

**THE EFFECTIVENESS OF TRAINING IN PUBLIC SECTOR ORGANISATIONS:
A CASE STUDY OF THE COLLEGE OF THE ARTS IN WINDHOEK, NAMIBIA.**

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APPROVAL PAGE

This research has been examined and is approved as meeting the required standards for the fulfilment of the requirements of the Master of Business Administration Degree.

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DECLARATION

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DEDICATION

This work is devotedly dedicated to the living memory of my late mother, Ms Keboeleng Ivy Mosalele who did not live long enough to witness this special day in my life.

It is also dedicated to my wife, Mrs Willemina Antelia Pieters for her continuous support throughout this project and my sons Botshelo M. Pieters, Boitshepo B. Pieters and Tshiamiso B. Pieters.

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ABSTRACT

This study focused on investigating the effectiveness of in-service training programs provided to lecturers at the College of the Arts. The objectives of the study were: to investigate the effectiveness of the in-service training programs at the College of the Arts for the upgrading of teaching skills and specialist subject knowledge of academic staff members and to identify how these in-service training programs can successfully be used to improve the performance of academic staff members at College of the Arts.

The study adopted a mixed research approach of qualitative and quantitative methods, made use of a multiple case study design to collect data through interviews as well as conducting lesson observations. 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 was 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 found 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 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 College of the Arts and align these policies with the College of the Arts objectives. The College of the Arts should urge all lecturers to pursue a teaching qualification while on employment.

The College of the Arts should raise the understanding of the importance of the vocation of arts teaching and education by exposing its lecturers to new sets of standards, new methodologies and new artistic trends.

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.

TABLE OF CONTENTS

Contents	
Approval page.....	ii
Declarations.....	iii
Dedication.....	iv
Acknowledgements.....	v
Abstract.....	vi
Tables of Contents.....	viii
List of Tables.....	xii
List of Figures.....	xiii
CHAPTER 1: INTRODUCTION	1
1.1 Orientation of the study.....	1
1.2 Statement of the problem.....	6
1.3 Objectives of the study.....	7
1.4 Significance of the study	7
1.5 Limitations of the Study	8
1.6 Delimitations of the Study.....	9
1.7 Outline of the Thesis	9
CHAPTER TWO: LITERATURE REVIEW	11
2.1 Introduction.....	11
2.2 Conceptual framework	13
2.2.1 Kirkpatrick’s Evaluation of Training	14
2.3 The Brinkerhoff’s six stage evaluation model.....	20
2.3.1 Stage 1: Evaluate needs and goals	21
2.3.2 Stage 2: Evaluate training design.....	21
2.3.3 Stage 3: Evaluate Training Implementation	22

2.3.4	Stage 4: Evaluating Learning.....	22
2.3.5	Stage 5: Evaluating the usage of learning.....	23
2.3.6	Stage 6: Evaluation Payoff	24
2.4	The suitability of Brinkerhoff’s model to the College of the Arts.....	24
2.4.1	Stage 1: Evaluating needs and goals.....	25
2.4.2	Stage 2: Evaluate training design.....	25
2.4.3	Evaluate training implementation.....	26
2.4.4	Stage 4 Evaluating learning	27
2.4.5	Evaluating the usage of learning.....	27
2.4.6	Evaluation payoff.....	28
2.5	Empirical literature review	28
2.5.1	The role of training provided to employees.....	28
2.5.2	Disadvantages of training provided to employees at the workplace	32
2.5.3	The transfer of training at the workplace	33
2.5.4	Strategies to facilitate the transfer of training.....	34
2.5.5	Pre-training transfer strategies.....	35
2.5.6	Transfer Strategies during training	37
2.5.7	Post Training Transfer Strategies	39
2.6	Factors which influences transfer of training	41
2.6.1	Employees’ Attitude and Behaviour	41
2.6.2	Motivation to transfer	42
2.6.3	Self – efficacy.....	43
2.6.4	Readiness to attend in-service training courses	43
2.6.5	Work Environment	43
2.6.6	Commitment of Supervisor.....	44
2.6.7	Commitment of staff.....	45
2.6.8	Training objectives	47
2.6.9	Human resource policy on training.....	47
2.6.10	Establishment of rewards.....	48
2.6.11	Organisational Performance	48
2.7	Conclusion.....	50

CHAPTER THREE: RESEARCH METHODOLOGY.....	51
3.1 Introduction	51
3.2 Research Design	51
3.3 Population.....	52
3.4 Sample and sampling techniques.....	53
3.5 Research Instruments.....	53
3.5.1 Interviews.....	53
3.6 Procedures	56
3.7 Pilot Study	58
3.8 Data Analysis	61
3.9 Reliability and Validity	63
3.10 Research ethics	64
3.11 Conclusion.....	65
CHAPTER FOUR: PRESENTATION AND DISCUSSION OF THE RESULTS...	68
4.1 Introduction	68
4.2 Primary Data Analysis.....	68
4.2.1 Response Rate.....	69
4.3 Biographical results of the Participants.....	69
4.4 Training and Performance evaluation policy of COTA.....	74
4.4.1 COTA’s training policy to upgrade the skills and knowledge of staff members.....	75
4.4.2 Support for training provided to lecturers at COTA	81
4.4.3 COTA’s performance evaluation policy and the performance of lecturers.	83
4.4.6 Consolidated summary from Four Observed Lectures	96
4.5 Lecturers’ attitude towards in-service training	98
4.5.1 The lecturers’ right mind set and attitude towards work.....	99
4.5.2 Lecturers’ motivation to transfer training received, after attending a course.....	100
4.5.3 Lecturers’ loyalty and commitment to COTA’s objectives.	102
4.6 Supervisors’ support provided to lecturers and the work environment at COTA.....	104

4.6.1 COTA’s supervisors’ encouragement and support for newly acquired knowledge and skills.....	104
4.6.2 Obstacles experienced by COTA lecturers in the application of newly acquired knowledge and skills.....	108
4.6.3 The work environment of COTA in relation to the lecturers’ application of new knowledge and skills at work.....	110
4.7 Chapter Summary.....	114
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	115
5.1 Introduction.....	115
5.2 Summary.....	115
5.3 Summary of the major findings of the study.....	116
5.4 Conclusions.....	118
5.5 Recommendations.....	119
6.6 Directions for further research.....	121
REFERENCE.....	122
Appendix 1.....	129
Appendix 2.....	132
Appendix 3.....	133
Appendix 4.....	137
Appendix 5.....	142
Appendix 6.....	155
Appendix 7.....	158
Appendix 8.....	160
Appendix 9.....	162
Appendix 10.....	164
Appendix 11.....	165
Appendix 12.....	166
Appendix 13.....	167
Appendix 14.....	169

LIST OF TABLES

Table 3.1: In-service training programmes provided to lecturers by COTA	59
Table 3.2: The significance of in-service training courses at COTA	59
Table 3.3: The application of newly acquired knowledge and skills at COTA	60
Table 3.4: The impact in-service training has on the performance of lecturers	60
Table 3.5: In-service training for the upgrading of teaching skills	61
Table 4.1: Job Titles of lecturers at the COTA	67
Table 4.2: Age distribution of lectures at the COTA	67
Table 4.3: Distribution of gender of lecturers at COTA	68
Table 4.4: Level of education of lecturers at COTA	69
Table 4.5: Level of teaching qualifications of lecturers at COTA	69
Table 4.6: Consolidated Results from twenty observed lectures	71
Table 4.7: Work Experience of lecturers at COTA	71

LIST OF FIGURES

Figure 4.1: Views on COTA’s Training Policy	73
Figure 4.2: Views on the training needs analysis of lecturers at COTA	75
Figure 4.3: Views on the training program objectives	76
Figure 4.4: Views on the monitoring of training activities provided to lecturers	78
Figure 4.5: Views expressed on support for Training provided to lecturers at COTA	80
Figure 4.6: Views on COTA’s annual staff performance evaluation	82
Figure 4.7: Lecturers’ views on prior knowledge and skills before attending an in-service training program	88
Figure 4.8: Views on teaching training workshops attended	89
Figure 4.9: Views on the enhancement of lecturers’ teaching skills and teaching performance	90
Figure 4.10: Views on the effectiveness of in-service training programs at COTA	92
Figure 4.11 Consolidated Results on the lectures observed	95
Figure 4.12: Views on the having the right mind set and attitude of lecturers at COTA	97
Figure 4.13: Views on whether COTA lecturers are motivated to transfer training received	99
Figure 4.14: Views on the commitment and loyalty of lecturers, as effective team members and to COTA’s objectives	101

Figure 4.15: Views on COTA's supervisors' support and encouragement for the application of newly acquired knowledge and skills	103
Figure 4.16: Obstacles experienced by lecturers in the implementation of newly acquired and knowledge and skills at COTA	106
Figure 4.17: Views on the supportive work environment at COTA	109
Figure 4.18: Views on lecture's work effort recognised by COTA	111

CHAPTER 1

INTRODUCTION

1.1 Orientation of the study

This chapter introduces the research by providing an overview of the general background on the study. It focuses on the orientation of the study, research problems, research objectives, the significance of the study and the limitations and delimitation of the study. It concludes with an outline of the thesis.

Any training program, irrespective of its scope and time, aims to enrich the skills, knowledge level and attitude of participants so that it can eventually have an impact on employees and the organisational performance. The extent to which this enhancement has been realised is the measure of the effectiveness of the training program (Otero, 1997). Training is an investment in human capital that pays off in terms of higher effectiveness and productivity. The impact in-service training and education programs have on employees' performance needs to be evaluated from time to time.

Kirkpatrick and Kirkpatrick (2009) argued that the need for employees' evaluation justifies the existence of a training department by showing how the programs contribute to the organisations' objectives and goals. Training evaluations furthermore help to decide whether to continue or discontinue training programs and to gain information on how to improve future training programs.

Wan, Kok and Ong (2002) argued that having the right personnel at the right place and at the right time is important to the survival and success of any organisation. Therefore, paying attention to the people and meeting their needs is important to achieve corporate objectives. Hansson, Johanson and Leitner (2004) pointed out that the impact of training in an organisation's performance is vital not only because of the large amounts knowledge and skills invested every year, but also how it impacts the organisation. Effectiveness, according to Haslinda and Mahyuddin (2009) goes to the heart of what training and development is all about, which is to give employees the knowledge and skills they need to perform their jobs effectively. Trained individuals enable them to perform their jobs better. In order for training and development to be significant to an organisation, it must be elevated to a high status, and its effectiveness must be measured. Equally, to justify training and initiate more effective training programs, organisations need to look at how the training and development policies are aligned with the strategy of the organisation and what is being done to make sure that all training and development activities are effective (Haslinda & Mahyuddin, 2009).

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).

According to the Director of Arts, in the Ministry of Youth, National Service, Sport and Culture (MYNSSC), COTA did not have a training evaluation policy in the past and the evaluation of staff performance was based on the following outcomes: successful student intake and registration, submission of student attendance records, class reports, the number of entries of students in performances and examinations, the presentation and quality level of staff- and student concerts. The aim of COTA at that time 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 (R.L. Hofmeyr, personal communication, June 17, 2013).

Lecturers, who were interested in furthering their studies in order to obtain practical oriented qualifications, identified their own study programs and pursued them. This was usually done through part-time studies, and often at South African universities.

According to the Director of Arts, Mrs Retha Louis Hofmeyr, 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 (R.L. Hofmeyr, personal communication, June 17, 2013).

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).

COTA is now in the process of applying for formal accreditation with the Namibian Qualifications Authority (NQA). The NQA requires all the lecturers to have an academic qualification that is one level higher than the level of the diploma courses being offered.

The diploma courses are regarded to meet the level 5 qualifications' requirement (Annexure 14) of the Namibian Qualifications Framework (NQF); therefore, the NQA requires all lecturers, teaching the diploma courses to have a level 6 or higher qualification. Hence, COTA will no longer provide training that is not recognised by the NQA, in order to enable the institution to become more effective. Therefore this study is timely and vital. This research study focussed on the College of the Arts and investigated the effectiveness of in-service training.

1.2 Statement of the problem

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 Rector 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. This study will therefore investigate the effectiveness of in-service training programs at COTA.

1.3 Objectives of the study.

The objectives of the study were:

- To investigate the effectiveness of the in-service training programs 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 programs can successfully be used to improve the performance of academic staff members at COTA.

1.4 Significance of the study

The study could help the College of the Arts, management, in particular, to formulate new in-service training activities, review and improve existing in-service training and staff development policies so that it influences, positively on the performance of lecturers.

The research is significant as its outcomes might be used to motivate employees to become productive and dedicated to high productivity levels at work and ultimately improve employee performance at COTA.

It was vital to conduct this study, because COTA is currently in the process of applying for formal accreditation with the Namibian Qualifications Authority (NQA).

The College of the Arts would be compelled to provide professionally trained art lecturers as one of the prerequisites for accreditation; hence this study highlighted the significance of in-service training programs as a vital human capital intervention tool.

The research could be useful to academics as it might provide a basis of conducting further research and contributes to the body of knowledge. The study enhanced the researcher's knowledge and understanding on the importance of training and development on human capital and his program of study.

1.5 Limitations of the Study

The content of the study mainly focussed on investigating the effectiveness of in-service training programs provided to lecturers at COTA in the Applied Arts diploma programs at the two campuses in Windhoek. The researcher did not have adequate financial support and trained personnel for assistance to conduct research outside Windhoek. Hence, the results of this study could only be generalised to similar campuses with the same characteristics.

The researcher is employed at the COTA on a full-time basis where the study was conducted, and hence tried to avoid being bias by not selecting the respondents for convenience.

The researcher did not lead the respondents in any question or subconsciously gave subtle clues, or tone of voice, that subtly influenced the respondents into giving answers skewed towards the researcher's own opinion, prejudices and values.

1.6 Delimitations of the Study

The study was conducted at COTA's two campuses in Windhoek and excluding the twenty three regional satellite campuses because they do not offer Applied Arts Diploma programs. Only the Windhoek based campuses provide university entry level qualifications. Arts tuition provided at the 23 regional centres is informal and for extra mural purposes only. The arts trainers in the regional centres are self-taught artists and the majority of them have less than grade 10 qualifications. They do not form part of the in- service training program at COTA, hence they were excluded from the sample.

1.7 Outline of the Thesis

Chapter 2: Literature Review

The Chapter deals with the review of relevant literature related to the effectiveness of training. The review of literature is organised around the concepts of evaluation models, transfer of training; factors promoting or inhibiting the success of the transfer of training and the evaluation of training programs. Two training models namely; the Kirkpatrick's four stage training evaluation model and Brinkerhoff's six stage training evaluation models are reviewed. The chapter summery concludes the chapter and prepares the reader for the next Chapter.

Chapter 3: Research Methodology

The Chapter explicates the research methodology used in this study and includes the research approach, the research design, population, sampling and sampling techniques, research instruments, procedures to collect data, data analysis, reliability and validity of instruments and ethical considerations. The chapter is summarised and the reader is prepared for the next Chapter.

Chapter 4: Presentation and discussion of the results

This study focused on investigating the effectiveness of in-service training programs at COTA. The content analysis method was used to analyse data obtained from the interviews while data obtained from questionnaires and lecturer observations were analysed through the IBM Statistical Package for the Social Sciences (SPSS). The methodological triangulation of data was accomplished through the use of data obtained through the interviews, observations and questionnaires. The findings were presented in both frequencies and graphic form. These findings were analysed and linked with the literature reviewed where applicable. The chapter is summarised and the reader is prepared for the final chapter.

Chapter 5: Summary, Conclusion and Recommendations

The Chapter summarises the thesis and major research findings of the study. Conclusions were drawn from the major findings, recommendations and direction for further studies is proposed.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher reviewed past studies on the effectiveness of training on employee performance. The conceptual framework of this study is illustrated in Figure 2.1, a model adapted from Haslinda and Mahyuddin (2009).

There are a number of training evaluation models such as the: Warr, Bird, and Rackhams' Content, Input, Reaction and Outcome (CIRO) Model, Anthony Hamlin's 5 Level Training Evaluation Model, Jack Phillip's Return on Investment (ROI) Evaluation Model, Gary Becker's Training Evaluation Model, Mary Beth O'Neill's training Evaluation Model, Holton's Human Resource Development Evaluation, Research and Development Model. Nevertheless, this study only reviewed two training evaluation models; namely Kirkpatrick's four level training evaluation model and Brinkerhoff six stage evaluation model. These models, unlike some other training models, are not subjected to complex financial models, statistical analysis and the calculation of the return on investment.

Kirkpatrick's model is fairly easy to utilise and can provide insight into several aspects of the training intervention, like: the feeling participants have towards the program, deciding on the possible discontinuity or continuity of the program and assessing whether the program adds value the workplace (Winfrey, 1999).

Brinkerhoff's training evaluation model is simple; it can be implemented in a short time frame and produce verifiable evidence of the effect of training or the lack of it. Credit is given in case the impact is successful and weaknesses are pinpointed in the system and feedback directed to those who can address the problem. This model does not apply complex statistical analysis, but rather highlights factual accounts of the best results the program is capable of achieving (Brinkerhoff, 2005).

