop and rise within the organisation and increase the market value, earning power and job security of an employee. Training helps to mold employees' attitude and help them contribute meaningfully to the organisation (Obisi, 2011).

Training, according to Obisi (2011), should take place only when the need and objectives for such training has been identified. Such training forms the corner-stone of sound management, because it makes staff members more effective and productive. Training is effectively and intimately connected with all the personnel and managerial activities. Obisi (2011) further argues that it will be difficult for a new employee to grow on the job, be effective, efficient and become a manager without adequate training. McNamara (2013) and Cole (2003) agree that training involves an expert working with participants (learners) to transfer them certain areas of skills, behaviour and knowledge, to improve the current job.

Therefore, training is a learning process which is aimed at impacting behaviour; knowledge and skills to enable employees execute their work tasks better. Similarly, Khan, Khan, & Khan, (2011) argue that training is the most important factor of employee performance and that training has a distinct role in achievement of organisational goal by incorporating the interest of organisation and the workforce. Training impacts on the return on investment and increases the effectiveness and efficiency of both employees and the organisation because employees who have more work experience have an increase in skills, knowledge and competencies (Khan et al., 2011). According to Coetzer (2006) the implementation of new technology, products or processes, usually requires the acquisition of new knowledge and skills. Therefore, in order to survive, organisations must monitor their external environment and adapt to the changing environment.

Training increases job satisfaction and the moral of employees. Training increases employee motivation, impact positively on the efficiency in processes, resulting in financial gain (McNamara, 2013). Similarly, it is this researcher's view that training helps to manage changes in organisational structures caused by mergers, acquisitions, rapid growth, downsizing and outsourcing. These training programmes are also important to cope up with the changes in technology and with diversity within the organisation. Moons (2011), argues that a business consist of a team or a unit of people that works together in order to achieve a collective goal and ultimately generate profits for the business, hence the importance to train staff. Moons (2011) further argues that a well-trained employee will help to reduce the risks of potential mishaps within the organisation and it will focus the mindset of a staff member to give his or her best in any given task.

Caruso (2011) points out that the role of training is to bridge the gap between actual work and expectations as identified by performance appraisals. Training is needed to overcome linguistic barriers, to enhance effective managing office responsibilities, help employees understand the need of the customer and discover ways to solve them, ensure the highest possible code of conduct, improves human relations by encouraging a better perspective with regard to coping with work pressure, its enhances quality initiatives by proving a guidance on ideal standards for products, processes and procedures.

Similarly, Moons (2011) argues that through training, one is investing in the overall moral of the employee and the staff member will feel that they belong with the business and that the organisation is interested in their involvement. Through this, the business creates a sense of loyalty for the staff member, inspiring staff member to do his or her absolute best to secure the success of the business.

All efforts to benefit from training could go astray if, according to Obisi (2011) supervisors fail to appreciate the benefits of training and these supervisors rarely plan and budget systematically for training.

It is the researcher's view that the role training provided to employees should be, amongst others, to make employees more competent in their job, increase employees' motivation, improve productivity and to reduce waste. Training should address any work related comings of employees. Training provided to employees can fail if the training programme is not clearly defined, trainers fall short to provide follow up consulting serves, to monitor the progress of the trainee and supervisors

are not rewarded for carrying out effective training. Training will also fail if the external training programmes teaches techniques on methods contrary to practice of the participant's work environment.

CONCEPTUAL FRAMEWORK

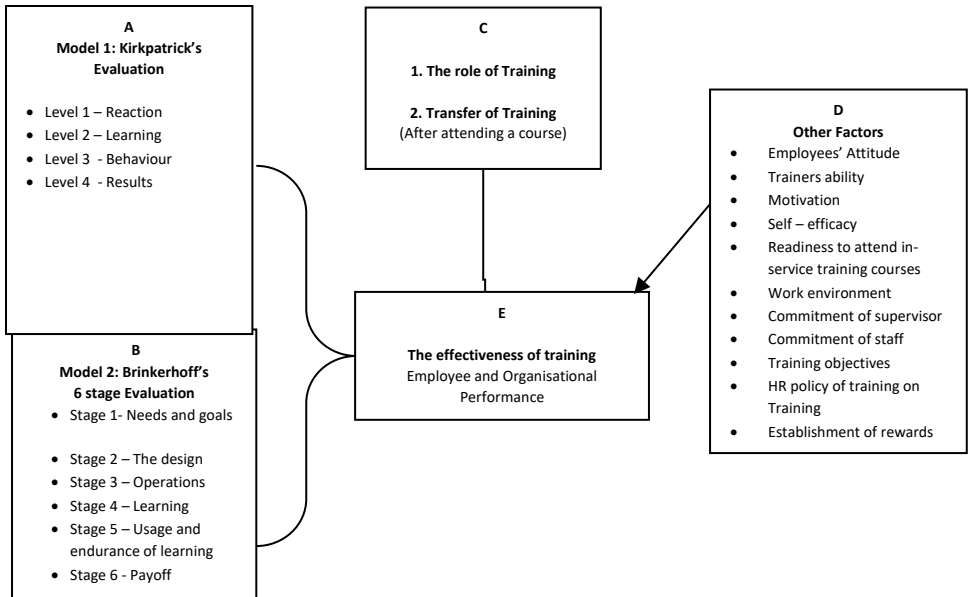


Figure 1: Conceptual Framework – Adapted from Haslinda and Mahyuddin (2009). The effectiveness of training in the Public Sector.

Figure 1 above, represents a conceptual framework for this study and it uses two training evaluation models: Kirkpatrick's four levels of evaluation training and Brinkerhoff's Six Stage Evaluation Mode as a base to evaluate the effectiveness of training. It also addresses the role of training and the application of new knowledge and skills (the transfer of training) received after attending a course. It furthermore looks at the other factors that may influence the effectiveness of training.

The arrows from Block A, B, C and D are all directed to Block E which is interrelated to Block A, B, C and D. Therefore, any defects in Block A, B, C or D may negatively influence the performance of the employee and ultimately the performance of the organisation.

The conceptual framework fits well with this study as the focus of this research is on the effectiveness of training provided to lecturers by the College of The Arts. A poorly defined role of training or the ineffective application of new knowledge and skills may influence the performance of the employee and ultimately the organisation. Furthermore, evaluations on the effectiveness of employee performance are imperative in securing a sound employee and organisational performance.

THE TRANSFER OF TRAINING AT THE WORKPLACE

(Friesen, Kaye & Associates [FKA], 2009, p.1) defines the transfer of training as the effective and continuing application of the knowledge and skills gained in training at the workplace. Haslinda and Manhyuddin (2009) argue the transfer of training is the ability to apply the newly acquired behaviour, knowledge and skills, a participant has acquired in a training program, at

the work place. The transfer of training can have a positive impact on the individual and organisational performance. The transfer of training will be effective if it has a positive impact. Yet, the transfer of training can also have a negative impact on the organisational and individual performance. This occurs when the transfer of training has no effective impact on the individual or organisational performance.

STRATEGIES TO FACILITATE THE TRANSFER OF TRAINING

Many trainers are faced with the challenge of motivating their training programme participants to use the new skills learned during the program back in their work place. If the training program does not in the end change workplace behaviour or increase work performance, the money and time spent on training is simply wasted (Allan, 2003).

Attending a training course or workshop will be meaningless unless the newly acquired skills, behaviour and knowledge are successfully put into practice. According to Nga, Mien, Giiselaers & Giiselaers (2010), learning in training is not automatically transferred and that trainees need to have the intention to transfer these skills, knowledge and behaviour in systematic manner, thus through transfer strategies. These strategies are cognitive and behaviour techniques, including setting goals, analysing work situation, preparing to deal with difficulties, identifying and using necessary support, recognizing and monitoring opportunities to use acquired knowledge and skills on the job (Nga et al., 2010). According to (FKA, 2009) to maximise the transfer of training, managers, trainees and trainers should be actively involved before, during and after the formal training intervention. The transfer of training can take

place in three main categories for enhancing learning transfer: pre-training transfer strategies, transfer strategies during training and post transfer strategies.

FACTORS WHICH INFLUENCES TRANSFER OF TRAINING

The most successful training programme may not be effective or reap any fruits at a work place because of some factors that may influence the success of the transfer process. Some of the factors outlined in the next section are; Employees' Attitude, Trainers ability, Motivation, Self–efficacy, Structural expectations, Work environment, Commitment of supervisor, Commitment of staff, Training objectives, HR policy of training and the establishment of rewards. Therefore the study aims to investigate the effectiveness of training programmes in public sector organisations and therefore the role of training provided to staff members should be aimed at improving employees' knowledge, skills and attitude.

OBJECTIVES OF THE STUDY.

The objectives of the study were:

- To investigate the effectiveness of the in-service training programmes at the COTA, aimed at the upgrading of teaching skills and specialised subject knowledge of academic staff members,
- To identify how these in-service training programmes can successfully be used to improve the performance of academic staff members at COTA

METHOD

This study adopted a mixed approach of qualitative and quantitative methods to investigate the effectiveness of in-service training programmes at the COTA. According to Cresswell (2003) a mixed research approach offers more comprehensive evidence for studying a research problem. It encourages the use of multiple views rather than views associated with a quantitative or qualitative research only. The study used a multiple case study design, consisting of open ended questions which the researcher used to gather data through interviews and as well as conducting lesson observations, to study the two Windhoek campuses of COTA.

The qualitative method applies to a research that is explanatory or conceptual and focuses on gathering non-numerical data to help explain or develop a theory about a relationship. This method was used to serve the first objective: to investigating the effectiveness of in-service training programmes for the upgrading of teaching skills and specialised subject knowledge of academic staff members at COTA. The study also employed a descriptive design, and made use of close ended questions to gather data through questionnaires. A 5 point Likert scale method was used to complete the questionnaires. The quantitative method focused on numbers or quantities and its results are based on numeric analysis and statistics (Akpo, 2006).

The COTA has two campuses in Windhoek. Therefore, the population under study consisted of 32 academic staff members and 6 managers at both campuses. The sample of this study included the population of 32 academic staff members; while 4 out of 6 managers were purposefully selected based on their availability and willingness to participate in the study.

The study made use of three instruments namely; interviews, questionnaires and observations to collect data. Self-administered questionnaires consisting of 23 closed-ended questions were administered to the 32 lecturers of COTA. The questionnaire dealt with information required, which might not have been sufficiently addressed through interviews and observations. The questionnaires were used to obtain data related to the effectiveness of in-service training programs at COTA and the factors that might hinder the effective application of newly obtained knowledge and skills after attending a training program. A Likert scale was used to complete the twenty quantitative questions of the questionnaire. Respondents were able to select from five options their level of agreement or disagreement with each question.

Lesson observations were conducted during lectures of 4 purposefully selected lecturers at COTA, thus ensuring that the researcher remained un-intrusive to the lessons and uninvolved with the participants during with observation sessions. The observations also enabled the researcher to gain a deeper understanding of the context within which the lecturers interacted with their students.

The interviews, questionnaires and the observations assessed Kirkpatrick's 4 levels of training evaluation, namely, reaction learning behaviour and results as well as Brinkerhoff's 6 stages of training evaluation, namely needs and goals, the design, operations, learning, usage and endurance of learning and Payoff. The instruments further assessed the training transfer levels, factors that influence the transfer of training and the effectiveness of employee and organizational performance.

To ensure reliability and validity of the questionnaires, interview schedule and lecture observation schedule, a pilot study was carried out on the center head and seven arts facilitators at Centre X, outside Windhoek. The reason for pilot testing the instruments was to determine whether the instruments were measuring what they are supposed to measure (Berg, 2007). After collecting the pilot study data, the researcher analysed the data to determine which items needed to be discarded, which ones needed to be retained and which ones needed to be improved.

The Statistical Package for the Social Sciences (SPSS), which is an application data software was used to analyse data collected through questionnaires and observations. The responses collected through questionnaires were allocated a code value. Coding is a process of marking or referencing units of text with codes as a way to indicate patterns and meaning (Gall, J. P., Gall, M. D., & Borg, W. R. 1999). The responses from the observations were also allocated a code value and the data was imported into a computer to produce statistical data. This data was also classified and tabularised in different categories using the SPSS 21 software.

The responses collected through interviews from the respondents were electronically recorded, transcribed and read several times to enable the researcher to develop a clear overall picture. The responses were studied carefully to generate meaningful themes. Tables were used to present demographical information and also to illustrate the number of respondents that accepted or rejected a particular view. The methodological triangulation of data was accomplished through the use of data obtained through the interviews, observations and questionnaires.

RESULTS AND DISCUSSIONS

From the 32 questionnaires distributed (N=32), 27 participants responded to the researcher. All four selected managers (N=4) of COTA participated in the interviews. Four lecturers (N=4) were each observed on five different lesson presentations to give a total of 20 lessons. Therefore, a response rate of 84.37% for the questionnaires and a 100% rate for the interviews were achieved. A high response rate was attributed to the constant appeal and telephone calls made prior to the dispatch of the questionnaires and conducting the interviews as well as the personal follow ups undertaken by the researcher.

Table 1: Level of education of lecturers at COTA (N= 27)

	Frequency	Percent
Diploma	8	29.63
Degree	12	44.44
Post Graduate	5	18.52
Masters	2	7.41
Total	27	100.0

Table 1 shows that 44.44% of the respondents have degree qualifications, whilst 18.52% of the respondents have post graduate qualifications. Interestingly, only 7.41% of the respondents have Masters Qualifications. The results therefore depict that COTA employees are highly qualified with professional qualifications.

Table 2: Level of teaching qualifications of lecturers at COTA (N= 27)

	Frequency	Percent
No Teaching Qualification	21	77.78
Teaching certificate	2	7.41
Basic Education Teachers Diploma	0	0
Higher Education Diploma	3	11.11
B. Degree in Education	1	3.70
Hon Degree in Education	0	0
Master's in Education	0	0
Total	27	100.0

Table 2 above indicates that the majority of lecturers (77.78%) at the College of Arts do not have any teaching qualification and are therefore not professional teachers. This is consistent with the results from data collected during observation (see Table 3) which shows that the majority of lecturers at COTA are ineffective teachers. Table 3 below presents consolidated results of the lectures that were observed at the two Windhoek campuses. Four purposefully selected lecturers' lessons were observed and each lecturer's lessons were observed at five different times by the researcher, bringing the total of lectures observed to 20 lectures. A lesson observation schedule consisting of twenty variables was used to conduct the observations.

Table 3: Consolidated Results from twenty Observed Lectures (N= 400)

Responses	Total number of responses	Percentage
Ineffective	236	59
Needs Improvement	63	15.75
Effective	101	25.25
Highly effective	00	00
Total	400	100

The majority of responses (59%) agreed with all variables that were used during the observation to ascertain the effectiveness of lectures at the main campus and at the Katutura campus. The researcher conducted lesson observations on four purposefully selected lecturers at COTA. Each lecturer was observed four times, bringing the total of lesson observed to 20 lessons. The lecture observation sheet consisted of various variables that tested the following levels of lecturers' teaching skills, during an actual teaching session; ineffectiveness, improvement needed, effective and highly effective. Based on the observations, it can be assumed that majority lecturers at COTA have ineffective and poor teaching skills.

Table 4: Work Experience of lecturers at COTA (N= 27)

	Frequency	Percent
2-5 years	11	40.74
6-9 years	10	37.04
10-14 years	5	18.52
Above 15 years	1	3.7
Total	27	100.0

From Table 4. above, one could see that 37.04% of the respondents have between 6-9 years' work experience at COTA while 40.74% of the respondents have between 2-5 years' work experience. The other 3.7% of the respondents have above 15 years work experience. This workforce does not run the risk of becoming obsolete. It is thus assumed that those who have served longer at COTA have a vast experience of the organisation and could be involved in mentoring and training the not so experienced colleagues in the ways of the organisation and to strengthen the organisation culture.

4.1. TRAINING AND PERFORMANCE EVALUATION POLICY OF COTA

The above heading was investigated by asking the participants to give their opinions on the following topics:

- COTA’s training policy to upgrade the skills and knowledge of staff members.
- Support for training provided to lecturers at COTA.
- COTA’s performance evaluation policy.
- The teaching performance of lecturers at COTA.
- The effective use of in-service training programs to improve the performance of lecturers at COTA.

4.2 COTA’s training policy to upgrade the skills and knowledge of staff members.

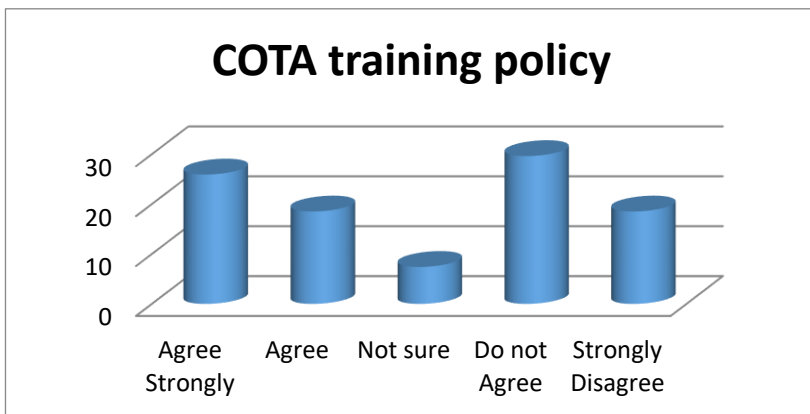


Figure 4.1: Views on COTA’s Training Policy

The results illustrated in Figure 4.1 above show that 25.93% of the respondents strongly agree that COTA has a training policy

that is known by all staff members and is linked to the strategic objectives of the institution. The same sentiments were supported by 18.52% of the respondents who also agreed that COTA has a training policy that is known by all staff members and is linked to the strategic objectives of the institution. However, 29.63% of the respondents did not agree that COTA has a training policy that is known by all staff members and is linked to the strategic objectives of the institution. This was supported by 18.52% of the respondents who strongly disagree that COTA has a training policy that is known by all staff members and is linked to the strategic objectives of the institution. The rest of the respondents, 7.41%, were not sure whether COTA has a training policy and whether such training policy was linked to the strategic objectives of the institution.

The majority of lecturers at COTA agreed that COTA does not have a training policy. These lecturers would therefore not be in a position to take ownership of the training policy as well as the staff development opportunities the policy may offer. Literature review underscores and supports the conduction of a training need analysis prior to sending staff members for training. According to Otero (1997) data collected when conducting a need assessment is used to evaluate and prioritise the needs, problems and weaknesses of the organisation and establish what training goals are worth pursuing. The analysis at this stage will provide a skeleton for establishing the value of training and determine its prospective benefits.

The need analysis process is directly linked to the last stage of Brinkerhoff's six stage evaluation model, which determines whether training was worthy to pursuit (Brinkerhoff, 2005).