2.2 Conceptual framework

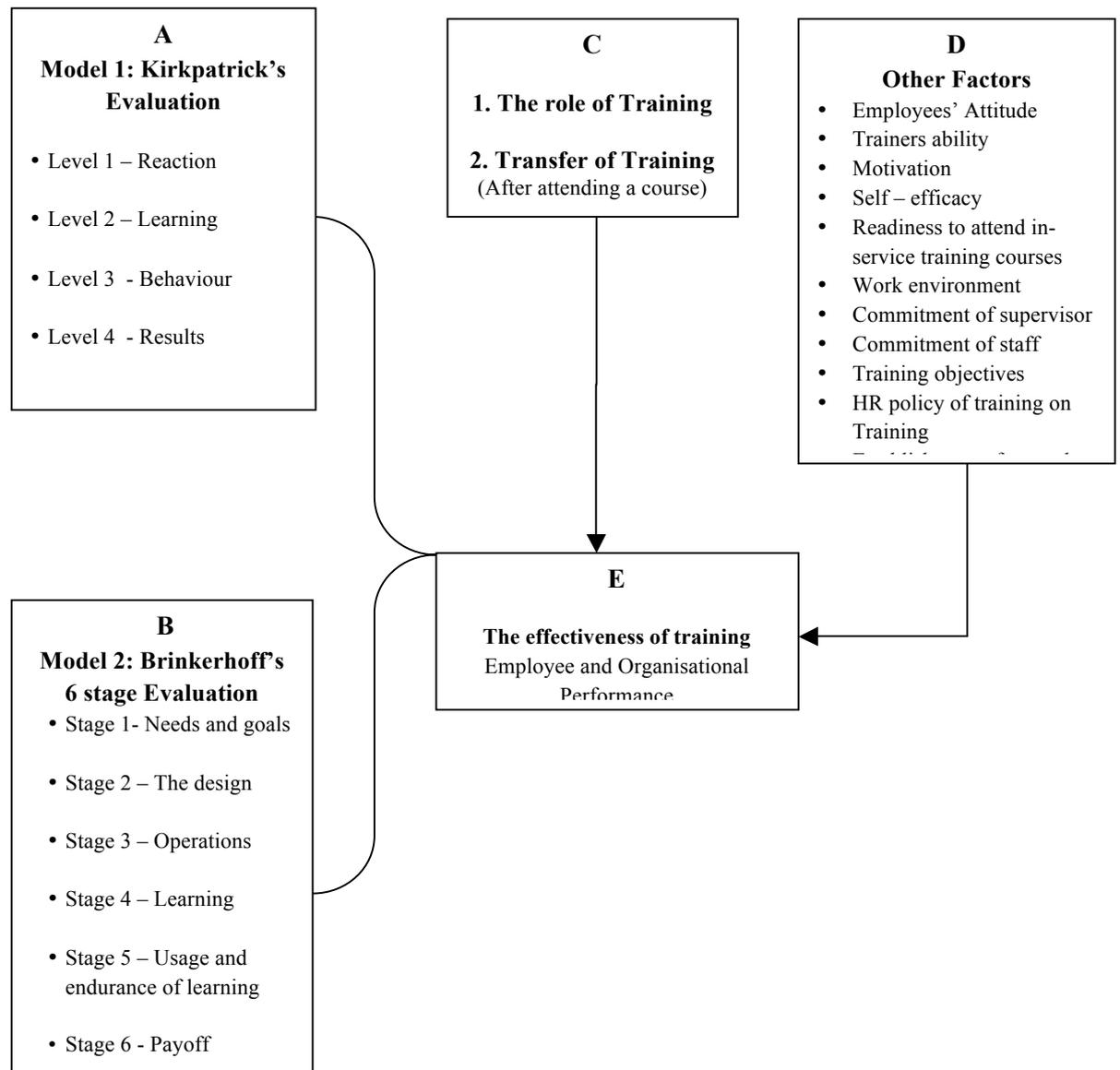


Figure 2.1: Conceptual Framework – Adapted from Haslinda and Mahyuddin (2009). The effectiveness of training in the Public Sector.

Figure 2.1 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.

2.2.1 Kirkpatrick's Evaluation of Training

Assessing the effectiveness of a training programs 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 programs.

It is imperative to assess the impact of training as it allows the trainee to know exactly how the learning process will bring positive results to the organisation. Kirkpatrick's model consists of four (4) levels of evaluation. They are: level 1 Reaction; level 2 Learning; level 3; Behaviour and level 4; Results (Kirkpatrick, & Kirkpatrick, 2009). According to Winfrey (1999) the model of Kirkpatrick's evaluation should always begin at level one, and then, as time and budget allows, should move sequentially through the next level, until level four has been reached. Each successive level represents precise measure of the effectiveness of the training program.

2.2.1.1 Level 1 Evaluation – Reaction



This level measures the extent to what degree participants react favourable to a training program. Such an evaluation is usually conducted immediately after training has been provided and it helps the trainer to understand how receptive the trainees are toward a training program. It helps to evaluate the relevance and quality of a training program. One would, after attending a training course, want to know if such training was a valuable experience, if the training materials, topic, presentation, venue, among others, were worth the time and money invested.

Haslinda and Mahyuddin argue that each program should at least be evaluated at this level in order to provide improvement of a training program. Evaluation measures the satisfaction of people who attended the training program.

Measuring the reaction helps the trainer understand how well the training program was received by the trainees and whether improvement for future training should be done. A training program will require improvements if its reaction is less favourable or less relevant to the trainee.

2.2.1.2 Level 2 Evaluation – Learning

This level is concerned with measuring whether any learning occurred during a training session. One can only claim that any learning took place if the process of training contributed to a positive change in the trainees' attitudes, or if the trainees experienced an increase in knowledge and whether such knowledge acquired was helpful and related to the task, or greater skills were received as a result of participating in a training program (Kirkpatrick & Kirkpatrick, 2009). This level measures the extent to which participants gained an increase in knowledge, skills and whether a positive change in learning behaviour occurred.

According to Haslinda and Mahyuddin (2009) evaluation at level 2 can relate to a method used to transfer attitudes, knowledge and skills. Such a method could be testing the trainees before and after completing a training program. Assessment moves the evaluation beyond the trainee satisfaction and attempts to assess the extend trainees have advanced in attitude, knowledge and skills. Methods of

evaluation at this level consist of formal and informal tests, team assessments & self-assessment before and after training, to name but a few. It is important to conduct a learning evaluation as it can help the trainer to improve on future training programs.

2.2.1.3 Evaluation – Behaviour

This level represents the accurate assessment of a program's effectiveness. It attempts to assess the extent to which the trainees' behaviour or performance changed as a result on a training program and wants to ascertain to what extent participants apply what they have learned during training, when they are back on the job. The level one evaluates how far trainees have changed their behaviour, based on the training they have received. According to Winfrey (1999) this level assesses the application of information received at a training session and whether newly acquired skills, knowledge and attitudes are being used in the everyday working environment.

According to Haslinda and Mahyuddin (2009) assessment at this level is to ascertain whether tasks were performed differently before than it is performed after training. In order for positive reactions and learning effects to actually lead to change job behaviour, the transfer of newly acquired skills, knowledge and attitude to a work situation must be ensured. The quality of this transfer of learning is strongly depended on the support trainees receive after training, especially from their supervisors.

One can however not claim that no learning took place if behaviour or performance has not changed. Non-performance and non- behaviour change can be attributed to supervisors who do not let participants apply the newly acquired knowledge and

skills at work. The low effectiveness of training courses can be attributed to an immediate supervisor who is not dedicated because they (supervisors) do not set a satisfactory example or provide insufficient supervision.

The trainees might not receive support, recognition, or reward for their behaviours and as time passes by, they disregard the skills that they have learned and go back to their old behaviour.

2.2.1.4 Level 4 Evaluations - Results

The fourth level of Kirkpatrick's training model, attempts to evaluate the business result of the training program. In other words, it attempts to measure the organisational effectiveness or the impact training has achieved. The impact informs one about the return on investment, an organisation receives from training (Learning-technologies, 2013).

The level measures the success of a business program in terms of managers and executives can understand. It includes, among others, 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 are the overall reason for a training program (Winfrey, 1999).

The purpose of this study is to investigate the effectiveness of training programs provided to the lecturers of the College of the Arts and the Kirkpatrick's training model provides a basis, to some extent, that can assist in measuring the effectiveness of training programs provided to the lecturers by the College of the Arts.

It assists in establishing whether any learning occurred during any in-service training program provided to the lecturers by the College of the Arts. The Kirkpatrick's training evaluation further fits in this study as it assesses the effectiveness of the in-service training program and the effect the training provided has on the performance of the organisation.

2.2.1.5 Limitations of Kirkpatrick's four level training evaluation model

Even though the Kirkpatrick's training evaluation model is well known and established in business and academic environment, recent research found that level 1 and 2 could be open for personal interpretation and conclusion may be inaccurate. Some designs, such as the Hamblin levels of evaluation (1974), suggest that there should be more levels such as impact on society and return on investment. The Kirkpatrick's model lacks performance component for revisiting after the four level of training and it fails to take into account any intervening variables that may occur (Learning–Technologies, 2013). Bates (2004) has found that Kirkpatrick's model fails to take into account any intervening, independent variables such as attitude, motivation; organisational culture of learning, resources, employee behaviour, supervisors' support and ability to delegate, to name but a few, may occur and effect the performance of the employee. A preceding level that provides poor or

inadequate information can form weak linkages in the model and as a result, fail to provide an adequate basis for this assumption (Bates, 2004).

The Kirkpatrick's four level training evaluation model falls short in conducting a training need analysis and aligning any training with the organisation's goals. This study aims at investigating the effectiveness of in-service training programs provided to COTA lecturers to upgrade the teaching skills of lecturers. Therefore, an assessment to review how successful training needs analysis has being conducted in relation to whether an organisation's objectives have being achieved needs to be evaluated.

2.3 The Brinkerhoff's six stage evaluation model.

According to Otero (1997), the Brinkerhoff model evolved from the Kirkpatrick's model and adds two levels at the beginning of Kirkpatrick's model. The two initial levels are; the evaluation of training needs and goals of the training design. The Brinkerhoff model underscores that vital information needs to be collected at these two stages before decision is made to implement a training program. The need and purpose of the evaluation must be clarified and that information should be collected at each stage in order to make key conclusions and recommendations, based on the data collected at each step (Otero, 1997).

2.3.1 Stage 1: Evaluate needs and goals

According to Otero (1997) the data collected at this stage will forecast whether on job behaviour should be changed through a training intervention. The data collected at this level is used to evaluate and priorities the needs, problems and weaknesses of the organisation and establish what training goals are worth pursuing.

The analysis at this stage provides a skeleton for establishing the value of training and determines its prospective payoffs. This stage directly linked to the other stages of evaluation and helps to determine whether it was worthy to pursuit the training.

2.3.2 Stage 2: Evaluate training design

This stage evaluates the appropriateness of the training design. The strength and weakness of each proposed training designs is analysed and the design, finally approved embodies a combination of the best elements of several designs. The analysis and adequacy of training methods, strategies, materials, trainer, and venues selected is conducted to select the best and appropriate training design. The design should have a clear definition and all stakeholders in the training program must readily and clearly understand the various components of the strategy. The training plan adopted and materials selected must also reflect the environment in which training will take place and the demographics composition of participants (Otero, 1997).

2.3.3 Stage 3: Evaluate Training Implementation

This stage, according to Otero (1997), monitors the training activities and collects comment on the reaction and level of satisfaction of the participants. It assesses any inconsistency between what was planned for the training and what is actually taking place. Any training deficiency encountered at this level will require trainers to refer back to the training design in Stage 2 and make corrected alterations.

Evaluation techniques at this level will include; interviewing participants for more information, selecting trainees who, because of their know-how or leadership qualities, are able to provide thoughtful comments on the training at this stage. Information can also be collected by observation; where a one participant observes another and records fellow participant's reactions and behaviours. Observation and data collection is done several times to see if the progress is now acceptable. The process of continuously reviewing, observation and assessment makes training work and move towards payoff.

2.3.4 Stage 4: Evaluating Learning

This stage determines the level of training and improvements that took place. According to Otero (1997), if adequate learning occurred than one can expect that the training received will be applied at the work place and the planned results should be achieved. The data collected at this stage are used to review and perfect the activities and plans that will ensure the preferred transfer of training. Evaluation at

this stage includes gathering evidence that proves that the skill, knowledge and attitude level of participants have improved.

It provides feedback to participants regarding their achievements, performance of trainers and the supervisors are informed about the skill, knowledge mastery and attitude improvement of their staff members. Trainers are also informed about any training deficiencies and undesirable outcomes that may occur. This stage sets the framework for stage five's evaluation which assesses the application of these skills.

2.3.5 Stage 5: Evaluating the usage of learning

According to Otero (1997), the evaluation at this stage, takes place at the workplace. Evaluators should take into consideration that actual transfer of training may not take place the way it is planned. Evaluation at this stage determines the effective and ineffective ways in which the acquired knowledge, skills and attitude is being applied and suggests the ways of improving the program to achieve expected transfer of new knowledge, skills and attitude. Stage 5 takes into account when, where, how well, and often the training is being used; which skills are and are not being used; and how long the effects of training have lasted. The documenting the pre training and post training behaviours in the workplace, also develops a database for stage six evaluation.

2.3.6 Stage 6: Evaluation Payoff

Stage 6 assesses the value changes have brought to the organisation and whether this value was worth the effort given and resources committed. It looks at the benefits and value (monetary, cost savings or intangible) that have resulted from training, how the value of the program'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. To determine whether the training has paid off, it is imperative to show that evaluation at this stage is linked to stage one (Otero, 1997).

The section below explains the suitability of this model (Brinkerhoff's six stage evaluation model) for the College of the Arts.

2.4 The suitability of Brinkerhoff's model to the College of the Arts

The Brinkerhoff success case method will best suit the training evaluation process at the College of The Arts. The successful business stories can be compared and contrast with factors that seems to impede training application (Brinkerhoff, 2005).The model evaluates the impact of training interventions and communicates the results in a meaningful way to the clients. The Brinkerhoff model is an inclusive model and it focuses on meaningful business results and increases support for performance interventions. The model is simple, can be implemented in a short time frame and produce verifiable evidence of the effect of training or the lack of it.

Credit is given in case the impact is successful and weaknesses are pinpointed in the system and feedback directed to those who can address the problem. This model does not apply complex statistical analysis, but rather highlights factual accounts of the best results the program is capable of achieving (Brinkerhoff, 2005).

Brinkerhoff's model can be utilised in the following manner at the College of the Arts:

2.4.1 Stage 1: Evaluating needs and goals

Management can be requested to conduct a SWOT (Strength, Weaknesses, Opportunities and Threats) analysis of COTA. This can be done by studying the questionnaires completed by COTA students on the performance of COTA lecturers as well as the lecturers' self-evaluations. The weaknesses and threats can be evaluated in order to determine and prioritise the needs and weaknesses of the College of the Arts. Management can then be requested to establish training goals and whether they are worth pursuing.

2.4.2 Stage 2: Evaluate training design

A committee consisting of management, representatives of COTA lecturers and the student representative council of COTA can be requested to design several training intervention programs to mitigate weaknesses and threats identified in stage 1. Each proposed training design should be carefully analysed. A SWOT analysis is conducted on each proposed design. This can include analysis such as, the adequacy of training objectives, training methods, monitoring and evaluation process and techniques, the trainability of lecturers, venues, training material, trainer and budgets. The design that can offer the best results to COTA will be approved.

2.4.3 Evaluate training implementation

Management will, at this stage of evaluation, be requested to monitor the implementation of new skills and knowledge acquired by lecturers. Monitoring can take place through class visits conducted by subject heads and Heads of Departments (H.O.Ds). These class visits can be announced or unannounced. Students can be requested to complete a questionnaire on the lecturer's work in class. Lecturers can be requested to complete self-evaluation questionnaires. Management can also conduct interviews with lecturers and conduct several lecture observation to determine if the progress is made.

Lecturers can be requested to conduct a peer class observation to record fellow lecturer's progress. All this is done to collect data on the reaction and level of satisfaction of the lecturers and to determine if there are any inconsistencies between what was planned for training and what is actually being implemented. Any training

deficiency encountered will require management and trainers to refer back to Stage 2 and make the necessary alterations.

2.4.4 Stage 4 Evaluating learning

The implementation of the training program is reviewed at this stage. The management of COTA will have to determine whether the training provided to lecturers resulted in an improvement of lecturers' performance.

Teaching skills, lesson preparation, test marks, assignments marks, and quality of practical performance (dance, drama, visual arts, music, graphic design, television camera and video editing) of students is evaluated to ascertain if any improvement occurred. Feedback is then provided to the lecturers and subject heads about their performance. The training committee is also informed about any training deficiencies and undesirable outcomes that may occur.