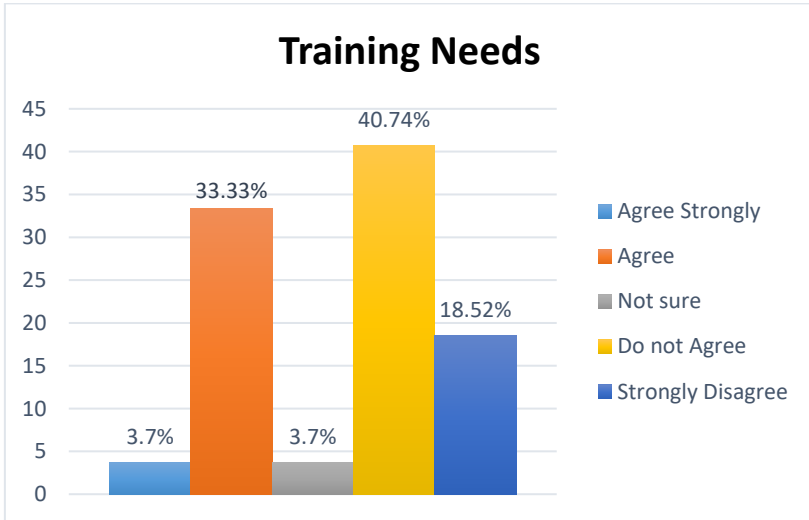


Figure 4.2: Views on the training needs analysis of lecturers at COTA

The figure above shows that there is difference of 7.41% respondents between those who disagree and agree on whether COTA conducts a training need analysis of lecturers. Figure 4.2 also further indicates that there exists a difference of 14.82% of respondents between those who strongly disagree and strongly agree. It is the researcher’s view that a training needs analysis should be conducted in order to identify the training needs in an organisation for the purpose of improving employee work performance. The majority of lecturers at COTA are not aware of any training needs analysis exercise conducted by COTA and therefore they run the risk of becoming poor performers in their work.

Literature review in support of training needs analysis asserts that assessing the effectiveness of a training programmes often involves the four level model developed by Kirkpatrick in 1959. The aim of this model, according to Winfrey (1999), is to show

the business value and the worth of human capital investments through training programmes. It is imperative to evaluate the effectiveness of training at COTA as it allows the trainee to know exactly how the learning process will bring positive results to the organisation. According to Winfrey (1999) the model of Kirkpatrick's evaluation should always begin with one level, and then, as time and budget allows, should move sequentially through the next level, until level four has been reached. Each successive level represents a precise measure of the effectiveness of the training programme.

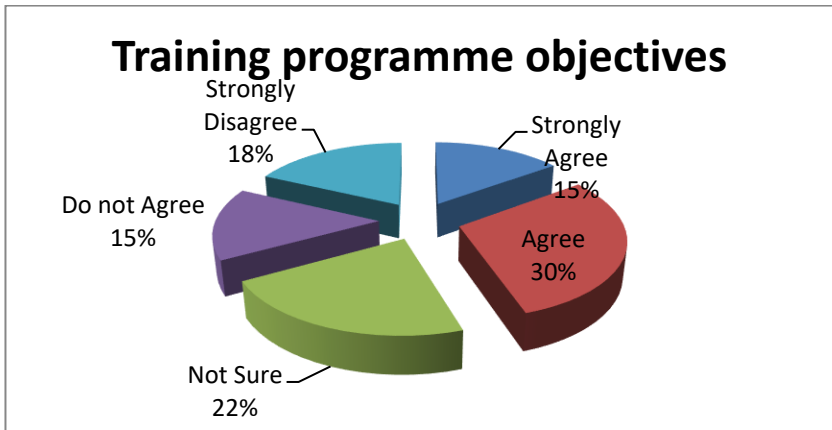


Figure 4.3: Views on the training programme objectives

Figure 4.3 above depicts that 30% of the respondents agreed that the objectives of the training programmes that they attended were fully achieved. These sentiments were supported by 15% of the respondents who strongly agreed that the objectives of the training programmes that they attended were fully achieved. Nevertheless, 15% of the respondents did not agree that the objectives of the training programmes that they

attended were fully achieved. Their sentiments were echoed by 18% of the respondents who strongly disagreed that the objectives of the training programmes that they attended were fully achieved. Only 22% of the respondents were not sure whether the training programmes that they attended were fully achieved.

The views of respondents on the training programme objectives indicated that there is a lack of clear guidance of what should be expected at the end of a training programme. It is the researcher's view that it is a waste of time and resources if staff members are sent for training and the training programme's objectives are not achieved. Apart from training programmes, Algranti (1988), states that learning alone will not produce the desired employee effectiveness which will ultimately lead to organisational productivity.

The organisation, according to Algranti (1988), must have lesson objectives; end of course objectives, on-the-job objectives and end-results objectives that are aligned to the strategic objective of the organisation. Algranti (1988) emphasised that these objectives are essential to the course design as they do not only state what is to be learnt but also how it will be measured. Similarly, Taylor (1997) argues that the best way to inhibit the transfer of learning is to use learning objectives set by the trainer and not from the learner's point of view. These objectives could enhance the course of the instructor and do not reflect the exact task required by the job. The results in Figure 4.3 indicates that COTA should seriously consider the formulation of training objectives in their strategic planning if the institutes want to grow competent staff members.

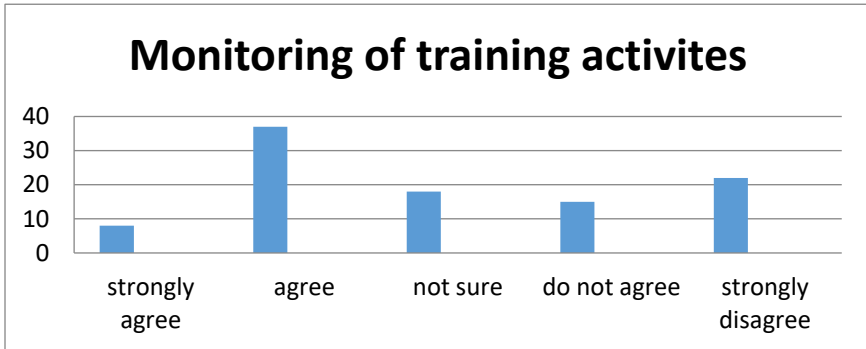


Figure 4.4: Views on the monitoring of training activities provided to lecturers

The results depicted in figure 4.4 above show that 37% of the respondents agreed that COTA monitors training activities and gathers feedback from participants during training to determine participants’ reaction and level of satisfaction. The same sentiments were echoed by 8% of the respondents who strongly agreed that COTA monitors training activities and gathers feedback from participants during training to determine participants’ reaction and level of satisfaction. Still, 15% of the respondents did not agree that COTA monitors training activities and gathers feedback from participants during training to determine participants’ reaction and level of satisfaction.

The remaining 22% strongly disagreed that COTA monitors training activities and gathers feedback from participants during training to determine participants’ reaction and level of satisfaction. Only 18% of the respondents were not sure whether COTA monitored training activities and gathered feedback from them during training to determine the lecturers’ reaction and level of satisfaction to training provided.

Monitoring of training programmes is very important in any organisation. It leads to effectiveness and help to determine if

any progress is being made and whether targets set by the organisation are being met (Nga, et al., 2010). The results from monitoring a current training programme could be compared to the previous results. If results have improved, that it indicates that the training programme was effective. If the results are poor or remained the same, than the programme needs to be improved on.

4.4.2 Support for training provided to lecturers at COTA

Supervisory support is believed to be essential in the application of newly acquired knowledge and skills. Support and coaching at the workshop are believed to play a critical role in assuring the effectiveness of developmental employee activities, concerning both training and the application of newly acquired knowledge and skills at the workplace (Nijman & Gelissen, 2011).

The results illustrated in Figure 4.5 below shows that 37% of the respondents agreed that training for lecturers receives a high degree of support at all levels of COTA.

This was supported by 8% of the respondents who strongly agreed that COTA supports the training activities for lecturers. On the other hand, 18% of the respondents were not sure whether training for lecturers received a high degree of support at all levels of COTA.

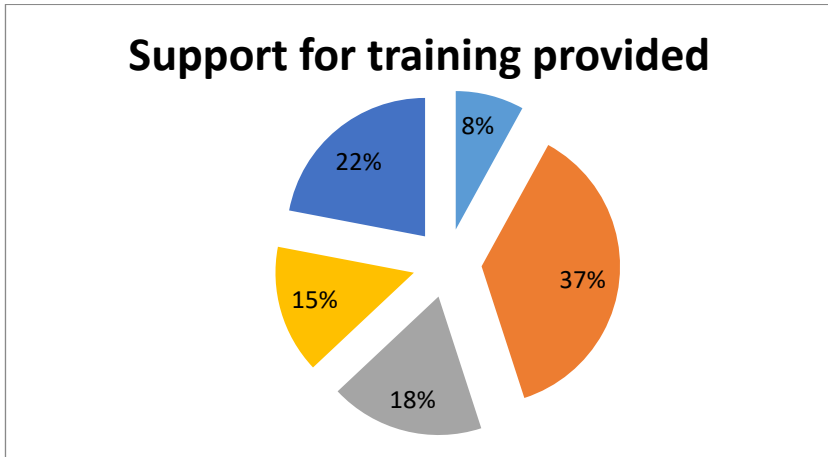


Figure 4.5: Views expressed on support for Training provided to lecturers at COTA

The results indicate that there is a difference of 7% between the respondents who strongly disagreed and strongly agreed that training received a high degree of support at COTA and a further 11% exists between the respondents who agreed and those who disagreed that training receive a high degree of support at COTA.

The supervisory support at COTA is taking place and this is consistent with the responses obtained from the management of COTA who indicated that they do provide the necessary support to their staff members to apply newly acquired knowledge and skills. Staff members are better motivated if they are supported to implement new knowledge and skills at the workplace.

4.4.3 COTA's performance evaluation policy and the performance of lecturers.

The result below, demonstrates the lecturers' views on COTA's lecturers performance evaluation. Performance evaluation is important for the employees' professional development, to meeting the organisational goals and objectives. According to Lawrence (2004) performance evaluation monitors the employee's performance, motivates staff and improve company moral.

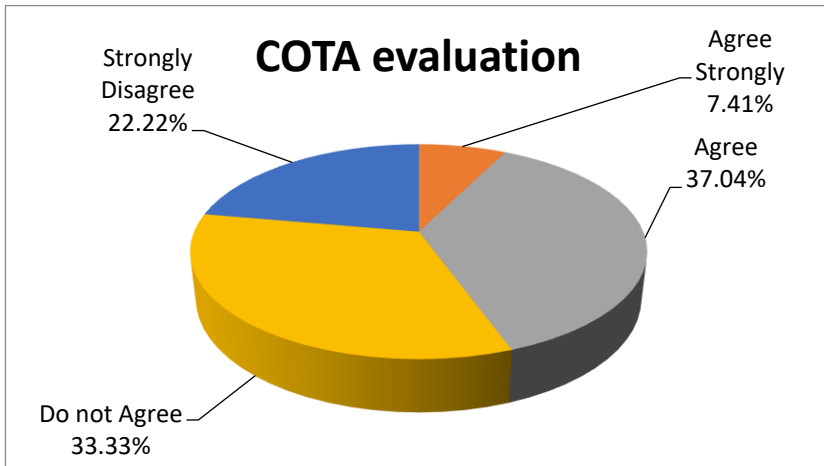


Figure 4.6: Views on COTA's annual staff performance evaluation

The results illustrated in Figure 4.6 above show that 37.04% of the respondents agreed that COTA evaluates employee performance annually. Their sentiments were supported by 7.41% of the respondents who also strongly agree that COTA evaluates employee performance annually.

However, 33.33% of the respondents did not agree that COTA evaluates employee performance annually. This group was supported by 22.22% of the respondents who strongly disagreed that COTA evaluates employee performance annually. COTA should do more in terms of performance evaluation and make it an inclusive organisational activity. It can be assumed that COTA's lecturers could become aware that the company is mindful of their performance and that they could be rewarded with merit increases and promotions. Three out of four Heads of Departments (H.O.D) interviewed at COTA agreed that COTA has a performance evaluation policy. All four H.O.Ds further agreed: that the staff member evaluation process starts where the student evaluates their lecturers every term and that this forms are sent to the Head of Department. The lecturer is also expected to conduct a self-evaluation and the form is sent to the H.O.D who will compile a summary of the both evaluation forms. The H.O.D concludes the evaluation process with a meeting with the lecturer and then discusses the reports received from students and his/ her self-evaluation with the lecturer.

The interviews results indicate that COTA has a performance evaluation policy and the process COTA follows to evaluate lecturers takes place through a student evaluating their lecturers, lecturers evaluating themselves and a discussion session with the particular lecturer that has being evaluated.

Furthermore, three out of four H.O.Ds agreed that the performance evaluation at COTA takes place at three levels namely: Students evaluating lecturers, lecturers evaluating themselves and lastly, the H.O.D having a meeting with the lecturer to discuss the students' and lecturer's self-evaluation reports.

However, the data collected through the questionnaire revealed that the majority (*see Figure 4.6 where 22.22% strongly disagreed and supported by 33.33% of the respondents who did not agree*) of lecturers at COTA disagree with the management on the issue of lecturers' performance evaluation. Only one H.O.D took the performance evaluation a step further by adding an additional performance evaluation instrument called the student log book and submitting the final evaluation report to the curriculum committee.

It is thus assumed that the students' log book, introduced by Respondent 1, as an additional performance evaluation instrument, could benefit the department and COTA greatly. The evaluation of lecturers, on a daily bases could also keep the lecturers on their toes and encourage quality performance, from the side of the lecturer.

It is also assumed that the submission of the final performance evaluation reports to the curriculum committee of COTA might add value to the entire performance evaluation exercise of COTA. The importance of evaluating training programmes were explored in Kirkpatrick's training model which was developed 1959 and the model attempts to measure the organisational effectiveness or the impact training has achieved on the organisation. The impact informs one about the return on investment, an organisation receives from training (Learning-technologies, 2013).

Winfrey (1999) argues that level four of Kirkpatrick's evaluation model, measures the success of a business programme in terms of what managers and executives could understand. Winfrey (1999) argues further that the measurement of business success includes issues such as, increased

production, improved quality, decreased in costs, a reduction in frequent accident, increase in sales, higher profits, increase in the passing rate, increased employee retention, high moral, reduction of waste and fewer staff complaints. From a business or organisational perspective, these results measured in level four of Kirkpatrick's' evaluation model, are the overall reason for a training programme.

4.4.4 The teaching performance of lecturers at COTA

Three out of four managers at COTA agreed during the interview that the in-service training provided to lecturers at COTA, has improved the performance of lecturers at COTA.

The responses from the three H.O.Ds contradicted the observation results (see Table 4.7) which indicates that the majority responses (59%) indicated that the lecturers were ineffective teachers. The consolidated results of the lecture observations are consistent with the responses from Respondent 3 who emphasised that the workshops COTA lecturers are sent to, were not related to improve the teaching skills but aimed at improving the lecturers as artists. It can be assumed that COTA lecturers have become amongst all better musical instrument players, visual artists, dances, choir conductors, actors and not better classroom teachers.

The results below depict the views of lecturers at COTA on prior knowledge and skills before attending a training course; the practically of training received; the empowerment the training has provided to them; and the enhancement of the performance of lecturers at COTA.

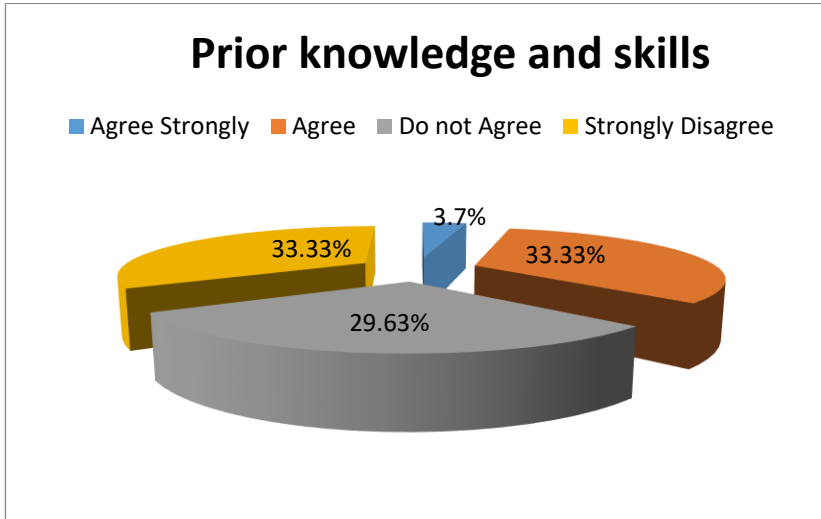


Figure 4.7: Lecturers' views on prior knowledge and skills before attending an in-service training program.

Results from Figure 4.7 indicate that 33.33% of the respondents strongly disagreed that they had a high level of knowledge and skills on topic of the course before attending a training course programme. The same sentiments were supported by 29.63% respondents who did not agree that they had a high level of knowledge and skills on the topic of the course before attending the training programme.

Nevertheless, 33.33% of the respondents agreed that they had a high level of prior knowledge and skills on a course topic before attending the training programme. This was supported by 3.7% respondents who strongly agreed that they had a high level of knowledge and skills on a topic before attending the training programme. The results in Figure 4.7 illustrates that lecturers were of the opinion that they had a high level of prior knowledge and skills on the topics of the course COTA sent

them to attend. It is thus assumed that the goal of learning is to incorporate new information with existing knowledge and skills. The majority (62.96%, consisting of 33.33% who strongly disagreed and support by 29.63% who did not agree) of lecturers at COTA do not have prior knowledge and skills on the course topics before attending training programmes and they might find it difficult to incorporate new information. This could promote poor learning a poor performance of staff members.

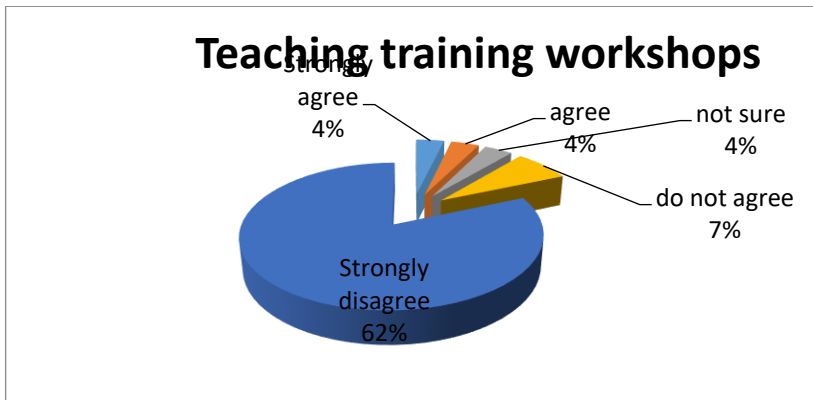


Figure 4.8: Views on teaching training workshops attended

Figure 4.8 above, shows that a great majority of respondents (62%) strongly disagreed that COTA sent them for training or workshops to upgrade their teaching skills and teaching methodology. The findings further report that 7% of the respondents did not agree with the statement that COTA sends lecturers to teaching training courses or workshops to improve their teaching skills and teaching methodology. This result is consistent with the results of an interview where the responded revealed that COTA only sends lecturers for in-service training to improve their artistic skills as an artists and but as a teacher.