2.4.5 Evaluating the usage of learning

The training committee will at this stage have to assess both the effective and ineffective ways in which the actual application of acquired knowledge and skills has been applied by the lecturers of COTA. The training committee of COTA will have to document the performance of lecturers before they go on training and the changes in knowledge and skills after training. Skills and knowledge that have being applied and those not applied must be documented at this stage.

2.4.6 Evaluation payoff

The training committee will at this stage determine whether the training provided to lecturers of COTA has added value to the College of the Arts as an institution. They have to determine whether it was worth to commit resources to send lecturers for training.

This can be done by developing a data base of students who successfully completed their courses; students employed in the arts industry; students who are self-employed; number of quality performance productions and exhibitions by students. Any increase in the graduates, student productions, arts industry employment will mean that the performance of COTA has improved and that it paid off to commit resources to train lecturers.

2.5 Empirical literature review

2.5.1 The role of training provided to employees

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 programs 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 providing 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. This study aims to investigate the effectiveness of training programs in public sector organisations and therefore the role of training provided to staff members should be aimed at improving employees' knowledge, skills and attitude.

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 coming of employees. Training provided to employees can fail if the training program 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 program teaches techniques or methods contrary to practice of the participant's work environment.

2.5.2 Disadvantages of training provided to employees at the workplace

Employee training provides an organisation with tremendous benefits. However, according to Griffin (2011) there are several disadvantages or negatives of employee training: Information changes as time changes and whatever one learns today will probably change soon, rendering the what was previously learnt as no longer relevant and accurate. New employees may be rushed through a program in order to be part of a work flow. Such training may be inadequate or rushed just to get the job training completed.

It is the researcher's views that the focus on training should not be rushed, but should be done right. Training the wrong person can be also be a disadvantage and can do more harm than good. Training the wrong person can be more expensive, a waste of time and damages the morale of staff members. A trainee should have the right attitude, be knowledgeable, have a passion for training and be competent.

One may also lose control of the training content, when training is facilitated by an organisation from outside. It can be a waste of time, resources and purpose if the material presented and training content are not appropriate. A training program will

not serve its purpose if adequate time is not allocated for the training being provided and all training material that needs to be covered. If all participants are not on the same training level, then some trainees may be bored because the training will be too basic or it can be frustrating to some trainees who might find it too complicated (Griffin, 2011).

Another issue is that training may be too expensive. The time that could have been spent at work is lost when staff members are sent for training and the organisation can experience a short term drop in productivity and create disruptions in the work schedule. The financial cost of training may be too high. Staff members that are not offered the benefit of training may become discontent, become de-moralised and subsequently lead to low productivity and high turnover. Griffin (2011) points out that the assumption of employees remaining loyal and committed in return for the organisation, after training is not always true. Once trained, staff members may leave for better paid jobs.

2.5.3 The transfer of training at the workplace

Friesen, Kaye, and Associates (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.

The newly acquired knowledge, skills and behaviour should be effectively and continually applied on the job, for training transfer to take place (Society for Human Resource Management [SHRM], 2008). Meanwhile Haslinda and Manhyuddin (2009) view training transfer as the generalisation of knowledge and skills learned in training on the job and the maintenance of acquired knowledge and skills over time. They further segregated training activities into three phases; before, during and after training to facilitate and improve the transfer of training.

Nga, Mien, Gijsselaers, and Gijsselaers (2010) argue 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 of skills and knowledge. Training is therefore only effective if trainees successfully transfer the knowledge, skills and attitudes of their job. Nonetheless, for the purpose of this study, the transfer of training refers of the process where the newly acquired skills, knowledge and behaviour are applied at the workplace in order to improve employee and organisational performance

2.5.4 Strategies to facilitate the transfer of training

Many trainers are faced with the challenge of motivating their training program 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, et al. (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 Friesen, Kaye, and Associates (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.

2.5.5 Pre-training transfer strategies

According to Friesen, Kaye, and Associates (2009) the manager must involve trainees in the training program planning, brief trainees on why they are going for training, and what they should expect from the training and accomplish after the training. Managers must also understand the training course, review expectations,

clearly communicate to the staff members that training is a prime organisational goal and discuss with the trainee how training initiatives will improve the trainee's performance.

Similarly, Taylor (1997) argues that it is important for the trainer to involve both supervisors and trainees in the training program as they can help during the needs assessment and course design process. Through this, a program would be tailor made to suit the needs of the organisation. Both the supervisor and trainee can assist in determining training methods, training materials and ensure that the program produces effective learning by identifying desirable outcomes, stating trainee oriented objectives, pilot test and evaluate results and give feedback. It is imperative that the supervisors create a positive environment that foster the ability of employees to apply what they have learned in training to their job. The supervisor must work with the trainees to make certain that the staff members who attended the training have a chance to practice the newly acquired knowledge and skills (Heathfield, 2014).

The pre-training transfer strategy can also assist the trainers to assess trainee readiness. This can be done by inspiring training interest in the training program, such as by distributing attractive packaged pre-course material. The trainer empower the participants by designing a voluntary peer coaching component for the program that will assist trainees in coaching each other to apply newly learned behaviour, skills and knowledge through a carefully structured sequence (Taylor, 1997).

Supervisors in the public sector should involve staff members in any envisaged staff development program before sending them for training. The supervisor and the staff members should beforehand identify and discuss the need for in-service training, set the objectives and the desired outcomes of the envisaged training.

The trainee will actively engage the subject matter when he/she sees a purpose in the planned training program and could create a sense of ownership of the training program.

2.5.6 Transfer Strategies during training

In order for training to be effective, the fundamentals of training design will need to be followed. These include selecting the right trainees, matching performance to objectives to organisational outcomes, delivering at the right time and choosing the appropriate methods and delivery modes (Allan, 2003).

Friesen, Kaye, and Associates (2009) argue that supervisors must recognise trainee's participation in the training program, communicate supervisory support for the training program and encourage full participation by ensuring that the trainees job is covered off during the training program. Taylor (1997) emphasises that application – oriented objectives, consisting of behavioural statements of what the trainees should do once they return to their jobs, should be developed. These objectives will prepare trainees to think beyond the training session.

Job performance aids, in the form of printing and visual summary of key points or steps covered in a training session will help trainees to retain what they have learned. The job performance aids should be developed as it will, according Taylor (1997), encourage trainees to keep applying new learning and that supervisors must establish and follow that no interruptions will be allowed during training session and that co-workers must be informed in advance that only emergencies messages will be allowed. Similarly, Friesen, Kaye, and Associates (2009) argue that supervisors must participate in transfer of training action plans and get feedback, possibly, each training day from the trainees to ensure the learning program is pertinent and valuable. The supervisor must also plan how he or she will assess the transfer of new skills to the job and prepare for trainees' return to the job (Friesen, Kaye, & Associates, 2009).

Training programs in public sector organisations can become effective if application – oriented objectives are formulated and a conducive working environment is created for the application of newly acquired knowledge and skills at the workplace. If staff members are aware that their supervisor has interest in the training they receive and that a plan to assess the application of new knowledge and skills is in place, then the staff members in training will contribute meaningfully and spend a significant amount of time understanding and applying the training material.

2.5.7 Post Training Transfer Strategies

Allan (2003) argues that transferring skills to the workplace at the conclusion of the training program begins with a post – course debriefing which requires the supervisor to review with the trainees the content of the training program and the experience of trainees' experience. Supervisors in organisations must ensure that opportunities are provide to practice the new skills by assigning trainees to the kind of jobs task that will give an opportunity to apply what they have learnt.

Taylor (1997) stresses the importance of giving a positive reinforcement by systematically applying positive consequences to a trainee, depending on the demonstration of a desired behaviour. Positive reinforcement can be highly effective for cementing a pattern of desirable work behaviour and stimulate repetition. Successful transfer of training needs to be celebrated. According to Taylor (1997) supervisors can help to publicise successful transfer by providing praise to staff members in front of peers and writing article for the for the company newsletter.

Richman-Hirsh (2001) argues that post training goals that lead to higher performance should be set. These post training goals direct attention, mobilize effort and encourage persistence on a task. Similarly, Foxon (1994) argues that the potential of goal setting as a post –training transfer strategy has only being recognized relatively recently and those trainees are more likely to use the training on the job when they are presented with a skill utilization objective, or when they determine their own goals in consultation with the trainer and supervisor. It is important that the trainee's, supervisor set a mutual post training expectations for improvement, with the trainee.

Dedicated performance coaches must be assigned to the trainee on his or her return, for a period of time and potential barriers to the application of newly acquired knowledge and skills must be assessed. The supervisor must also give direct monitoring and feedback to the trainee (Friesen, Kaye, & Associates, 2009).

The trainees should regularly review training content and develop a mentoring relationship. These mentors, according to Taylor (1997), can provide valuable assistance and be a source of feedback. It is also important to maintain contact with training friends because such relationship can increase the likelihood of transfer through the use of interpersonal commitment, mutual support and goal setting. Post transfer goal setting strategies, according to Foxon (1994), increase the likelihood of transfer because they acknowledge the impact of organisational system factors while at the same time assisting the individual to focus on potential applications and to make plans for using the training.

Another post training transfer strategy, identified by Foxon (1994) is self-management and it involves identifying obstacles to performance, planning to overcome these obstacles, self-monitoring progress, setting goals to achieve plans, and self-reinforcing goal achievement. The best known self-management strategy is relapse prevention and is an adaptation of an approach originally used to successfully treat addictive behaviour. Relapse prevention, according to Foxon (1994) facilitates

the long- term maintenance of newly learnt behaviours by having learners anticipate and prepare for possible relapses.

2.6 Factors which influences transfer of training

The most successful training program 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.

2.6.1 Employees' Attitude and Behaviour

The Employee attitude is a factor that might influence the effectiveness of training. Employee attitude and performance have a positive relationship. An employee with the right mindset and positive attitude will be motivated to do better at work and improve performance. Where else, a de-motivated employee with a poor attitude towards work, will results in poor performance.

Mwesigwa (2010) describes an attitude as an internal state of a person that is focused on objects, events, people that can exist in the people's psychological word. Attitude is assessed through one's feelings, thoughts or expressions. Attitude is a perception with a frame of reference. It is a way of organising a perception (Mwesigwa, 2010). Employee attitude and behaviour refers to the responsiveness on an employee. When

employees are nominated to attend different workshops and training session, the employee's attitude and behaviour will determine the seriousness in the training programs.

A responsive employee will learn different skills which will increase the employee performance and will ultimately affect organisational productivity (Khan et al., 2011). An employee must also be motivated and willing to learn as that could influence the employee's training and performance outcome (Nga, et al., 2010). Therefore, according to Haslinda and Mahyuddin (2009), a positive attitude should be fostered through the constantly emphasising team building programs to enhance the employee's attitude and motivation. 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.

2.6.2 Motivation to transfer

Motivation to transfer 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 (Nga, et al., 2010). Therefore, the higher the motivation and eagerness to transfer the more transfer will take place. According to Yan and Ming (2010) participants are more motivated to learn and transfer skills

to work environment when they are highly involved in their jobs and such participants will transfer skills, knowledge and new behaviour, if rewards are associated with training.

2.6.3 Self – efficacy

The usefulness or efficiency of an employee is also an important variable which will have an impact on individual and organisational performance. Nga, et al., 2010) argue that self-efficacy is the confidence of an individual in their competency to perform a task. Putting effort into a task is dependent on the belief that an individual can so. Self-efficacy is positively related to transfer and has a strong association with motivation to learn and motivation to transfer (Nga, et al., 2010).

2.6.4 Readiness to attend in-service training courses

It is a waste of resources to send participants to a course when they are not keen and motivated to attend. Taylor (1997) suggests that the timing of sending participant plays an important role in the learning process. Without the perception by the trainee of the need for new behaviour, skills or knowledge, there is no motivation to change and, therefore no readiness to learn. It is therefore imperative that training courses be timed correctly and carefully so that trainees are ready when the training program is offered.

2.6.5 Work Environment

A supportive working environment is imperative for any organisational productivity to take place. According to (SHRM, 2008) when training is strategically linked to

organisational goals, employee will be able to see how their training transfer can improve overall organisational performance. If the work environment to which the trainee returns, lacks opportunities to implement or apply the new knowledge, skills and behaviour acquired, than such and organisation will not improve its productivity.

It is the researcher's view that issues such as, a lack of receptiveness to new ideas, work overload, crisis work, ineffective work processes, inadequate equipment and the lack of managerial support, will hinder the transfer of training.

This, according to 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. 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).

2.6.6 Commitment of Supervisor

For the purpose of this study, the term supervisor can include manager, the team or group leader or anyone in an organisation with authority and responsibility over employees. It is the researcher's view that the transfer of learning will be more effective if supervisors become catalysts of transfer at the work place. 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) 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 must develop an action plan with trainees for transfer and show support by reducing job pressures and workloads, arrange practice sessions, announce transfer successes, give promotional preference to employee who have received training.

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.

2.6.7 Commitment of staff

Staff commitment can be described as staying with the organisation through good and bad times; attending work regularly and delivering the best of your ability. 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. It involves an individual's willingness to extend effort in order to further an organisation's goal. There 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. There are three types of commitment: Affective commitment, continuance commitment and normative commitment.

Affective commitment refers to the employees' psychological attachment to, identification with, and involvement in the organisation. Redmond (2013) points out that affective commitment refers to an employee's 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 is fully willing to accept organisation's goal and values as his or her own. Continuance commitment refers to an awareness of the costs associated with leaving the organisation. These potential costs, according to Coetzee (2005), include the threat of wasting the time and effort spent acquiring non transferrable skills, losing attractive benefits, giving up seniority based privileges, or uproot family and disturb personal relationships.

Similarly, Redmond (2013) argues that continuance commitment is displayed by an employee who maintains commitment to the organisation because he or she is unable to match salary and/or benefits at another employer. Such an employee has invested in what could be considered as non-transferable investments such as a retirement plan, relationship with other employees, and other special interest that have accumulated over time.

Normative commitment reflects a feeling of obligation to remain with the organisation. Employees with a high level of normative commitment feel they ought to remain with the organisation. These staff members show their gratitude and perceive that the organisation values them as individuals and therefore would develop a strong normative commitment (Coetzee, 2005).

2.6.8 Training objectives

Algranti (1988) states that learning alone will not produce the desired employee effectiveness which will ultimately lead to organisational productivity. The organisation 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. 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 only enhance the course of the instructor and do not reflect the exact task required by the job.

2.6.9 Human resource policy on training

It is this researcher's view that training policy helps to fully utilise human resources in order to increase productivity, job knowledge, skills, build good employee relationships in order to achieve individual and organisational goals. According to Kelana (2010), if a policy is well developed and clearly written, it will enhance communications with employees, clarify expectations, and assist with consistency of

application. According to Haslinda and Mahyuddin (2009) a human resources policy should determine a clear link between training, an organisation's career development and reward system in which training might leads to recognition and advancement. A good human resources policy which is aligned with the strategic objectives of an organisation must be implemented at all costs as it will bring greater returns for the organisation.

2.6.10 Establishment of rewards

It is this researcher's view that rewards such as salary notch increases, job promotions and recognition prizes will motivate employees to improve performance. Taylor (1997) emphasizes that without the application and reinforcement of new skills, new behaviour, skills and knowledge are likely to diminish.

2.6.11 Organisational Performance

The effectiveness of training can be evaluated based on the some indicators of training. It is this paper's position that employee performance and organisational performance has a direct relationship. A poorly trained workforce will eventually lead to poor performance and result in costly mistakes (Wilke, 2006). Khan et al., (2011) points out that employee performance is the important factor and the building block which increases the overall performance of the organisation. Similarly, Cooney, Terziovski and Samson (2002) argue that a firm's performance is enhanced by raising the skills, knowledge and behaviour. As employees become more highly

motivated and more highly skilled, so does their task performance improves and organisational effectiveness is directly enhanced.

In this study, the effectiveness of teaching by a lecturer focused on what a lecturer does or does not during a class lesson. The study based the effectiveness of training transfer on indicators like, whether lesson delivery plans encouraged the development of critical thinking, problem solving and performance skills in a conducive learning environment, lesson objectives were introduced and clarified at the start of the lesson, the demonstration of a firm comprehension of the subject desired skill and assisting students in achieving the stated lesson objectives, make course content relevant by using authentic, real-world applications and using teaching aids and life experience to re enforce the objectives, description of terms, theories or concepts in more than one way and repeating challenging or unfamiliar concepts or terms during lesson, use questioning techniques and/or guided practices to involve all students in active learning and other observables.

Brinkerhoff (2005) suggests that during the evaluation of usage and endurance of training stage, the benefits of training cannot be measured without a clear and accurate understanding of how the newly acquired knowledge, skills and attitude are actually being applied. The emphasis is the actual performance and not the ability to perform and the evaluation at this stage shows how well the trainees are transferring on the job the new skills, knowledge acquired (Otero, 1997). A lecturer who does well on the performance indicators during a class session will be regarded as been effective in his or her teaching.

2.7 Conclusion

This chapter establishes the foundation of the effectiveness of training by examining two training evaluation models (Kirkpatrick and Brinkerhoff's training evaluation models), as they relate to the performance employees and ultimately the performance of organisations.

The importance of the role of training and training transfer is established and some factors that inhibit or promote the success of training are analysed. The Chapter is concluded with a discussion on employee and organisational performance. The next chapter focuses on the research methodology and design of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the design and research methods applied during the study. The chapter described the research approaches and examined the research population, sample size and sampling techniques. It further identified the types of data collection instruments that were utilized and the procedures employed to collect data from the respondents was also explained. The process of analysis the data was explained and the chapter is concluded with research ethics and confidential matters.

3.2 Research Design

This study adopted a mixed approach of qualitative and quantitative methods to investigate the effectiveness of in-service training programs 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 researcher could use all the tools of data collection available rather than being restricted to the types of data collection usually associated with qualitative research or quantitative research methods (Cresswell, 2003). It allowed the use of both numbers and dialogue or narratives to address a research problem.

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 evaluating to the effectiveness of in-service training programs 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). This method served the objective: to identifying how the in-service training programs can be effectively used to improve performance of academic staff at COTA.

3.3 Population

The COTA has two campuses in Windhoek. Therefore, the population under study consisted of all 38 academic staff members including 6 managers at both campuses. As stated earlier, the 23 regional satellite campuses were excluded because they do not offer Applied Arts Diploma programs. Only the Windhoek based campuses provide university entry level qualifications. Arts tuition provided at the twenty three regional centres is informal and for extra mural purposes only.

The arts trainers in the regional centres are self-taught artists and the majority of them have less than grade 10 qualifications. They do not form part of the in-service training program at COTA.

3.4 Sample and sampling techniques

The sample of this study therefore included all 32 lecturers; while 4 out of 6 managers were purposefully selected based on their availability and willingness to participate in the study.

3.5 Research Instruments

The study made use of three instruments namely; interviews, questionnaires and observations to collect data.

3.5.1 Interviews

The researcher conducted interviews with 4 management members of COTA. The interviews were used to collect data that could be obtained through questionnaires or observation alone. Interviews allowed the participant to express their opinion and experience towards the effectiveness of in-service training programs provided to lecturers by COTA (Alvesson, 2011). The interviews consisted of structured, close-ended questions (see Appendix 1). The interviews were digitally recorded, with the permission of the participants.

3.5.2 Questionnaires

Self-administered questionnaires consisting of 23 closed-ended questions were administered to the 32 lecturers of COTA. The questionnaire (see Appendix 3) 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. The scale was set out as follows:

- Strongly Agree = 5
- Agree = 4
- Not sure = 3
- Do not Agree = 2
- Strongly disagree = 1

The advantage of using this scale is that it is easy to read and understand therefore minimising the amount of confusion participants may experience. The disadvantage of using Likert scales is that participants may feel restricted in their choice as there are only five options to choose from. If participants felt this way during this research study, focus groups would have been established to determine their desired response (LaMarca, 2011).

5.3 Observations

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 four purposefully selected lecturers were each 5 times observed, bringing the total lectures that were observed to 20 lessons. The lecture observation schedule (see Appendix 4) consisted of 20 variables ranging, from the types of methods of teaching applied, teaching skills, interaction with students, the mastery of subject content to solving students' problems, to name but a few. An even number of option scale was used thereby counteracting the respondents' tendency to select the central option. An even number rating scale forces respondents to select either a positive or negative option (Akpo, 2006).

The scale was set-out as follows:

- Ineffective = 1
- Needs improvement = 2
- Effective = 3
- Highly effective = 4

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 organisational performance.

3.6 Procedures

The researcher needed to obtain permission (see Appendix 13) to conduct this research from the Ministry of Youth, National Service, Sport and Culture (MYNSSC). As such, the researcher had to write a submission detailing the research process to the followed and submitted it to:

- The Permanent Secretary, as accounting officer of the MYNSSC,
- The Director of Arts
- The Deputy Director of Arts
- The Rector of the College of Arts.

The Permanent Secretary in the Ministry of Youth, National Service, Sport and Culture delegated the authority to grant final approval to the Director of Arts. Consent for the proposed post graduate studies to be conducted at the College of Arts (COTA) was granted by the Directorate of Arts (see Appendix 11). The Rector of COTA also granted consent (see Appendix 10) to the researcher to conduct the study at COTA. The researcher also had an opportunity to meet with the Rector and Vice Rector of COTA as well as the Director and Deputy Director of Arts, on separate occasions, to discuss the proposed study, its purpose and research objectives. The researcher also made the interview guide, questionnaires and observation schedule available to the Rector and Vice Rector of COTA, before distributing them and

collecting data from participants. This was done to give time to the Rector and Vice Rector of COTA to give input to the research instruments and also to comment on the fairness of the questions contained in the research instruments. Once permission to conduct the research study was granted, the researcher informed the management of COTA about the intended data collection process and requested their continuous support in this regard.

The researcher made telephonic appointments with four Heads of Departments of COTA to conduct the interviews (see Appendix 1). Two Heads of Departments were from the Katutura Campus while the other two were from the Main Campus, in the centre of town. The researcher obtained permission from the interviewees to use a voice recorder to record the interviews. The interviews were recorded on a digital recorder and later transcribed.

Self-administered questionnaires together with a covering letter (attached Appendix 2 and 3) were also disseminated to 32 lecturers at COTA. The covering letter (Appendix 2) elaborated on the purpose and objective of the study and emphasized the importance of the research topic. Participants were given 10 days to complete the questionnaires. A reminder to complete and submit the questionnaires was done four days before the deadline. A follow up reminder was done two days before the deadline, requesting them to participate in the study. This was done without compromising the voluntary participation in the study.

The constant appeals, telephone reminders and personal collection of the completed questionnaires by the researcher were done in an effort to minimize the possibility of a low response rate from the participants.

The researcher also conducted class room observations (attached as Appendix 4) on four purposefully selected lecturers. One lecturer observed was from the Main Campus while the other three were from Katutura Campus. These observations were conducted five times on each selected lecturer in order to obtain in-depth information and to check for consistencies of lecturer's performance or deviations that might be attributed to lack of training in pedagogic skills.

3.7 Pilot Study

To ensure reliability and validity of the questionnaires, interview schedule and lecture observation schedule, a pilot study was carried out on the centre 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). The pilot study's objective was to determine whether the participants understood the questions, provide information about the deficiencies of the instruments, to establish whether the data obtained could be meaningfully analysed in relation to the research questions of the study in order to make some adjustments or retain them as they were (Depoy & Gitlin, 2011).

Before the pilot study was conducted, the purpose of the study was explained to the respondents, the permission letters from the Rector of COTA, Directorate of Arts and the University of Namibia were presented and a verbal consent was obtained from the respondents to conduct the pilot study. The pilot study results indicated that the research instruments brought most of the anticipated responses. After collecting the data, the researcher analysed the data to determine which items needed to be discarded, which ones needed to be retained and or improved.

Table 3.1: In-service training programmes provided by COTA

		1	2	3	4	5
		Agree Strongly	Agree	Not sure	Do not agree	Strongly Disagree
5	The College of the Arts has sent me to staff training programs that have improved my work performance.					

Table 3.2: The significance of in-service training courses at COTA

		1	2	3	4	5
		Agree Strongly	Agree	Not sure	Do not agree	Strongly Disagree
7	The training courses have attended has enhanced my performance and significantly contributed to the overall performance of COTA.					

Table 3.3: The impact in-service training has on the performance of lecturers.

		1	2	3	4	5
		Agree Strongly	Agree	Not sure	Do not agree	Strongly Disagree
16	The in-service training I have received has improved my performance as a lecturer at COTA.					

Table 3.4: The application of newly acquired knowledge and skills at COTA.

		1	2	3	4	5
		Agree Strongly	Agree	Not sure	Do not agree	Strongly Disagree
17	COTA has encouraged me to reinforce the application of newly acquired knowledge and skills, after attending a training course.					

Question 5 from the questionnaire was confusing to the respondents. The question was amended and improved. The new question retained is listed below.

Table 3.5: In-service training for the upgrading of teaching and methodology skills

		1	2	3	4	5
		Agree Strongly	Agree	Not sure	Do not agree	Strongly Disagree
5	COTA has sent me to workshops/in-service training courses to upgrade and improve my teaching skills and teaching methodology					

Question 7, 16 and 17 were also confusing and a duplication of some questions. These questions (7, 16 and 17) were discarded from the final questionnaire. The rest of the questions were retained.

3.8 Data Analysis

The Statistical Package for the Social Sciences (SPSS), which is an application data software was used to analyse data collected through questionnaires and observations. Responses were coded for analysis with this program.

The responses collect 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 narratives. Tables were used to present demographical information and also to illustrate the number of respondents that accepted or rejected a particular view. 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, Gall, & Borg, 1999). The scores and codes were then imported into IBM Statistical Package for the Social Sciences (SPSS) 21 for further analysis. All responses were classified and tabularised in different categories using the SPSS 21 software. These responses were than exported to Microsoft Excel to generate graphs, and thereby assisting the researcher to establish the level of agreement and disagreement.

The responses from the observations were also allocated a code value and the data was imported into a computer to produce a statistical data. This data was also classified and tabularised in different categories using the SPSS 21 software.

The methodological triangulation of data was accomplished through the use of data obtained through the interviews, observations and questionnaires. Methodological triangulation involves the use of multiple qualitative and or quantitative methods to study a program. The results from interviews, questionnaires and observations are compared to see if similar results are being found (Thurmond, 2001).

This data analysis method enabled the researcher to cross check and compare data from the different instruments to search for similarities and difference of opinion in the data (Shank, 2006). The analysed data were organised by themes which were derived from the research objectives. This was done to ensure that data analysed remained relevant to the research objectives. Methodological triangulation can be used to deepen the researcher's understanding of issues and maximize the researcher's confidence in the finding (Thurmond, 2001).

The analysis of the data revealed that a significant difference existed among lecturers and managers and that their perceptions of the value in in-service training programs were affected by their perception of the status and effectiveness of in-service training programs proved by COTA. These findings were explored in detail and where possible, linked to the literature review to gain a full understanding from both primary and secondary research data in Chapter Four.

3.9 Reliability and Validity

The research instruments were developed by the researcher under the supervision of the Supervisor, and peer reviewed by three, fellow MBA students. Two subject specialists, one from the Ministry of Education and the other from a local training consultancy institution were also asked to review the instruments and both subject specialists' results conquered with the supervisor.

Moreover, the questionnaire was empirically tested for validity and reliability purposes through IBM SPSS 21 software package. A Cronbach's Alpha at coefficient of .7 was performed in order to test the reliability and validity of the questionnaire. Table 3.1 depicts the Cronbach's Alpha test.

Scale: ALL VARIABLES

Table 3.1 Case Processing Summary

	N	%
Valid	27	100.0
Excluded	0	0
Total	27	100.0

Table 3.2: Reliability Statistic

Cronbach's Alpha	N of Items
.903	27

The Cronbach's Alpha statistic shows that the research instrument was reliable at .903, that is 90.3% reliable. The results showed that the research instrument is very reliable since it is far above the standard coefficient value of .70.

3.10 Research ethics

The researcher ensured honesty in the methods and procedures of collecting and reporting of data and results to ensure that the results of this research are not fabricated, falsified, or misrepresented. The respondents participated voluntarily in the study and the researcher searched for the respondents' informed consent to participate in this research.

The participation of respondents remained anonymous. The researcher kept records of data collected, journals and field notes for referral and refrained from plagiarism by honouring the copyrights of work used for this research study.

3.11 Conclusion

This study adopted a mixed research approach of qualitative and quantitative methods. The research focused on the two Windhoek campuses of The College of the Arts and used a multiple case study design, consisting of structured close ended questions, which the researcher used to gather data through interviews and observations. The qualitative method was used to address the first objective of evaluating the effectiveness of in-service training programs for the upgrading of teaching skills and specialised subject knowledge of academic staff members at COTA. The study also employed a descriptive design, and used closed ended questions to gather data through questionnaires and analyse quantitative data, based on a 5 point Likert scale questions. This method was used to identify how the in-service training programs can be used to successfully improve performance of academic staff at COTA.

The population of this consisted of all 38 academic staff members including 6 managers who are based at the two Windhoek campuses. The 23 regional satellite campuses were excluded because they do not offer Applied Art Diploma programs.

The Windhoek based campuses are the only centres approved to provide university entry level qualifications while art tuition provided at the 23 regional centres is informal and for extra mural purposes only. The sample of this study included all the thirty two academic staff members; while four out of 6 managers were purposefully selected, based on their availability and willingness to participate in this study.

Written permission was obtained from the Rector of the College of the Arts (see Appendix 10) and the Permanent Secretary of The Ministry of Youth, National Service, Sport and Culture (see Appendix 11) to conduct the study at the College of The Arts. A pilot study, to pre-test, improve and modify the research instruments, was conducted at one of the centres outside Windhoek before the main study began. This centre has seven art trainers including the centre manager. The study made use of face-to-face interviews to collect data from 4 Heads of Departments members of COTA, while the questionnaires and lesson observations schedules were used to collect data from the academic staff members. The lesson observation schedule was used to observe four purposefully selected lecturers, at 5 times each. The lesson observations were conducted to obtain in-depth information on their pedagogic skills of the lecturers at COTA.

The content analysis method was used to analyse the data obtained through the interviews. The data was coded and classified into general patterns. The data obtained from the questionnaires and lesson observations were entered and processed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics (frequencies and percentages) was used to analyse the participants' responses.

Tables, pie chart, bar chart and histograms graphs were used to illustrate the frequencies and percentages of responses to make it easy for interpretation.

The summary of the findings were linked to the research objectives and literature review were possible. The Methodological triangulation of data was achieved through the use data collected from interviews, questionnaires and lesson observation.

The nature and purpose of the study was explained to the participants. The researcher ensured honesty in the methods and procedures of collecting and reporting of data. The results of this research are not fabricated, falsified, or misrepresented. The respondents participated voluntarily in the study and the researcher obtained the respondents' informed consent to participate in this research. The participation of respondents remained anonymous. The researcher kept all records of data collected, journals and field notes for referral and refrain from plagiarism by honouring the copyrights of work used for this research study. The next chapter deals with the presentation and discussion of the results of the study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE RESULTS

4.1 Introduction

This study focused on the effectiveness of in-service training programs at COTA. The objectives of the study were: to evaluate the effectiveness of in-service training programs at COTA for the upgrading of teaching skills and specialist subject knowledge of academic staff members and to identify how these in-service training programs could successfully be used to improve the performance of academic staff members at COTA. This chapter therefore presents the results of the research study under the following headings; Primary data analysis; Biographical results of the research participants; Training and performance evaluation policy of COTA; Lecturers' attitude towards in-service training received and Supervisor's support and work environment. Each of the headings is followed by a discussion of the results presented.

4.2 Primary Data Analysis

The aim of collecting the primary data was to establish the respondents' views on the investigation of the effectiveness of in-service training programs provided to lecturers by COTA and use the data gathered to determine patterns and ultimately draw conclusions pertaining to the effectiveness of these in-service training programs. Questionnaires, interviews and observation schedules were used to collect data from the participants.

The capturing of the data obtained from the questionnaires and observation schedules was done on the SPSS IBM version 21 software statistical programs and the responses based on the checklist format and dichotomous questions were used. The data obtained from the interviews were analysed by using the Content Analysis method. These data were defined in unit of analysis to make the coding process easier.

4.2.1 Response Rate

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.

4.3 Biographical results of the Participants

Table 4.1: Job Titles of lecturers at the COTA (N = 27)

	Frequency	Percentage
Full time lecturer	16	59.26
Part time	5	18.52
Relief lecturer	6	22.22
Total	27	100.0

Table 4.1 above depicts that the majority of the respondents (59.26%) were fulltime lecturers. This indicates that COTA offers job security and therefore COTA could develop a sense of organisational loyalty and ownership of COTA. The management of COTA could share work load amongst the fulltime lecturers.

Table 4.2: Age distribution of lectures at the COTA (N= 27)

	Frequency	Percent
Below 25 years	1	3.7
25-30 years	7	25.92
31-40 years	15	55.56
51+ years	4	14.82
Total	27	100.0

The age distribution depicted in Table 4.2 shows that more than half (55.56%) of the respondents are between the ages of 31-40 years old. This is a young workforce and could bring new ideas and perspectives to COTA by sharing how the organisation could be managed. Such a workforce is expected to be enthusiastic, energetic, physically active and eager and willing to learn.

Table 4.3: Distribution of gender of lecturers at COTA (N= 27)

	Frequency	Percent
Male	11	40.74
Female	16	59.26
Total	27	100.0

The distribution of gender shows that more than half (59.26%) of respondents were female whilst 40.74% of the respondents were males. This shows that COTA has more female lecturers than male lecturers; a common characteristic that supports the premise that Namibia has more females than males in terms of gender balance (Namibian Statistic Agency [NSA], 2011).