Figure 4.9, below illustrates the views of lecturers on the enhancement of their teaching skills and performance.

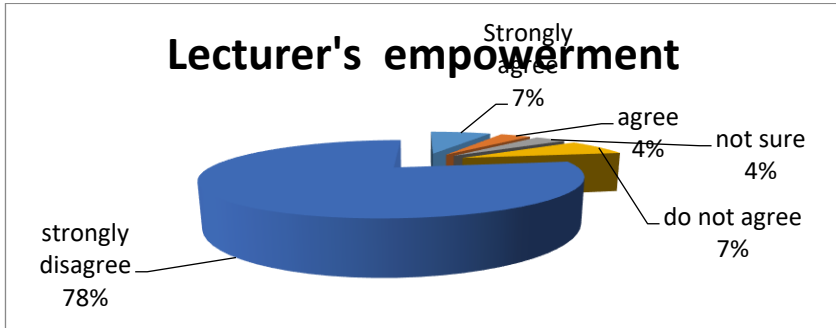


Figure 4.9: Views on the enhancement of lecturers' teaching skills and teaching performance.

Figure 4.9 above shows that an overwhelm majority (78%) of the respondents strongly disagreed that the in-service training courses provided to them by COTA had any impact on the teaching ability and empowered them to become better teachers at COTA. This is consistent with the lecture observations conducted by the researcher which revealed that three out of four lectures observed at COTA had no lessons plans and were ineffective in transferring the lesson content to the students. The observations further found that three out of four lecturers did not clearly define expected student behaviour during lessons.

The introduction and clarification of lesson objectives as well as the linkage of lectures to previous lectures was also poorly demonstrated. The lessons observed had neither lesson structure nor a logical flow of the lesson. The researcher also observed that the majority (three out of four) of lecturers did not

make use of any student handouts during lessons and that in most cases did find it difficult to explain new or difficult terminologies. Most lessons (75%) observed did also not come to a logical conclusion

Literature review supports the argument of the Head of Department. Nga et al. (2010) argues that an important component of any effective training is the capacity of trainees to apply the learning gained to their work practice. Effectiveness involves more than improvement in skills and knowledge. It can be assumed that training could therefore only be effective if trainees successfully transfer the trained knowledge, skills and attitudes to their job.

4.4.5 The effective use of in-service training programs to improve the performance of lecturers at COTA.

Stage 6 of Brinkerhoff's Training evaluation model assesses the value changes have brought to the organisation and whether this value was worth the effort given and resources committed. Stage 6 looks at the benefits and value (monetary, cost savings or intangible) that have resulted from training, how the value of the programme's benefits compare to training costs and the extent to which the initial training need or problem has been resolved. The value of the training event is measured by recording the benefits, evaluating their values, and matching them to the training costs (Otero 1997).

Figure 4.10 as the diagram illustrates the results on the respondents' views pertaining to the effectiveness of in-service training programmes.

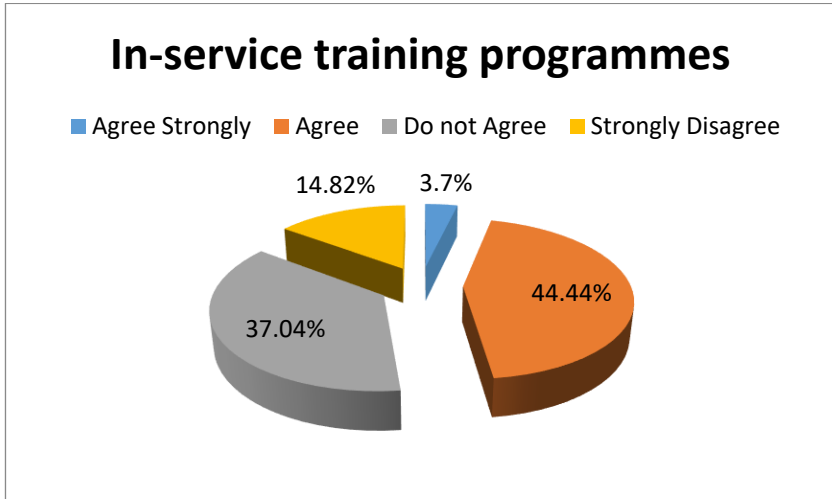


Figure 4.10: Views on the effectiveness of in-service training programmes at COTA

On issues of effectiveness of in service training, 44.44% of the respondents agreed that COTA's in-service training programmes are effective. This is supported by 3.7% of the respondents who also strongly agreed that COTA's in-service training is effective. However, 37.04% of the respondents did not agree that COTA's in-service training is effective and they are supported by the remaining 14.82% of the respondents supported who strongly disagreed that COTA's in-service training is effective. Figure 4.10 above illustrates a mixed response on the effectiveness of in-service training programmes provided to lecturers at COTA. According to USAID (2011) in-service training should strive towards greater effectiveness in training outcomes at all levels. It is assumed

that in-service training should therefore lead to efficiency by improving training processes and training modalities, reduce waste and improve cost efficiency. Obisi (2011) states that training is a practical and of vital necessity because; it enables employees to develop and rise within the organisation and increase the market value, earning power and job security of an employee.

Training helps to mould employees' attitude and help them contribute meaningfully to the organisation. Three out four Heads of Departments agreed that in-service training programmes will be more effective if training is focused more on the development of the teaching methodology of lecturers at COTA.

Whilst in-service training programs can improve employee competencies, it may not always result in improvement in performance delivery (USAID, 2011). The majority of Heads of Departments (three out of four) at COTA agreed that the teaching aspect of the lecturers need improvement and that COTA should focus on teaching related in-service training programmes for the lecturers.

4.4.6 Consolidated summary from Four Observed Lectures

The researcher conducted lesson observations on four purposefully selected lecturers at COTA. Each lecturer was observed four times, bringing the total of lesson observed to 20 lessons. The lecture observation sheet consisted of various variables that tested the following levels of lecturers' teaching skills, during an actual teaching session; ineffectiveness, improvement needed, effective and highly effective.

Figure 4.11 below presents a summary review of the lecture observations that were carried out by the researcher.

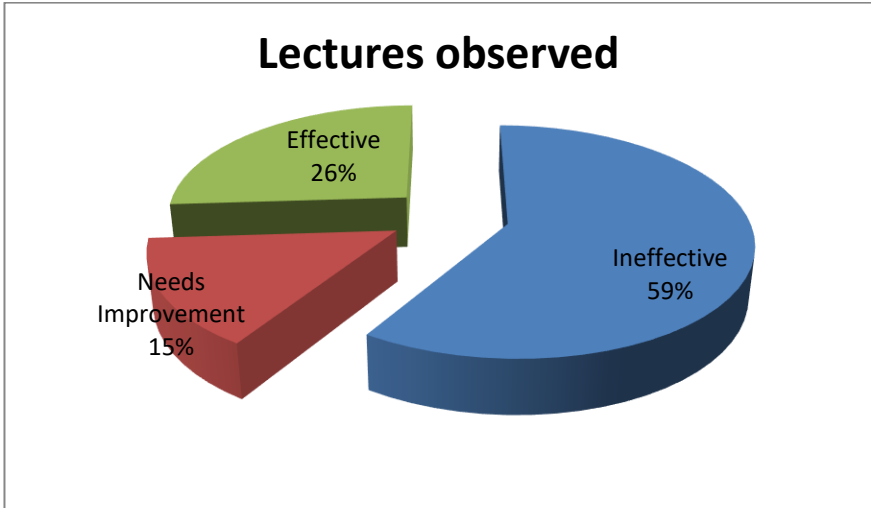


Figure 4.11 Consolidated Results on the lectures observed

The results above show that 59% of the number of responses obtained indicated that all the variables that were used during the observations to ascertain the effectiveness of the lecturers at the Main campus and Katutura campus on five different occasions were ineffective. The same sentiments were supported by 15% of the number of responses which indicated that lectures at COTA needed improvement. Only 26% of the responses indicated that lecturers demonstrated effectiveness in their lectures. It is thus assumed that teacher effectiveness at COTA is ineffective and needs a great improvement.

McNamara (2013) and Cole (2003) argued that training is a learning process which is aimed at impacting behaviour;

knowledge and skills to enable employees execute their work tasks better. Similarly, Khan et al. (2011) argued that training is the most important factor of employee performance and that training has a distinct role in achievement of organisational goal by incorporating the interest of organisation and the workforce. Training impacts on the return on investment and increases the effectiveness and efficiency of both employees and the organisation because employees who have more jobs experience have an increase in skills, knowledge and competencies (Khan et al., 2011).

4.5 LECTURERS’ ATTITUDE TOWARDS IN-SERVICE TRAINING

The researcher made use of questionnaires and interviews to collect data related to the attitude of lecturers towards in-service training programmes by considering the following aspects:

1. The lecturers’ right mind set and attitude towards work.
2. Lecturers’ motivation to transfer training received, after attending a course.
3. Lecturers’ loyalty and commitment to COTA’s objectives

4.5.1 The lecturers’ right mind set and attitude towards work.

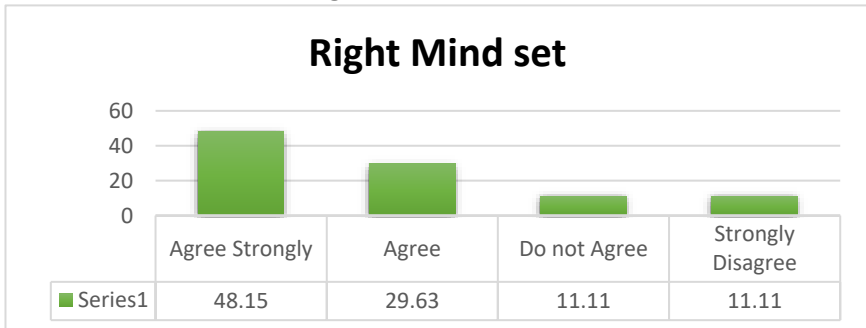


Figure 4.13: Views on the having the right mind set and attitude of lecturers at COTA.

An overwhelming majority (48.15%) of the respondents strongly agreed that COTA lecturers have the positive attitude towards work and are motivated to improve work performance at COTA. This was supported by 29.63% of the respondents who also agreed that COTA lecturers have the positive attitude towards work. This is inconsistent with the findings of the lesson observations conducted by the researcher. The majority (59%) of the lecturers demonstrated a lack of enthusiasm in class and applied poor and ineffective teaching skills. It is thus assumed that a lecturer with the right mind set and positive attitude towards work, will have effectively written out lesson plans; introduce and clarify lesson objectives; adopt a logical structured lesson approach and make course content relevant.

It is also assumed that an employee with the right mindset and positive attitude might be motivated to do better at work and improve performance. Where else, a de-motivated employee with a poor attitude towards work might result in poor performance.

The literature review is consistent with the findings of this study. According to Khan, et al. (2011), a responsive employee will learn different skills which will increase the employee performance which will ultimately affect organisational productivity. Similarly, Yan and Ming (2010) argue that attitudes may affect the effectiveness of training and that attitudes are likely to be influenced by participants' experience of training and in turn affect trainees' perspectives about evaluation of training. Findings from Yan and Ming (2010) reveal that participants' attitude concerning their job and careers and their perception of work environment may have an effect on training outcomes. This is evident from Figure 4.13 that the majority (48.15%)

supported by (29.63%) of COTA lecturers stated that they had the right mind set, attitude towards work and are motivated to improve the performance of COTA.

4.5.2. Lecturers' motivation to transfer training received, after attending a course.

According to Nga, et al. (2010) motivation to apply training received, to the workplace, can be described as the trainee's desire to apply the new skills, knowledge and behaviour on the job. Trainees' motivation to transfer is a key variable in determining the level of transfer of training since a trainee must first be committed to using what they have learnt.

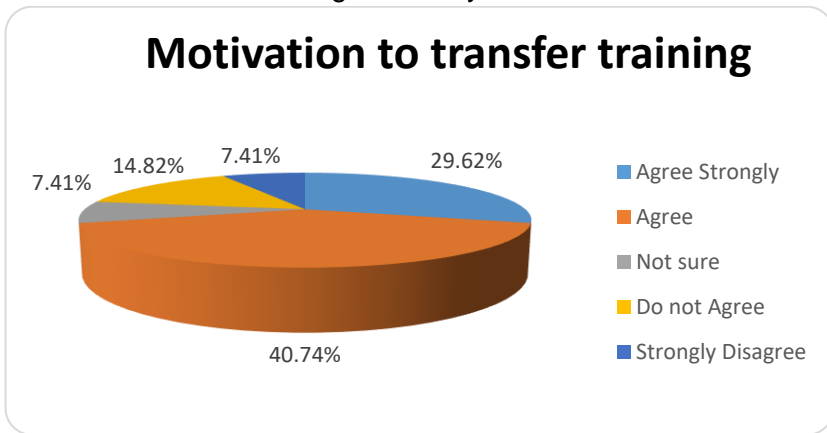


Figure 4.12: Views on whether COTA lecturers are motivated to transfer training received.

Motivation plays an important role in organisations. In this context, results illustrated in Figure 4.12 above show that a total of 70.36% respondents supported the statement that lecturers are motivated to transfer newly acquired knowledge and skills at COTA.

It is thus assumed that COTA's workforce is a well-motivated and productive workforce. Such a workforce contributes to lower levels of absenteeism as workers are contented with their work, lower levels of staff turnover which could lead to lower training and recruitment costs. It is also assumed that because the lecturers at COTA motivated to transfer newly acquired skills and knowledge at the workplace, the lecturers might feel personally responsible for a meaningful portion work accomplished.

The trainees' desire to apply the new skills, knowledge and behaviour on the job is a key variable in determining the level of transfer of training received, since a lecturer must first be committed to using what they have learnt (Nga, et al., 2010). According to Yan and Ming (2010), participants are more motivated to learn and transfer skills to work environment when they were highly involved in their jobs and such participants will transfer skills, knowledge and new behaviour, if rewards were associated with training.

4.5.3 Lecturers' loyalty and commitment to COTA's objectives.

Redmond (2013) argues that organisational commitment is the degree of an individual's relations and experiences as a sense of loyalty toward one's organisation that involves an individual's willingness to extend effort in order to further an organisation's goal. It is a psychological link between an employee and his or her organisation that makes it less likely that the employee will voluntarily leave the organisation.

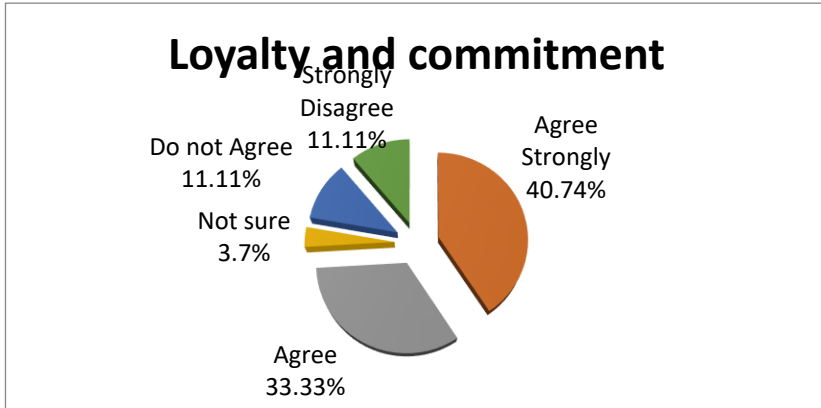


Figure 4.13: Views on the commitment and loyalty of lecturers, as effective team members and to COTA’s objectives.

An overwhelm majority (74.07%) of respondents stated that they were committed and loyal to COTA’s objectives and work as an effective team. This total consists of 40.74% respondents who strongly agreed that they are committed and loyal to COTA objectives and work as an effective team at COTA. This kind of commitment, according to Redmond (2013), is called Affective commitment, and refers to the employees’ psychological attachment to, identification with, and involvement in the organisation.

Redmond (2013) further points out that such affectively committed employees have feelings of loyalty to an organisation because he or she is emotionally attached to the organisation and wants to be identified with the organisation. Due to this loyalty, the employee could be fully willing to accept organisation’s goal and values as his or her own. One could assume that these committed and loyal lecturers could be

willing to invest an extra effort in COTA and could be less likely to quit their job and look for greener pastures elsewhere.

4.6 SUPERVISORS' SUPPORT PROVIDED TO LECTURERS AND THE WORK ENVIRONMENT AT COTA.

The above heading was explored by conducting interviews with COTA's management and collecting data through questionnaires. The following aspects were considered:

1. COTA's supervisors' support and encouragement for newly acquired knowledge and skills.
2. Obstacles experienced by COTA lecturers in the application of newly acquired knowledge and skills.
3. The work environment of COTA in relation to the lecturers' application of new knowledge and skills at work.

4.6.1 COTA's supervisors' encouragement and support for newly acquired knowledge and skills.

Powell (2011) argues that supervisor support is the extent to which leaders value their employees' contribution and care about their well-being. Similarly, Haslinda and Mahyuddin (2009) argue that management must ensure that trainees have immediate and frequent opportunities to practice and apply what they have learned in training. Management should encourage and reinforce trainee's application of new skills, knowledge and behaviour on the job. Supervisors should develop an action plan with staff members for transfer of training and show support by reducing job pressures and workloads, arrange practice sessions, announce transfer successes, give promotional preference to employee who have received training. Figure 4.13 below illustrates the views of COTA lecturers, with regard to supervisory support on the

transfer of newly acquired knowledge and skills from an in-service training course to the workplace.

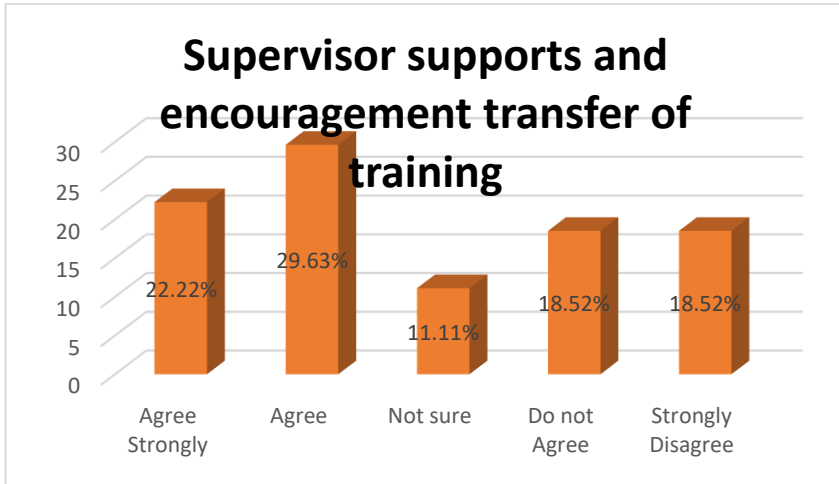


Figure 4.14: Views on COTA’s supervisors’ support and encouragement for the application of newly acquired knowledge and skills.