Table 4.4: 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 4.4 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 4.5: 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 in Education	0	0
Total	27	100.0

Table 4.5 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 4.6) which shows that the majority of lecturers at COTA are ineffective teachers.

Table 4.6 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 (see Appendix 4).

Table 4.6: 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. It can therefore be assumed that majority lecturers at COTA ineffective and poor teaching skills.

Table 4.7: 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 4.7 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.

4.4 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.

4.4.1 COTA's training policy to upgrade the skills and knowledge of staff members.

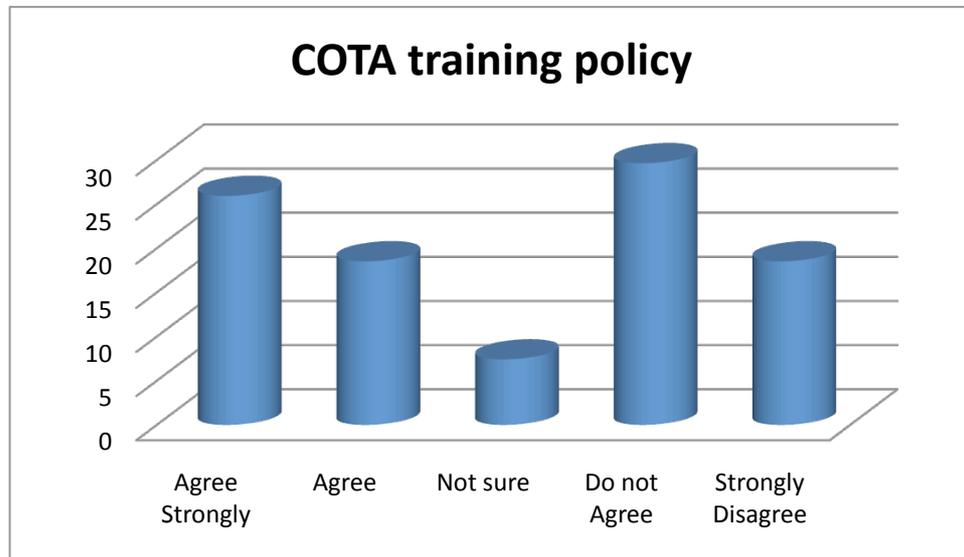


Figure 4.1: Views on COTA's Training Policy

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).

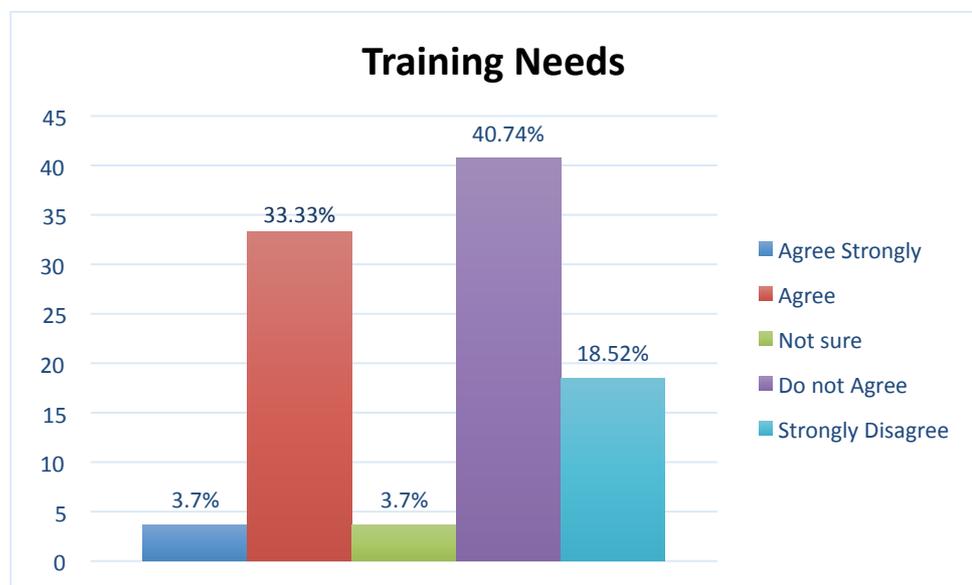


Figure 4.2: Views on the training needs analysis of lecturers at COTA

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 programs 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 programs. 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 are precise measure of the effectiveness of the training program.

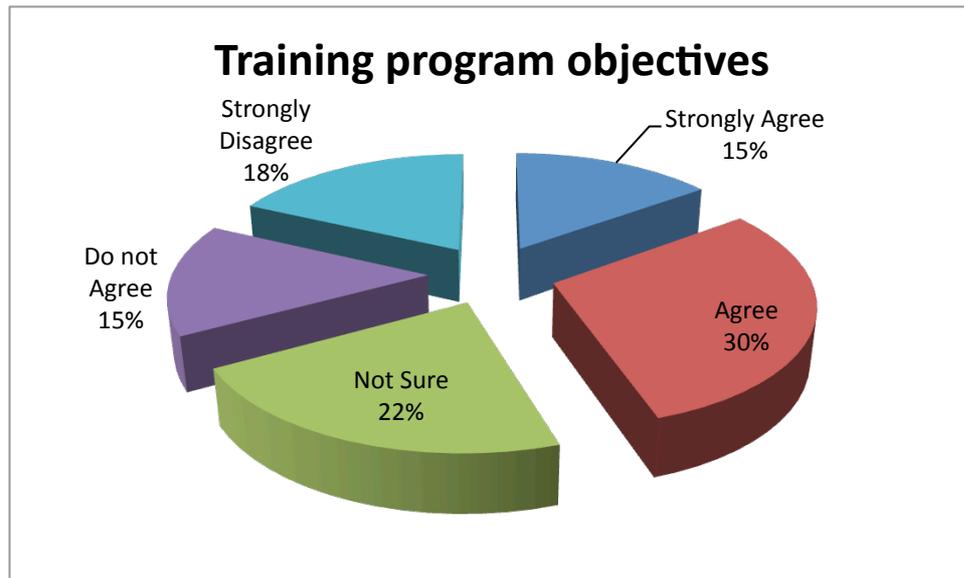


Figure 4.3: Views on the training program objectives

Figure 4.3 above depicts that 30% of the respondents agreed that the objectives of the training programs that they attended were fully achieved. These sentiments were supported by 15% of the respondents who strongly agreed that the objectives of the training programs that they attended were fully achieved. Nevertheless, 15% of the respondents did not agree that the objectives of the training programs that they attended were fully achieved. Their sentiments were echoed by 18% of the respondents who strongly disagreed that the objectives of the training programs that they attended were fully achieved. Only 22% of the respondents were not sure whether the training programs that they attended were fully achieved.

The views of respondents on the training program objectives indicated that there is a lack of clear guidance of what should be expected at the end of a training program. 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 program's objectives are not achieved.

Apart from training programs, 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.

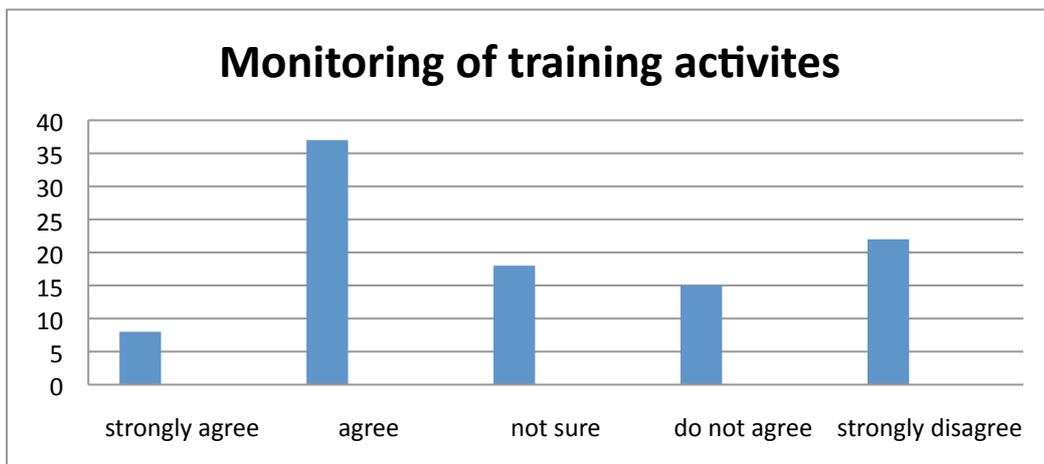


Figure 4.4: Views on the monitoring of training activities provided to lecturers

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 programs 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 program could be compared to the previous results. If results have improved, that it indicates that the training program was effective. If the results are poor or remained the same, than the program 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.

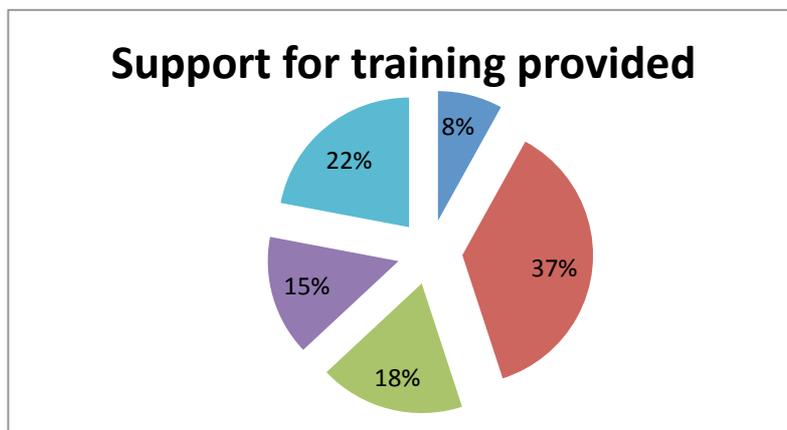


Figure 4.5: Views expressed on support for Training provided to lecturers at COTA

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 support to implement new knowledge and skills at the workplace.

Below are responses from Heads of Departments (H.O.D) of COTA when they were asked *“How do you encourage staff members to reinforce the application of newly acquired skills and knowledge”?*

“We are in the fortunate situation that our staff members are industry practitioners. They work as camera people, editors, radio presenters, graphic designers, sound technologists. These lecturers come on board as trainers and help to train our lecturers in the latest technology” [Respondent 1; April, 2014].

“The system itself demands that they put into practice what they have learnt. I have lecturers that came to me and asked for more copies on the study guide, advancement procedures, and the format we use for marking or assessment criteria. So they are actually using the tools we have created to improve our performance” [Respondent 2; April, 2014].

“I avail the studios and technical instruments to go an extra mile to broader the new knowledge. If there was jazz course he attended and he/she has learnt new ways to arrange jazz music, than the Head of Department encourages him to revise the current music units to include the new jazz arrangements” [Respondent; 3 April, 2014].

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.

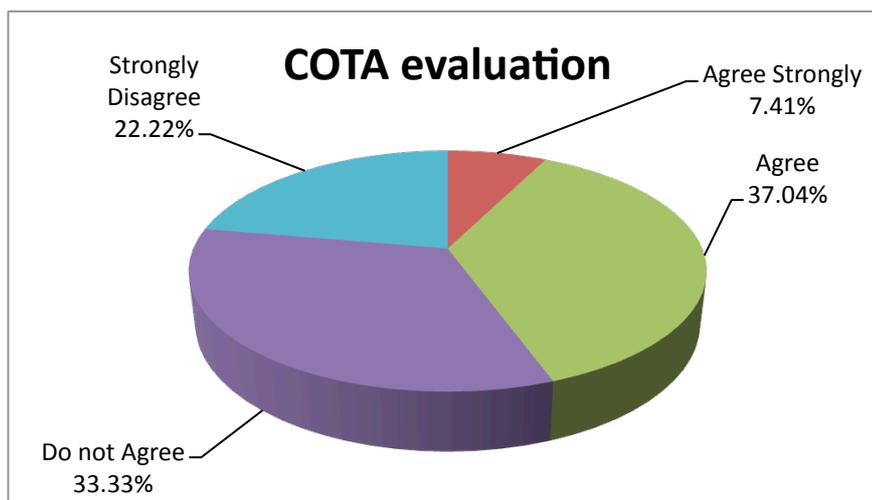


Figure 4.6: Views on COTA’s annual staff performance evaluation

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 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 quotations below demonstrate the H.O.Ds' views concerning COTA's evaluation policy and the evaluation process.

"Yes, we do have now a staff performance evaluation policy in place. Students evaluate their lecturers every term. At the same time, the staffs are also encouraged to evaluate themselves.. These two forms are sent to the H.O.D who goes through both forms. The H.O.D will than call in the lecturer for a one on one conversation to discuss the reports. All these evaluations are tabled at the curriculum committee..."

[Respondent; 1 April, 2014].

"Yes we do. We ask the students to evaluate the staff members. The lecturers than complete a self-evaluation form talking about they have fulfil the own goals and aims, whether they are satisfied with the students' performance. So it is a real opportunity for H.O.D and lecturer to them to realise that you need upgrading in some areas. The H.O.D then calls a meeting with the lecturer to discuss the summary of the student evaluation and the lecturer's own evaluation" **[Respondent; 2 April, 2014].**

"Yes the College of Arts has a staff evaluation policy. Every staff of the department, every lecturer that works in the department is separately evaluated by the students he/she teaches. The other is the self-evaluation by the lecturer himself. The other is an evaluation which takes place with the H.O.D and the lecturer based on the students' reply but adding questions to the staff member, clarifying those issues which were not covered by the form given to the students. All the three forms are signed and recommendations are made to the lecturer how to improve in future"

[Respondent; 3 April, 2014].

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.

"I am not always on the ground to monitor the part time lecturers. For me to control in place such as are the lecturers coming to class, are they on time etc. is covered with a system called the student log. Students for every class fill in a form, that stipulates what has been done in the class, has the class been given, what time did it start, who attended, was the content clear. With this we can monitor the whether staff is actually performing. The log form is signed by both the class representative and teacher after the class" [**Respondent; 1 April, 2014**].

The respondent further stated that *"all these evaluations are tabled at the curriculum committee, a body in the COTA, which not only develops curricula but also ensures quality control. All Managers have to table their findings and the plans to improve the quality of staff performance"* [**Respondent; 1 April, 2014**].

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 programs 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 program 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, and 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 program.

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 quotations below demonstrate the Head of Departments' views concerning improvement of lecturers' performance at COTA.

“Yes, there is an improvement. Some staff members are now better of as teachers in the class, they have shown a better understanding of the subject content, students grades are improving. Yes there is an improvement” [**Respondent; 1** April, 2014].

“I have to say that it has improved their performance immensely. We had to provide curriculum writing workshops. That whole process has completely improved the services that we offer at COTA. We have also done various workshops with experts from other institutions and it has immensely improved their performance” [**Respondent; 2** April 2014].

“NO...we have to send these staff members to additional training courses where they can improve their teaching abilities. Unfortunately the courses they attend are mostly related to artistic skills development or to improve their performance abilities and not relate to the teaching or lecturing abilities methodology. Therefore their musical and dance abilities have improved and not their teaching abilities. They still find it difficult to engage the students as teacher in the different arts fields. They are good artists but what they need to improve their teaching skills” [**Respondent; 3** April 2014].

“Yes it has improved. The results of our students have improved. The teaching methodology has improved” [**Respondent; 4** April, 2014].

The responses from the three H.O.Ds contradicted the observation results (see Table 4.6) 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 practicality of training received; the empowerment the training has provided to them; and the enhancement of the performance of lecturers at COTA.

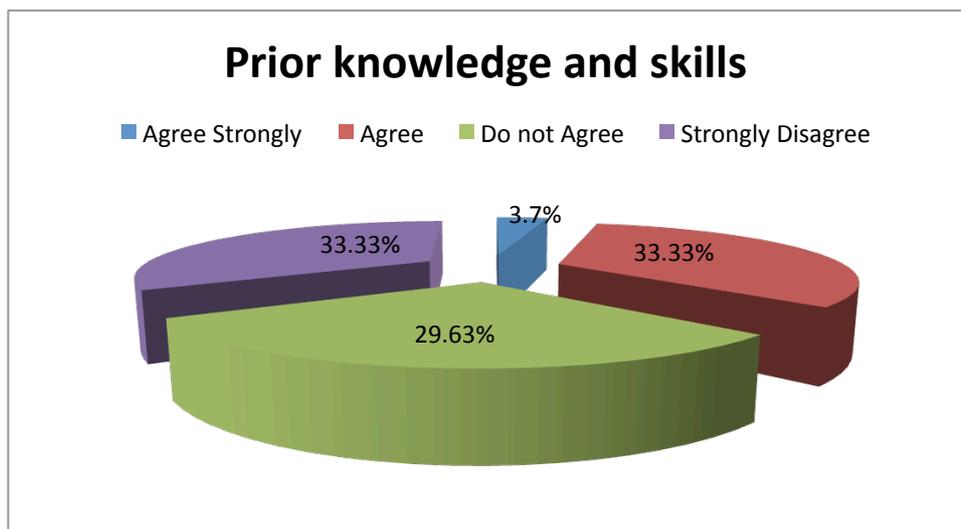


Figure 4.7: Lecturers' views on prior knowledge and skills before attending an in-service training program.