From Figure 4.14 above, one could see that 29.63% of the respondents agreed that their supervisors are receptive to new ideas to enhance the effective implementation of new skills and knowledge. They also agreed that their supervisors provide the necessary mechanism to enhance the transfer of newly acquired skills and knowledge after attending an in-service training programme.

The same sentiments were supported by 22.22% of the respondents who strongly agreed that their supervisors are a catalyst of transfer of training and are receptive to new ideas to enhance the effective implementation of new skills and knowledge. The other 18.52% of the respondents disagreed that that their supervisors are a catalyst of transfer of training

and are receptive to new ideas to enhance the effective implementation of new skills and knowledge.

The other 11.11% respondents indicated that they were not sure whether their supervisors provides the necessary mechanism to support the transfer of newly acquired skills and knowledge after attending an in-service training programme.

It is evident from Figure 4.14 that the participants were of the opinion that supervisors support to application of newly acquired knowledge and skills at the workplace and encouragement is taking place at COTA. It is assumed that lecturers that experience the support from supervisors might experience an increase in job satisfaction, build stronger person-organisation relation and improve employees' behaviour. According to Powell (2011) supervisory support and encouragement will also lead to the reduction of job tension and the reduction of staff turnover.

Only one Head of Department has a clear strategy in place that encouraged staff members to reinforce the application of newly acquired skills and knowledge

According to Haslinda and Mahyuddin (2009) it is the supervisor or management's receptiveness to new ideas that can enhance the effect implementation of new skills, knowledge and behaviour. Haslinda and Mahyuddin (2009) further argue that supervisors should appreciate training as a way to meet organisational goals by making sure that employees take actively part in the delivery of training and in the planning of training objectives; and by maintaining financial commitment to training. Similarly, Coetzer (2006) encourages managers to move from a directing role and towards that of coach and facilitator, and thus, take on increasing responsibility for supporting the learning of their staff.

One can assume that the application of newly acquired knowledge and skills by lecturers at COTA could be more effective if supervisors become catalysts of transfer of newly acquired knowledge and skills at the workplace.

4.6.2 Obstacles experienced by COTA lecturers in the application of newly acquired knowledge and skills.

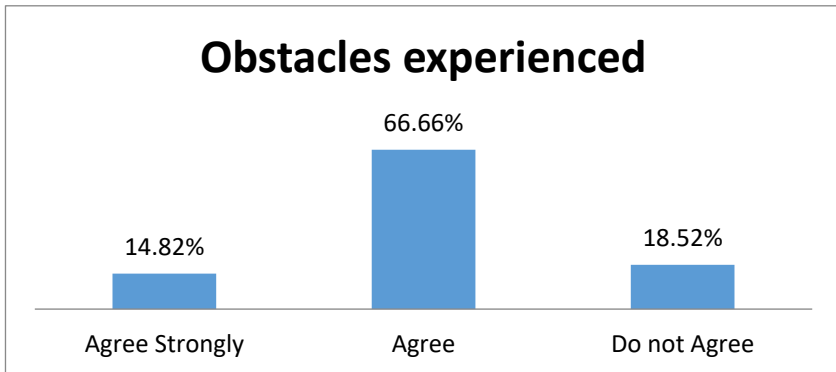


Figure 4.15: Obstacles experienced by lecturers in the implementation of newly acquired and knowledge and skills at COTA.

Figure 4.15 indicates that the majority (66.66%) of respondents were of the opinion that they experienced obstacles during the process of implementing newly acquired knowledge and skills at the workplace. Their sentiments were supported by 14.82% of the respondents who also indicated that they experienced obstacles that hindered the process of successfully implementing newly acquired skills and knowledge at COTA. The remaining 18.52% of the respondents did not agree and they experienced obstacles in the process of implementing newly acquired skills and knowledge at the workplace. COTA needs to identify the obstacles that hinder the process implementing newly acquired knowledge and skills if COTA

wants to experience an improvement in the performance of lecturers.

4.6.3 The work environment of COTA in relation to the lecturers' application of new knowledge and skills at work.

An active and supportive organisational climate has to be created at work to make the transfer of training process effective. Employers encourage a supportive transfer climate, hold trainees accountable for their learning and involve managers and peers to support training transfer and provide trainees with opportunities to practice the new skills in a work setting (SHRM, 2008). A conducive working environment provides conditions that make work easier at a workplace. Quality, according to Paulos (2013), is not always a result of high intension, sincere effort, and skilled execution but also the availability of a conducive working environment. A workforce should be treated like assets, instilling in them a sense of belonging. Equipment and facilities that workers use to perform their tasks should be in good working condition and regularly maintained (Paulos, 2013).

Figure 4.16 below displays the opinions of lecturers on whether the work environment at COTA is supportive or not.

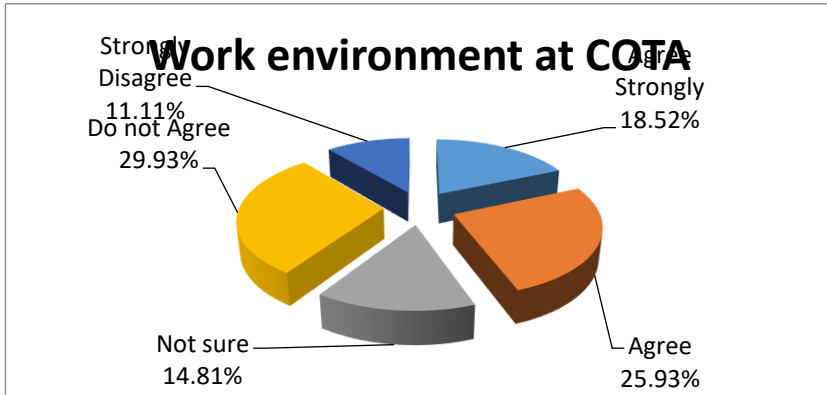


Figure 4.16: Views on the supportive work environment at COTA

The results illustrated in Figure 4.16 above show that 18.25% of the respondents strongly agreed that the work environment at COTA is supportive and encourages implementation of new skills and knowledge. To the contrary, 29.63% of the respondents disagreed and believed that work environment at COTA is not supportive and does not encourage implementation of new skills and knowledge. The same sentiments were echoed by 11.11% of the respondents who strongly disagree and believed that work environment at COTA is not supportive and does not encourages implementation of new skills and knowledge.

The results illustrated in Figure 4.16 presents mixed views of the respondents. COTA could invest more in time and effort to create a favourable working environment that will enable lecturers to apply the newly acquired knowledge and skills at COTA.

Taylor (1997) argues that if the work environment, to which the trainee returns, lacks opportunities to implement or apply the new knowledge, skills and behaviour acquired, than such an organisation will not improve its productivity.

It can be assumed that factors such as a lack of receptiveness to new ideas, work overload, crisis work, ineffective work processes, inadequate equipment, and lack of managerial support can hinder the transfer of newly acquired knowledge and skills at the workplace. Taylor (1997) suggests that even if employees are willing to change, they may not be able to use their newly acquired skills, knowledge and behaviour because of impediments placed in their way. Therefore, an active and supportive organisational climate has to be created at work to make the transfer of training process effective.

Harrison (2005) explains that employee recognition is the timely, informal or formal acknowledgement of a person's or team's behaviour, effort or business result that supports that supports the organisations goal and values. Employees respond to appreciation expressed through recognition of their good work because it confirms the work is valued. When employees and their work are valued, their satisfaction and productivity rises and they are motivated to maintain or improve their good work (Harrison, 2005).

One can thus assume that rewards such as achievement certificates, acknowledgement of good work by supervisor, best achiever of the year; most improved employee; departmental rewards given to staff members in recognition of the performance; salary notch increases and job promotions might stimulate employees to improve performance.

Figure 4.17 below displays the perceptions of lecturers with regards to recognition of efforts to improve their performance at COTA.

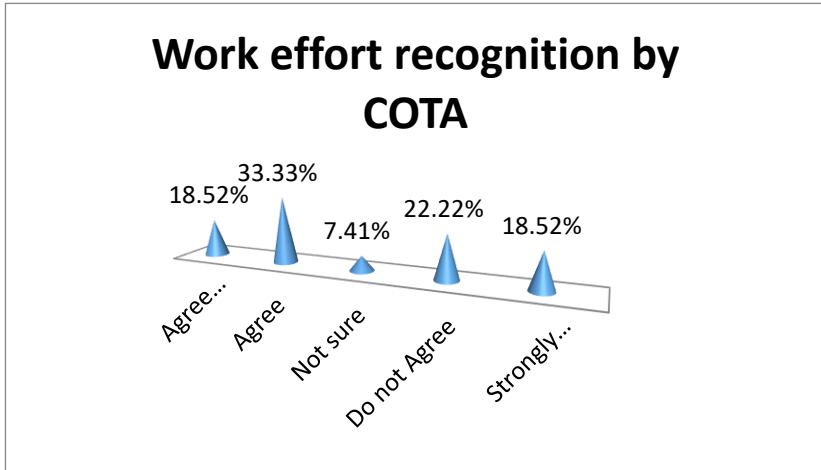


Figure 4.17: Views on lecture’s work effort recognised by COTA

The results depicted in Figure 4.17 above show that 33.33% of the respondents felt that their efforts to improve work performance is recognised by COTA. To the contrary, 22.22% of the respondents did not agree that their efforts to improve work performance are recognised by COTA. Only 7.41% of the respondents were not sure whether their efforts to improve the work performance were recognised by COTA.