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 program. 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 program.

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 program. 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 program. 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 programs 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 Respondent 3 revealed that COTA only sends lecturers for in-service training to improve their artistic skills as an artists and but as a teacher.

Unfortunately, the courses they attended are mostly related to artistic skills development or to improve their performance abilities and not relate to the teaching or lecturing abilities methodology [Respondent; 3 April 2014].

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

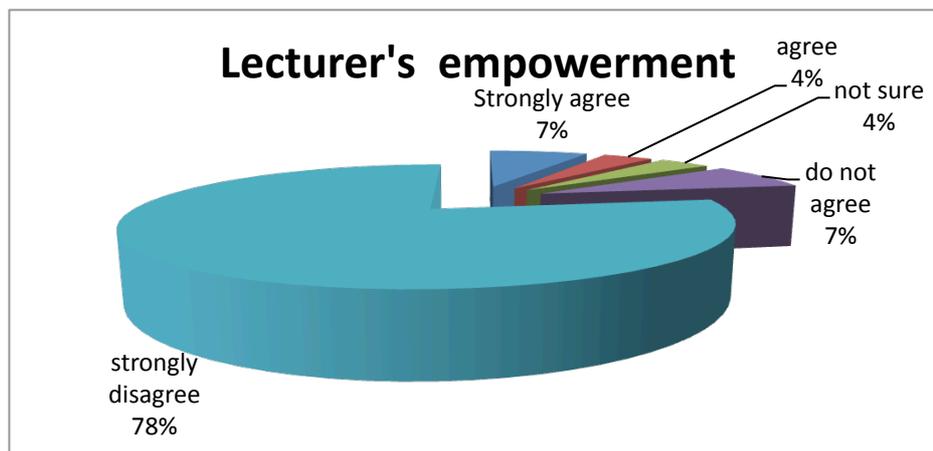


Figure 4.9: Views on the enhancement of lecturers' teaching skills and teaching performance.

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 hand outs 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 (see appendices 6, 7, 8 and 9).

The observation findings concur with Respondent 3 who answered “No” to the interview question “*Has in-service training provided by COTA to lecturers, improved their performance?*” On the follow up question to explain the answer to the question above, Respondent 3 answered that “*...we have to send these staff members to additional training courses where they can improve their abilities. Unfortunately the courses they attend are mostly related to artistic skills development or to improve their performance abilities and not relate to the teaching or lecturing abilities methodology. Therefore their musical and dance abilities have improved and not their teaching abilities...*” [**Respondent; 3** April, 2014].

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 is 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 program'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). Stage 6 is linked to Figure 4.10 as the diagram illustrates the results on the respondents' views pertaining to the effectiveness of in-service training programs.

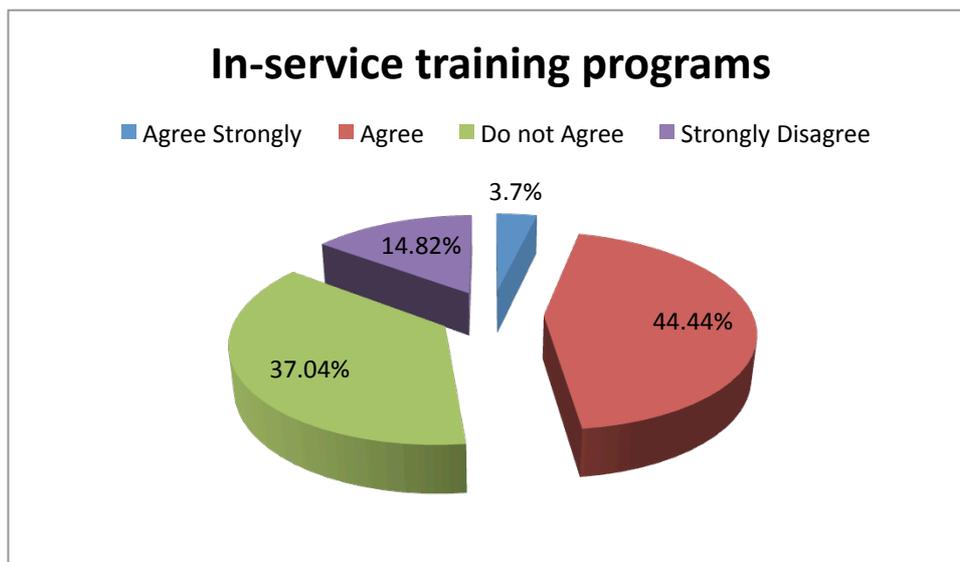


Figure 4.10: Views on the effectiveness of in-service training programs at COTA

On issues of effectiveness of in service training, 44.44% of the respondents agreed that COTA's in-service training programs 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 programs 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.

The following interview question was posted to COTA management during an interview. *“How can in-service training programs effectively be used to improve the performance of lecturers at COTA?”*

The respondents' opinions were as follows:

“Training programs should address curricula development, study guide writing, methodology workshops, teaching improvement workshops” [**Respondent: 1** April, 2014].

“I would say that all in-service training should include a component of pursuing studies abroad. They must be able to go to South Africa, Botswana, Zimbabwe, Kenya etc. It will be unbelievable useful or, alternatively bringing people from outside to conduct training at COTA” [**Respondent; 2** April 2014]

“We need experts from abroad to present workshops on how to teach the student to play an instrument” [Respondent; 3 April, 2014]

‘It should be used to guide the lecturer to better his teaching’ [Respondent; 4 April, 2014]

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 programs will be more effective if training is focussed 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 programs 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 (see Appendix 4) 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.

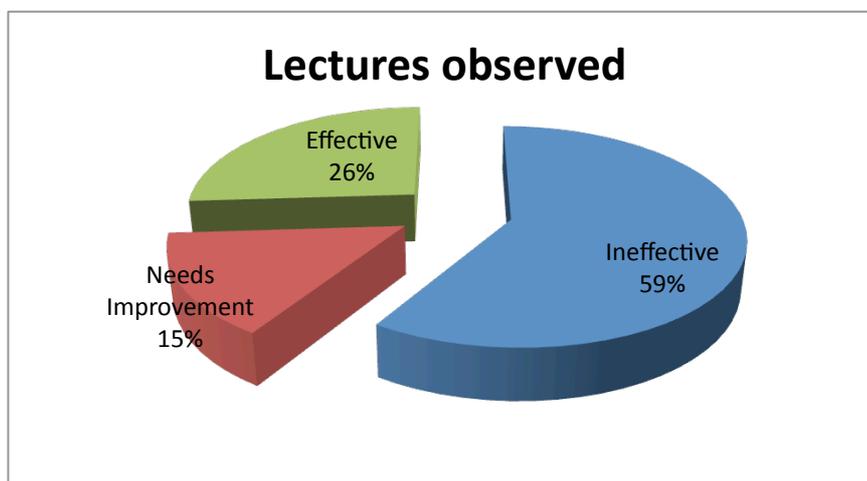


Figure 4.11 Consolidated Results on the lectures observed

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.

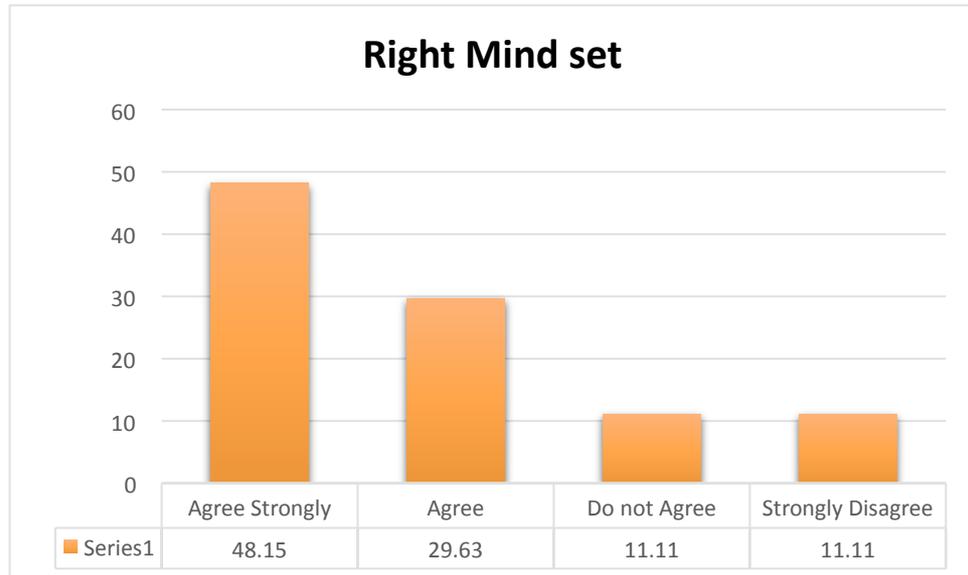


Figure 4.12: Views on the having the right mind set and attitude of lecturers at COTA.

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 (see Table 4.6). 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 demotivated 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 4.12 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.

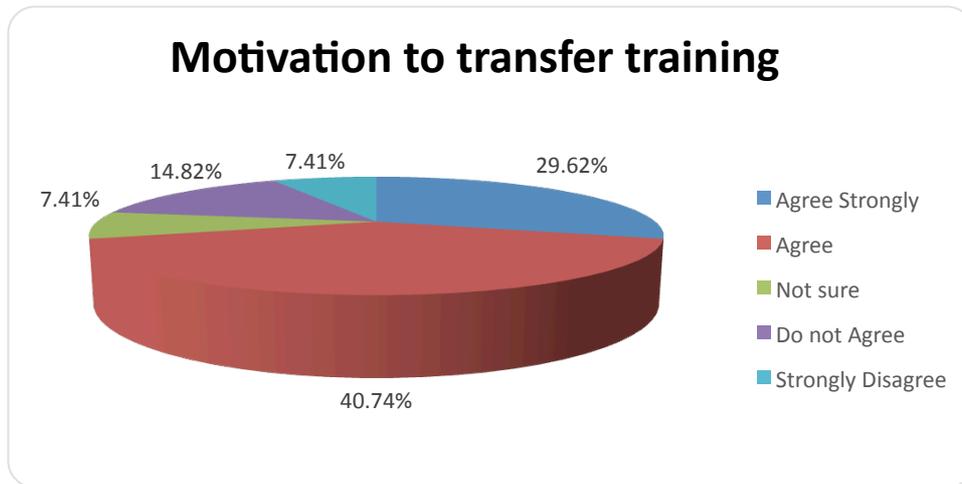


Figure 4.13: Views on whether COTA lecturers are motivated to transfer training received.

Motivation plays an important role in organisations. In this context, results illustrated in Figure 4.13 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.

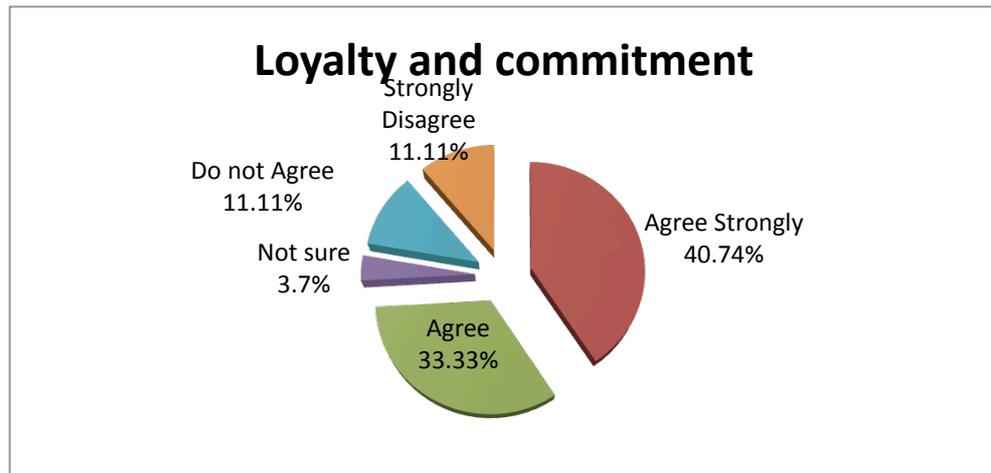


Figure 4.14: Views on the commitment and loyalty of lecturers, as effective team members and to COTA's objectives.

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 4.15 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.

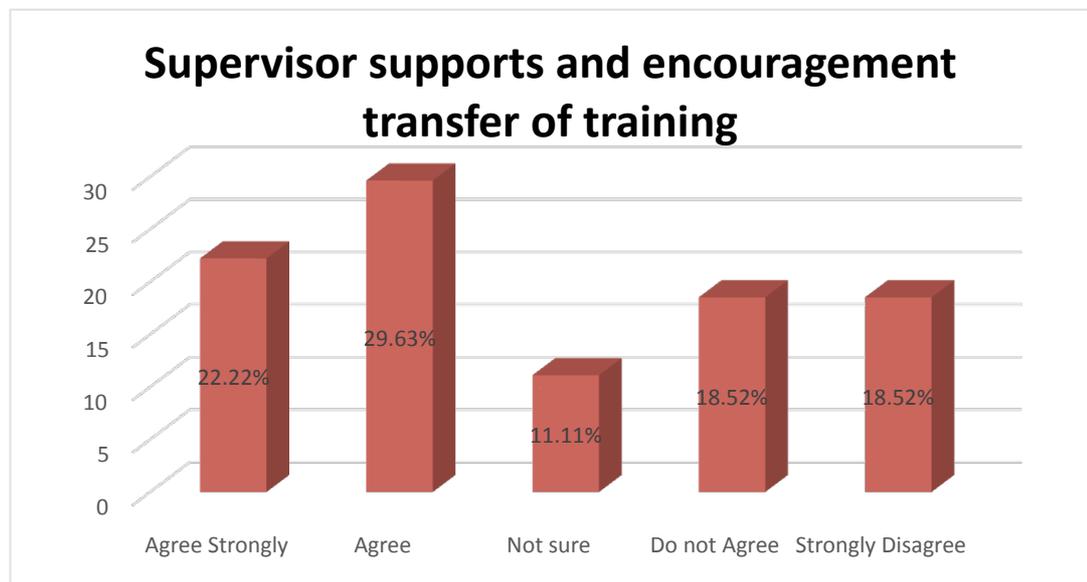


Figure 4.15: Views on COTA’s supervisors’ support and encouragement for the application of newly acquired knowledge and skills.

From Figure 4.15 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 program.

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 program.

It is evident from Figure 4.15 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) ssupervisory 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.

Respondent 3 was the only manager who could provide the researcher with a clear answer on how the reinforcement of newly acquired knowledge and skills was encouraged and supported by COTA supervisors.

Respondent 3 allowed staff members to use studios, technical equipment and to come up with new initiatives in support of the application of new knowledge and skills. 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.

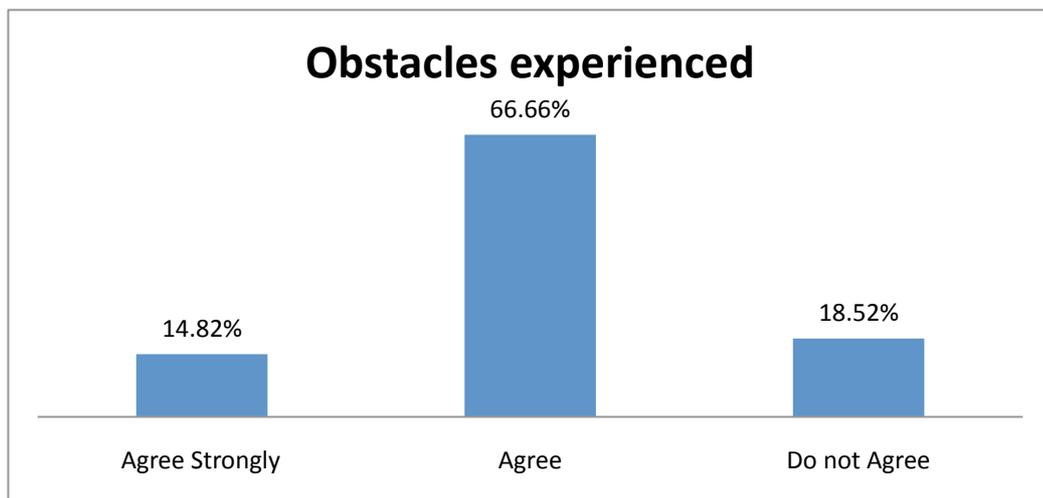


Figure 4.16: Obstacles experienced by lecturers in the implementation of newly acquired and knowledge and skills at COTA.

Figure 4.16 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.

The interviews conducted with the COTA management revealed the following responses when asked to “*explain the shortcomings in terms of teaching that is experienced by COTA lecturers*”.

“Some of my staff members are not exposed to teaching. They lack the correct teaching methodologies and class room management” [**Respondent; 1** April, 2014].

“Well the deficiencies are absolutely endemic to Namibia. Namibia has only two institutions that teacher’s art at a tertiary level. Its means that all the arts teachers are either taught at COTA or UNAM. The short comings are because we have not train enough of our lecturers outside Namibia. No new ideas are coming in. The institution is not growing in terms of teaching” [**Respondent; 2** April, 2014].

“The lecturers that come to the COTA are not qualified teachers. They have qualifications in Dance, Visual Arts or drama but not teaching. They do not have any teaching experience. There are no efficient materials (teaching aid) to support teaching. They are not experienced or trained to prepare students for internal or external exams” [**Respondent; 3** April, 2014].

“We lack induction courses for new comers. Lecturers stay away from classes, they have poor teaching skills” [**Respondent; 4** April 2014]

Respondent1, 3 and 4 identified the lack of or poor teaching skills as an obstacle experienced by lecturers at COTA this is consistent with the lesson observations that were carried out by the researcher to ascertain the effectiveness of the lecturers at the Main campus and the Katutura campus on five different occasions. Most lessons where infective (see Table 4.6).

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

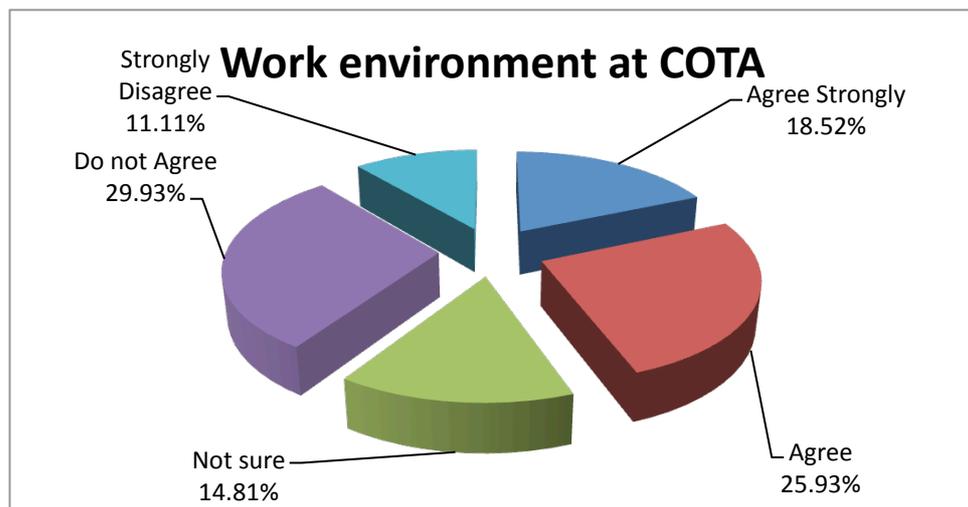


Figure 4.17: Views on the supportive work environment at COTA

The results illustrated in Figure 4.17 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 4.18 below displays the perceptions of lecturers with regards to recognition of efforts to improve their performance at COTA.

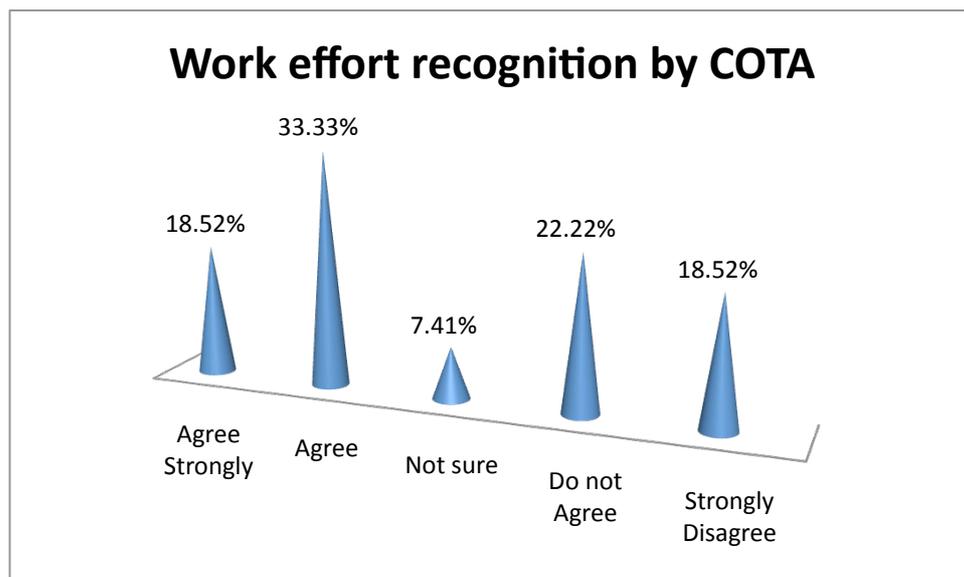


Figure 4.18: Views on lecture's work effort recognised by COTA

The results depicted in Figure 4.18 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.

4.7 Chapter Summary

In this chapter, the findings of the study were presented and discussed. The major findings in the study confirmed most of the literature presented in chapter 2. The next chapter will present the summary, conclusions and recommendations of this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of results, conclusions and recommendations, emanating from the findings of this study. Suggestions for further research are also presented.

5.2 Summary

This study focused on investigating the effectiveness of in-service training programs at COTA. The study sought to:

- Evaluate the effectiveness of in-service training programs at the COTA for the upgrading of teaching skills and specialist subject knowledge of academic staff members.
- Identify how these in-service training programs can successfully be used to improve the performance of academic staff members at COTA

A pilot study to pre-test, improve and modify the research instruments was conducted at one of the centres outside Windhoek before the main study began. The study was conducted at the two Windhoek campuses of the College of the Arts. Lesson observations, structured closed ended interviews and close ended questionnaires were used to collect the data.

The study sample comprised of all the 32 academic staff members of COTA; 4 Heads of Departments who were purposefully selected based on their availability and willingness to participate in the study and 4 purposefully selected academic staff members whose lessons were each observed on five different lesson presentations to give a total of 20 lessons. The content analysis method was used to analyse the data obtained through the interviews. The data obtained from the questionnaires and lesson observations were entered and processed using the Statistical Package for the Social Sciences (SPSS). The Methodological triangulation of data was achieved through the use of data collected from interviews, questionnaires and lesson observations. The reviewed literature was related to the research topic only and this enabled the researcher to identify the critical variables that have a strong bearing on the effectiveness of in-service training programs at COTA.

5.3 Summary of the major findings of the study

Although all the lecturers at COTA have tertiary qualifications (see Table 4.4), 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 (see Table 4.5). 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 (see Figure 4.1).

The majority of respondents felt that COTA does not conduct a training need assessment (see Figure 4.2). 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 (see Figure 4.6) 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 programs 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 (see Figure 4.9). COTA lecturers have the right mindset (see Figure 4. 11) and attitude towards work (see Figure 4.12), they are motivated to transfer newly acquired knowledge and skills remain loyal and committed to COTA's objectives (see Figure 4.13).

The findings also revealed that the majority of lecturers at COTA (see Figure 4.14) 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 (see Figure 4.15).

5.4 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.

5.5 Recommendations

In light of the findings reported in this study, the following recommendations are made. These recommendations are directed to the Directorate of Arts, Ministry of Youth, National, Service, Sport and Culture, COTA management and the lecturers at COTA.

Ministry of Youth, National, Service, Sport and Culture

The current requirement to become a lecturer at COTA is to have a four year tertiary qualification in a required arts field (dance, drama, music, visual arts or media studies). The requirement should be amended to include teaching qualifications with at least 3 years teaching experience as a compulsory requirement.

The College of the Arts

1. COTA should urge all lecturers to pursue a teaching qualification while on employment.
2. COTA should raise the understanding of the importance of the vocation of arts teaching and education by exposing its lecturers to new sets of standards, new methodologies and new artistic trends. This can be achieved by fostering partnership agreements on arts education and teaching with other arts education institutions in Africa and abroad.

3. COTA should provide in-service training programs 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.
4. COTA should set up a training and performance evaluation committee consisting of management members, representatives of COTA lecturers, a Chief Arts Educational Officer, and President of the Student Representative Council (SRC) of COTA. This committee should be required to review the current training and performance evaluation policies of COTA and align the policy with COTA objectives.
5. The institution should be more pro-active in doing needs analysis in terms of skills and competencies required and in the identification of lecturers to receive further academic development.
6. 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.

COTA Lecturers

1. 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.
2. Lecturers should make a conscious effort to invest time in the planning and presentation of lessons and make course content relevant.
3. Lecturers should ensure that they have the necessary teaching material and equipment ready at the start of each lesson and create a conducive learning environment.

6.6 Directions for further research

1. There is a need to explore how methodology and curriculum instruction of in-service training programmes can be successfully enhanced to improve the performance of academic staff members at COTA.
2. Further research is needed to ascertain how the in-service training programmes in countries such as South Africa, Botswana, Zimbabwe and Kenya could be enhanced or harmonised to adequately respond to the lack methodology and teaching skills amongst lecturers at COTA.

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Appendix 1

INTERVIEW GUIDE FOR MANAGEMENT

Question 1

Does COTA have a staff performance evaluation policy?

YES or NO.

Question 2

Please explain how COTA evaluates the performance of its academic staff members?

.....

.....

.....

Question 3

Please narrate how in – service training, provided to COTA academic staff members, has affected the work performance of these at COTA.

.....

.....

.....

Question 4

Indicate what impact the in - service training process had on academic staff performance in terms of practise.

.....
.....
.....

Question 5

Would you describe the transfer of training (the application of training received by COTA academic staff members) as being effective? YES or NO.

Please explain your answer:

Question 6

Has the in - service training provided to COTA staff members improved their performance?

YES or NO.

Please explain:

Question 7

Please explain the impact in – service training has on academic staff members’ performance at the COTA?

.....
.....
.....

Question 8

Please explain some of the deficiencies COTA academic staff members have.

.....
.....
.....

Question 6

What do you think can be done to improve training of COTA academic staff?

.....
.....
.....

Question 7

How can in-service training programs effectively be used to improve the performance of academic staff members at COTA?

.....
.....
.....

Question 8

What recommendations can you make to that improve the effectiveness of in service- training provided to academic staff members at COTA.

Appendix 2

Questionnaire Cover letter

Research Topic: The effectiveness of training in public sector organisations. A case study of the College of the Arts, Windhoek, Namibia.

My name is Lucky Pieters and I am a student of Master of Business Management (MBA) in Strategy Management at the Namibia Business School of The University of Namibia (UNAM) and I am conducting a research on the effectiveness of training in the College of the Arts. I hope to identify effective training transfer methods, thus, provide information to COTA that might enhance the quality of training.

As a member of COTA (academic staff or management), you are uniquely positioned to contribute to this research and to the broader effort to expand and share your views on the effectiveness of training experience. It will be greatly appreciated if you could complete the enclosed questionnaire and returning it to me by the 31st March 2014.

This research is being conducted according to the UNAM guidelines and the information you provide will be treated with utmost confidentiality. The information will solely be used for academic purposes only.

For more information, please contact me at 081 280 2501, or during office hours at (061) 277 300 or via email at luckypieters@ymail.com

Thank you for assisting me with this thesis.

Kind regards



Lucky Pieters
MBA candidate, Namibia Business School, Unam
Supervised by: Dr Hileni M. Kapenda, University of Namibia

Appendix 3

QUESTIONNAIRE FOR COTA ACADEMIC STAFF

Section A. Demographic attributes

Please tick the appropriate box that best describe your opinion on the following:

1. Job title: (i) Full time lecturer (ii) Part time (iii) Relief lecturer
2. Age: (i) Below 25 years (ii) 25-30 years (iii) 31-40 years (iv) 41-50 years (v) 51 + years
3. Sex: (i) Male (ii) Female
4. Highest educational level: (i) Grade 10 (ii) Grade 12 (iii) Diploma
(v) Degree (vi) Post graduate (vii) Masters (viii) Doctorate
5. Teaching qualifications level: (i) None (ii) Teacher's certificate (iii) BETD (iv) Higher Education Diploma (v) B. Degree in Education
(vi) Hon Degree in Education (vii) Masters in Education (viii) Doctorate in Education
6. Number of years at the COTA: (i) 0-1 years (ii) 2-5 years (iii) 6-9 years
(iv) 10-14 years (v) above 15 years

Section B (Evaluation of training and factors influencing training transfer)

Please read the statements carefully below and rate your answers on a scale of 1-5 for each of the categories. 1 representing Agree strongly, 2 Agree, 3 not sure, 4 does not agree and 5 strongly disagree.

		1 Agree Strongly	2 Agree	3 Not sure	4 Do not Agree	5 Strongly Disagree
1	COTA conducts a training need analysis and set training goals before sending us for training.					
2	The objectives of training programs I have attended were fully achieved.					
3	COTA monitors training activities and gathers feedback (from us) during training to determine participants' reaction and level of satisfaction.					
4	I had a high level of knowledge and skills on the topic of the course before attending the training program.					
5	COTA has sent me to workshops/in-service training courses to upgrade and improve my teaching skills and teaching methodology.					
6	The workshops/in-service training courses I have attended have improved my teaching skills and empowered me to become a better teacher in class.					

7	I always have a positive attitude, the right mind set and motivated to do better and improve my work performance at COTA					
8	I am always motivated to transfer training received, after attending a training course.					
9	Training receives a high degree of support on all levels of COTA					
10	My supervisor is a catalyst of transfer of training and is receptive to new ideas to that enhance the effective implementation of new skills and knowledge					
11	I remain loyal and committed to the COTA objectives and work as an effective team member for COTA.					
12	The COTA has a training policy that is known to staff members and is linked to the strategic objectives of the institution.					
13	The work environment at COTA is supportive and encourages implementation of new skills and knowledge.					
14	My efforts to improve my work performance have being recognized by COTA.					

16	I have experienced obstacles that have hindered the process of successfully implementing newly acquired skills and knowledge at the COTA.					
16	COTA's in service training programs are effective					
17	COTA evaluates our performance annually.					

THANK YOU

Appendix 4

LECTURE OBSERVATION SCHEDULE

Date of lecture observed _____

Time _____

Campus

Number of students attending the lecture _____

How well did the lecturer....	1 In effective	2 Needs improvement	3 effective	4 Highly effective
Plans for delivery of lesson (plans for instructional strategies that encourages the development of critical thinking, problem solving and performance skills, material and equipment ready at the start of lesson, learning environment is conducive for learning).				
Clearly defines expected student behaviour (Standard of conduct has been established, all students are aware of behavioural expectations and they follow the procedure).				
Introduce and clarify the lesson objectives at the start of the lesson (clear states lesson objectives and its significant).				
Link lecture to previous lectures (briefly reviews previews lessons and explains how it is				

linked to the new lesson).				
Adopt a logical structured approach (The lesson has a has an introduction, objectives are set, content and conclusion)				
Provide alterative explanations of difficult points (explains terminologies and concepts in different ways).				
Demonstrate a firm comprehension of the subject and desired skill (knows the subject content very well, teaching assist students in achieving the stated lesson objectives demonstrate a desired teaching skill that is clear to students with anticipation of possible student misunderstanding).				
Teach the lesson objectives through a variety of methods (explanation of content imaginative, on-going and connects with students' knowledge and experience, use different tasks like modelling, visuals demonstrations gestures to teach objectives).				
Selects examples and illustrations that are clearly related to subject content and student experience (use teaching aids and life experience to re enforce the objectives).				
Make course content relevant by using authentic, real- world				

<p>applications</p> <p>(The use of daily example i.e. news, other examples related to daily life).</p>				
<p>Explain new/ difficult terms and concepts clearly in multiple ways (describes terms/theories/concepts in more than one way, repeats challenging/ unfamiliar concepts/terms,</p>				
<p>Make good use of legible, clear audio-visuals materials to re-enforce teaching (materials are clearly displayed/projected and can be easily be read by all students).</p>				
<p>Make good use of student hand-outs (student hand outs are well prepared and students are each provided with a copy of hand out).</p>				
<p>Give directions that are clearly stated and related to learning outcomes (Directions and procedures are clear to students, anticipation of possible student misunderstanding is incorporated lesson, facilitates students in constructing their own understanding of how the directions relates to the learning objects).</p>				
<p>Use questioning techniques and/or guided practices to involve all students in active learning (Engages students in</p>				

<p>most of the time in active learning, ask critical questions frequently throughout the lesson, requires participation of all learners,</p>				
<p>Check to determine if students are progressing towards stated objectives</p> <p>(Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce positive student learning. When problems are observed, the teacher reviews or re-teaches it to the whole class, Use common/ varied assessments, to track students' progress during lesson).</p>				
<p>Give support and guidance to help students with difficulties (helps students who students encounter problems to understand the lesson and formulate different ways to redo the concepts, terminology etc.</p>				
<p>Reinforce the effort of students with positive feedback that is timely and specific (assess mastery of the new learning using a variety of methods</p> <p>Provides feedback that is accurate and specific at</p>				

appropriate time and helping students with on-going learning to refine their skills and ideas as they engage in meaningful work, assess the mastery of new knowledge (asks questions to assess whether new knowledge has been mastered, corrects where necessary,).				
Reiterate and summarise key points (summarises or teachers students to summarise new learning in varies ways)				
Give clear instructions for follow up work (give home tasks/ assignments and briefly explains the next lesson and how its linked to the current lesson).				