The result indicates that there is a difference of 11.11% between the respondents who agreed and those who did not agree that COTA recognises lecturers’ work efforts. This difference of 11.11% favours the statement that COTA lecturers’ work efforts are being recognised at COTA. Taylor (1997) emphasises that without the application and

reinforcement of new skills, new behaviour, skills and knowledge is likely to diminish.

CONCLUSIONS AND RECOMMENDATIONS

Although all the lecturers at COTA have tertiary qualifications, the study found that the overwhelming majority (77.78%) of lecturers at COTA do not have any teaching qualifications and are therefore not professionally trained teachers. The College of the Arts has a training and performance evaluation policy in place. However, this training and evaluation policy is not known to the majority (59.52%) of lecturers.

The majority of respondents felt that COTA does not conduct a training need assessment. A training needs assessment process, according to Otero (1997) is imperative because data collected during a need assessment process, is used to evaluate and prioritise the needs, problems and weaknesses of the organisation. COTA also conducts an annual staff performance evaluation and this evaluation process involves the students evaluating the lecturers' teaching performance every term and lecturers evaluating themselves. The process of staff performance evaluation is concluded with an evaluation session where the Head of Department has a meeting with the evaluated lecturer to discuss the student and self-evaluation reports.

The study also found that the majority of lecturers (62%) at COTA strongly disagreed that COTA sends them to teaching in-service training courses to upgrade and enhance their teaching skills and teaching performance. The in-service training programmes provided by COTA to lecturers did not have any

impact on the teaching ability of lecturers nor did these in-service training courses empowered them to become better teachers at COTA. COTA lecturers have the right mindset and attitude towards work, they are motivated to transfer newly acquired knowledge and skills remain loyal and committed to COTA's objectives.

The findings also revealed that the majority of lecturers at COTA support the statement that their supervisors are receptive to new ideas that enhance the effective implementation of new acquired skills and knowledge at the workplace. Nevertheless, 66.66% of lecturers at COTA agreed that they experienced obstacles at COTA that have hindered the process of successfully implementing newly acquired skills and knowledge at COTA.

Conclusions:

The conclusions based on the research study findings are:

1. The lecturers at COTA are qualified artists but are not professionally trained teachers and would therefore find it difficult to effectively transfer knowledge to the students.
2. The majority of in-service training courses provided by COTA for the lecturers are not related to the teaching and methodological skills of lecturers. The lecturers at COTA remain ineffective in their classrooms and need a great deal of improvement.
3. The needs assessment process of COTA does not include all the lecturers and therefore lecturers are denied capacity building opportunities.
4. COTA's workforce is a well-motivated and productive workforce. Such a workforce contributes to lower levels of absenteeism as workers are content with their work.

5. COTA's working environment needs improvement to encourage the application of newly acquired knowledge and skills in the workplace.

Recommendations:

In light of the findings reported in this study, the following recommendations are made.

1. COTA should provide in-service training programmes that specifically address the improvement of teaching skills and COTA should further encourage lecturers to enrol for distance or face-to-face courses in education.
2. The institution should be more pro-active in doing a needs analysis in terms of skills and competencies required and in the identification of lecturers to receive further academic development.
3. The management of COTA should conduct class visits to monitor the implementation of newly acquired skills and knowledge by lecturers. During class visits, the management should conduct lesson observations and also go through the lesson plans of the lecturer. Management should give feedback to lecturers and discuss how teaching performances could be improved.

REFERENCES

- Akpo, S. (2006). *Research Methodology* [Study guide]. Windhoek: Polytechnic of Namibia, Centre of Lifelong learning.
- Algranti, C. A. 1988. *The effects of training on job performance: A study of factors affecting the learning transfer process.* (Unpublished Master's thesis). McGill University, Quebec, Montreal.
- Allan, L. (2003). *Training transfer strategies* Retrieved on October 13, 2014 from http://www.businessperform.com/workplace-training/training_transfer.html
- Berg, B. (2007). *Quantative Research methods of Social Sciences.* USA: Pearson.
- Caruso, J. S. (2011). *The importance of training and development within organisations.* Retrieved on April 2, 2013 from www.eadulteducation.org/adult-learning/the-importance-of-trainingand-developement-within-organisations/
- Coetzer, A. J. (2006). *Developing human capital in small firms: a conceptual framework for analysing the effects of managers on employee learning.* Retrieved on March 25, 2013 from www.highbeam.com/doc/1G1-153309123.html
- Cole, G., A. (2003). *Personnel Human Resource Management,* 5th Edition ELSTE ltd
- Cresswell, J. W. (2003). *Research design: Qualitative, Quantitative and Mixed methods approaches* (2nd ed). Thousand Oaks, CA: Sage.
- Florence. T. M. (2011). *Multi-skilling at a provincial training institution: Post training evaluation.* (Unpublished master's thesis) Cape Peninsula University of Technology, South Africa.

- Friesen, Kaye & Associates. (2009). *Training Transfer: A corporate strategy for applying skills and knowledge in the workplace*. Retrieved on October 13, 2014 from <http://www.fka.com/files/TrainingTransfer09.pdf>
- Gall, J. P., Gall, M. D., & Borg, W. R. (1999). *Applying Education Research: A practical guide*. New York: Longman.
- Harrison, K. (2005). *Why employee recognition is so important*. Retrieved on August 22, 2014 from http://www.cuttingedgepr.com/articles/emprecog_so_important.asp
- Haslinda, A., & Mahyuddin M. Y. (2009). *The effectiveness of training in the Public Service*. [Electronic version] American Journal of Scientific Research. Issue 6, 39-51. Retrieved March 16, 2014 from <http://www.scribd.com/doc/142513685/The-Effectiveness-of-Training-in-Public-Service>
- Hofmeyr, R. L. (2008). *Assessing the entrepreneurial potential of arts students in Namibia and exploring interventions to increase entrepreneurship in the arts*. (Unpublished master's thesis) University of Pretoria, South Africa.
- Khan, R. A. G., Khan, A. F., & Khan, M., A. (2011). Impact of training and development on organisational performance. [Electronic version]. *Global Journal of Management and Business Research*, vol. 11 (7), 62-68. Retrieved on April 18, 2014 from http://globaljournals.org/GJMBR_Volume11/8-Impact-of-Training-and-Development-on-Organizational-Performance.pdf
- Lawrence. P. (2004). The importance of having a performance appraisal program. Vol 7, (14).
- Learning-Technologies, (2013). Kirkpatrick's four levels of training. Retrieved on March 17, 2013 from

<http://ci484arningtechnologies.wikispaces.com/Kirkpatrick's+4+Levels+of+Training>

- Moons, L. (2011). *The importance of training your staff*. Retrieved on April 2, 2013 from www.outputmagazine.com/talk-print/intelligence/the-importance-of-training-your-staff/
- McNamara. C. (2013). Employee Training and development: Reasons and Benefits. Retrieved on March 26, 2013 from <http://managementhelp.org/training/basics/reasons-for-training.htm>
- Nga, T. P., Mien. S. R., Gijsselaers, W., & Gijsselaers. (2010). *Understanding training transfer effects from motivational perspective: A test of MBA Programmes*. Business Leadership Review VII: III, 1-25. Retrieved on March 21, 2013 from www.mbaworld.com.blr Maastricht University.
- Nijman D., J & Gelissen J. (2011). *Direct and indirect effects on supervisory support on transfer of training*. Retrieved on October 09, 2014 from [www.](http://link.springer.com/chapter/10.1007%2F978-90-481-9109-3_6#page-1)
- Obisi, C. (2011). Employee Training and Development in Nigerian Organisations. *Australian Journal of Business and Management Research*, vol. 1. (9), 82-264.
- Otero, C. (1997). Training as a development tool (PN-ACA-630). Retrieved from Research and reference services website: <http://www.loc.gov/search/?in=&q=PN-ACA-630&new=true&st=>
- Paulos, S. (2013). *Conducive working environment*. Retrieved on June 09, 2014 from <http://happyworkplace.ghanaweb.com/general/conducive-working-environment/>
- Powell, J. (2011). *Employee involvement, leadership and organisational effectiveness*. Retrieved on October 12, 2014 from <http://www.scontrino->

powell.com/2011/supervisor-support-a-key-ingredient-in-effective-leadership/

Redmond, B. F. (2013). *Work and Organisational commitment*. Pennsylvania State

University: The United States of America. Retrieved from <https://wikispaces.psu.edu/display/PSYCH484/12+Work+Organizational+Commitment>

Society for Human Resource Management (2008). *Transfer of Training*. [Power point slides]. Retrieved on March 21, 2013 from http://www.transferoftraining_final.pdf

Taylor, M. (1997). *Transfer of learning: Planning workplace education programs*. National Literacy Secretariat.

Retrieved on March 26, 2013 from www.nald.ca_library_research_nls_inpub-transfer_transfer.pdf

Winfrey, E.C. (1999). *Kirkpatrick's Four Levels of Evaluation*.

Retrieved on March 17, 2013 from www.4cleanair.org/Kirkpatrick.pdf

Yan, L., C. & Ming L., W. (2010). *An Investigation of employee attitudes towards training effectiveness*. Retrieved on April 8, 2013 from

www.seiofbluemountain.com_upload_product_201001_12645799896xzqyxg.pdf