Adapted from the Tulsa Public School (2010) Teacher effectiveness observation.

Appendix 5

INTERVIEWS WITH MANAGEMENT OF COTA

Interviewer: Good afternoon and welcome to our first interview. My name is Lucky Pieters and I am a student at the University of Namibia and I am joined here by a head of department of the college of the arts. Good afternoon, Sir,

Respondent 1: Good day.

Interviewer: The first question to u Sir is. **Does the College Of Arts have a performance evaluation policy?**

Respondent 1: Yes, we do have now a staff performance evaluation policy in place. I am head of Department of one of the departments that run four diploma courses at the moment. At the Media department, we have developed performance evaluation because I am currently busy with the upgrading of our courses in line of the NQA accreditation. So we really are motivated and driven by a better performance of our staff and it start with an evaluation of their performance. It has been formalize and put in place since 2013.It was the first time that we formally worked with an evaluation policy.

Interviewer: Thank you. **Please explain how COTA evaluates the performance of her lecturers?**

Respondent 1: We have a number of mechanisms developed. If I speak for the Media Department. We have a complicated situation in the media. The criteria applied to staff performance cover a wide range of fields. The staffs need to perform in the technical field. The staffs need to perform in the creative design field, staff need to perform in the teaching methodology field. All these areas make up to the performance of staff.

According to the COTA policy, there is an evaluation by students. Students evaluate their lecturers every term. There is a form with questions that are asked anonymous to the students. E.g. how did this staff member prepare for classes? Does he/she speak clearly? Was the staff member on time for class? Was the staff member respectful towards students? These are the set of questions that are asked to all students after every unit. So there is one part of evaluation that comes from students.

My department has a lot of part time lecturers who are good industry practitioners but do not have the academic qualification. These staff members come for their lectures and go. As H.O.D I see them once or twice a week. So I am not always on the ground to monitor the part time lecturers. For me to control in place i.e are the lecturers coming to class, are they on time etc. is covered with a system called the student log.

Students for every class fill in a form, that stipulates what has been done in the class, has the class been given, what time did it start, who attended, was the content clear. With this we can monitor is staff is actually performing. The log form is signed by both the class representative and teacher after the class.

At the same time, the staffs are also encouraged to evaluate themselves. There are self-evaluation forms where staff completes. These two forms are sent to the H.O.D who goes through both forms. The H.O.D will than call in the lecturer for a one on one conversation to discuss the reports. A summary is than afterward written and any lack of performance is looked at and planned to be addressed in the future. That is basically the formal COTA policy as we have it now.

All these evaluations are tabled at the curriculum committee, a body in the COTA that not only develops curricula but also ensures quality control. All Managers have to table their finding and the plans to improve the quality of staff performance. We are actually piloting a lot of things. These things were not been done before. We come from an informal way of working with our staff and all along we tried to improve their performance. We intervened where we identified short coming or complaints from students.

Interviewer: **Has in-service training provided by COTA to lecturers, improved their performance? Yes or No. please explain.**

Respondent 1: yes, there is an improvement. Some staff members are now better of as teachers in the class, they have shown a better understanding of the subject content, students grades are improving. Yes there is an improvement.

Interviewer: **How do you encourage your staff members to reinforce the application of newly acquired knowledge and skills?**

Respondent 1: we are in the fortunate situation that our staff members are industry practitioners. They work as camera operators, editors, radio presenters, graphic designers, sound technologists. These lecturers come on board as trainers and help to train our lecturers in the latest technology.

Interviewer: **Please explain the short comings in terms of teaching that is experienced by your teachers.**

Respondent 1: Some of my staff members are not exposed to teaching. They lack the correct teaching methodologies, Class room management.

Interviewer: **How can in-service training programs effectively be used to improve the performance of lecturers at COTA?**

Respondent 1: training programs should address curricula development, study guide writing, methodology workshops, teaching improvement workshops. I thing if you look at my staff now, they have really matured.

Interviewer: Our last question. **What recommendations can you make to improve the effectiveness of in-service training provided to lecturers at COTA?**

Respondent 1: staff members should be given the opportunity to improve their qualifications in line with NQA requirements. Most of my staff members are NQF level 5 staff members while NQA requires a level 6 and 7 staff member. A grace period for all staff members should be given to improve their qualifications.

Respondent Number 2

Interviewer: Good morning.

Respondent 2: Good morning

Interviewer: Thank you very much for availing your time by participating in this interview. My first question to you is: Does the college of arts have a staff performance policy?

Respondent 2: Yes, it does.

Interviewer: Please explain how COTA evaluates the performance of her lecturers.

Respondent 2: We evaluate our staff members' performance by means questionnaire to the students and by means of an interview with lecturer by the H.O.D, according to a certain format.

We ask the students to evaluate the staff members. So we take a representative group of students from each course and also from each year group. 5 or 6 students from each year for each lecturer and then we make a summary of the students' evaluation from the annual staff evaluation form. Issues such as the attendance of the lecturer, whether he is on time, his preparation of lesson, the clarity of learning content, communication between lecturer and student, ect.

We go through all these evaluation forms and summarise all the comments on the forms. A summary of the comments on the preparation of lessons, a summary on the understanding of learning content, a summary for communication reflecting respect and understanding, a summary for extending potential and challenging abilities and a summary for exposure to new and exciting experiences.

From the summary of all the comments we prepare summary of a staff evaluation. When we have completed the summary and we have added all the answers together, we call in the staff members.

The lecturers than complete a self-evaluation form talking about they have fulfil the own goals and aims, whether they are satisfied with the students' performance. So it is a real opportunity for H.O.D and lecturer to them to realise that you need upgrading in some areas.

Interviewer: Has in-service training provided to your staff members improved their performance?

Respondent 2: I have to say that it has improved their performance immensely, because of the whole NQA process that we have had to rewrite curricula. We had to provide curriculum writing workshops. That whole process has completely improved the services that we offer at COTA. We have also done various workshops with experts from other institutions and it has immensely improved their performance.

Interviewer: As H.O.D how do encourage your staff members to reinforce the application of newly acquired knowledge and skills?

Respondent 2: That's a difficult question; just the process itself demands that they put into practise what they have learnt. Because we now have to teach very strictly according to the criteria and processes we have ourselves laid down in our unit descriptive and in our course requirements. The system itself demands that they put into practice what they have learnt. I have lecturers that came to me and asked for more copies on the study guide, advancement procedures, and the format we use for marking or assessment criteria. So they actually using the tools we have created to improve our performance.

Interviewer: Please explain come of the short comings COTA lecturers have in terms of teaching.

Respondent 2: Well the deficiencies are absolutely endemic to Namibia. Namibia has only two institutions that teacher's art at a tertiary level. Its means that all the arts teachers are either taught at COTA or UNAM. The

short comings are because we have not train enough of our lecturers outside Namibia. No new ideas are coming in. The institution is not growing in terms of teaching.

Interviewer: How can in-service training programs effectively be used to improve the performance of lecturers at COTA?

Respondent 2: With the right processes in place, with the right funding in place, it will absolutely be incredible. Every time someone goes outside Namibia will come and change. They come with unbelievable new and exciting ideas. They come back with the willingness to impart new ideas to students. I would say that all in-service training should include a component of pursuing studies abroad. They must be able to go to South Africa, Botswana, Zimbabwe, Kenya etc. If we can send lecturers to other countries to see what the developments are. It will be useful. Or, alternatively bringing people from outside to conduct training at COTA.

Interviewer: What recommendations can you make to improve the effectiveness of in-service training provided to lecturers at COTA?

Respondent 2: Sent people away to study, bring fresh ideas to COTA, do not teach the same course over and over again. It is like making copies over and over again, by the end you would be able to recognise the document. We need to get out. We need to get post graduate diplomas.

Interviewer: Thank you very much. We have come to the end of our interview.

Respondent number 3

Interviewer: Good Afternoon.

Respondent 3: Good afternoon.

Interviewer: Thank you very much for availing your time by participating in this interview. My every first question to you is: Does the COTA have a staff evaluation policy?

Respondent 3: Yes the College of Arts has a staff evaluation policy. Which part of our application to be NQA approved.

Interviewer: Please explain how COTA evaluates the performance of her lecturers.

Respondent 3: It works as follows. Every staff of the department, every lecturer that works in the department is separately evaluated by the students he/she teaches by a form which is given to students containing a set of questions regarding his work. Is he professional, is he on time for his classes. The other is an evaluation which takes place with the H.O.D and the lecturer based on the students' reply but adding questions to the staff member, clarifying those issues which not covered by the form given to the students. The third form is the self-evaluation of the lecturer himself. He writes for himself who he sees his work. Is he progressing is he not progressing, is he good enough, what he needs to improve.

All the three forms are signed and recommendations are made to the lecturer how to improve in future. Also is the lecturer congratulated if he has performed well.

Interviewer: Has in-service training provided to your staff members improved their performance at COTA?

Respondent 3: NO. The level of staff members joining the COTA is not good. So we have to send these staff members to additional training courses where they can improve their abilities. Unfortunately the courses they attend are mostly related to artistic skills development or to improve their performance abilities and not to related to the teaching or lecturing abilities methodology. Therefore their musical and dance abilities have improved and not their teaching abilities. They still find it difficult to engage the students as teacher in the different arts fields. That is not what we want. They already come with good music, dance, and drama abilities. They are good artists but what they need to improve their teaching skills.

Interviewer: How do you, as H.O.D encourage your staff members to reinforce the application of newly acquired knowledge and skills?

Respondent 3: We are sending our staff members attend in-service training courses with the expectation that when they return from the courses, they will enrich their educational programs with what they have learnt.

For example if the lecturer is send for a jazz course, I expect them to implement what they have learnt. They have to do it is class and practical performances. My staff members are allowed to come up with new initiatives. I avail the studios and technical instruments to go an extra mile to broader the new knowledge. If there was jazz course he attended and he/she has learnt new ways to arrange jazz music, than the H.O.D encourages him to revise the current music units to include the new jazz arrangements.

Interviewer: Please explain some of the difficulties or problems your lecturers have in terms of teaching.

Respondent 3: The lecturers that come to the COTA are not qualified teachers, have qualifications in Dance, Visual Arts or drama but not teaching. They do not have any teaching experience. They do not come as music, drama, visual Arts or dance teachers but as practitioners. There are no efficient materials (teaching aid) to support teaching. They are not experienced or trained to prepare students for internal or external exams.

Interviewer: How can in-service training programs effectively be used to improve the performance of lecturers at COTA?

Respondent 3: We need experts from abroad to come present workshops on how to teach the student to play an instrument.

Interviewer: What recommendations can you make to improve the effectiveness of in-service training provided to lecturers at COTA?

Respondent 3: we need workshops that are presented by experts about the teaching methodology of the instrument. We need a system that allows us to terminate services if lecturers are not performing.

Thank you very much, Sir. We have come to the end of the interview.

Respondent number 4

Interviewer: Good morning madam and thank you for participating in this interview.

Respondent 4: Good morning

Interviewer: My first question to you, madam is: Does the COTA have a lecturer's performance evaluation policy?

Respondent 4: No the College of Arts does not have a staff evaluation policy. We only have documents that we have created recently.

Interviewer: How does the COTA evaluate the performance of lecturers?

Respondents 4: We have a set of staff evaluation forms. The students evaluate the lecturer. The students complete the forms and submit it to the H.O.D. The H.O.D sits with the lecturer and go through the student evaluation form.

Interviewer: Has in-service training provided to your staff members improved their performance at COTA?

Respondent 4: Yes it has improved.

The results of our students have improved. The teaching methodology has improved.

Interviewer: How do you encourage your staff members to reinforce the application of newly required knowledge and skills?

Respondent 4: that is the one aspect we are very poor in. we do not really create opportunities to reinforce the application of new knowledge.

Interviewer: Please explain some of the shortcoming your staff lecturers has teaching.

Respondent 4: we lack induction courses for new comers. Lecturers stay away from classes, they have poor teaching skills.

Interviewer: How can in service training program effectively be used to improve the performance of lecturers?

Respondent 4: It should be used to guide the lecturer to better his work.

Interviewer: What recommendations can you make to improve the effectiveness of in-service training provided to lecturers at COTA?

Respondent 4: Give people an induction course to what the COTA is all about.

Appendix 6

Observation Results

Lecture 1 Observation

Institution: Main		Summary Responses			
Variables	Lecture 1	Ineffective	Needs improvement	Effective	Highly effective
Plans for delivery of lessons		5			
Expected behaviour		5			
Lesson objectives		5			
Lecture linkage		5			
Logical structured approach		5			
Logical structured approach		5			
Alternative explanations		5			
Comprehension of subject matter		5			
Use of variety teaching methods		5			

Examples and illustrations		5			
Relevance of course content		5			
Explain new terms		3	2		
Use audio visual material		4	1		
Student hand-outs		3	2		
Provide clear directions		4	1		
Questioning techniques		4	1		
Student progress		5			
Provide guidance to students		5			
Provide positive feedback		5			
Summarise key points		5			
Instructions for follow-up work		5			

Summary Findings for lecture 1**N=100**

Responses	Total number of responses	Percentage
Ineffective	93	93%
Needs Improvement	7	7%
Effective		
Highly effective		

Appendix 7

Observation Results

Lecture 2 Observation

Institution: Katutura		Summary Responses			
Variables	Lecture 2	Ineffective	Needs improvement	Effective	Highly effective
Plans for delivery of lessons				5	
Expected behaviour			1	4	
Lesson objectives			1	4	
Lecture linkage			1	4	
Logical structured approach				5	
Alternative explanations				5	
Comprehension of subject matter				5	
Use of variety teaching methods			1	4	
Examples and illustrations				5	
Relevance of course content				5	

Explain new terms				5	
Use audio visual material			2	3	
Student hand-outs			1	4	
Provide clear directions			1	4	
Questioning techniques			2	3	
Student progress			1	4	
Provide guidance to students				5	
Provide positive feedback			1	4	
Summarise key points				5	
Instructions for follow-up work				5	

Summary Findings

N= 100

Responses	Total number of responses	Percentage
Ineffective		
Needs Improvement	12	12%
Effective	88	88%
Highly effective		

Appendix 8

Observation Results

Lecture 3 Observation

Institution: Katutura		Summary Responses			
Variables	Lecture 3	Ineffective	Needs improvement	Effective	Highly effective
Plans for delivery of lessons		5			
Expected behaviour		5			
Lesson objectives		5			
Lecture linkage		4	1		
Logical structured approach		4	1		
Alternative explanations		4	1		
Comprehension of subject matter		1	3	1	
Use of variety teaching methods		5			
Examples and illustrations		5			
Relevance of course content		2	3		

Explain new terms		3	2		
Use audio visual material		4	1		
Student hand-outs		5			
Provide clear directions		5			
Questioning techniques		5			
Student progress		4	1		
Provide guidance to students		5			
Provide positive feedback		5			
Summarise key points		5			
Instructions for follow-up work		5			

Summary Findings lecture 3

N=100

Responses	Total number of responses	Percentage
Ineffective	86	86%
Needs Improvement	13	13%
Effective	1	1%
Highly effective		

Appendix 9

Observation Results

Lecture 4 Observation

Institution: Katutura		Summary Responses			
Variables	Lecture 4	Ineffective	Needs improvement	Effective	Highly effective
Plans for delivery of lessons		2		3	
Expected behaviour		4	1		
Lesson objectives		4	1		
Lecture linkage		3	2		
Logical structured approach		2	3		
Alternative explanations		1	3	1	
Comprehension of subject matter		2		3	
Use of variety teaching methods		5			
Examples and illustrations		1	2	2	
Relevance of course content		1	3	1	

Explain new terms		2	2	1	
Use audio visual material		4		1	
Student hand-outs		5			
Provide clear directions		5			
Questioning techniques		1	4		
Student progress		3	2		
Provide guidance to students		1	4		
Provide positive feedback		3	2		
Summarise key points		4	1		
Instructions for follow-up work		4	1		

Summary Findings lecturer 4

N= 100

Responses	Total number of responses	Percentage
Ineffective	57	57%
Needs Improvement	31	31%
Effective	12	12%
Highly effective		

Appendix 10



MINISTRY OF YOUTH, NATIONAL SERVICE, SPORT & CULTURE
DIRECTORATE ARTS PROGRAMMES

College of the Arts
41 Fidel Castro Street, Windhoek / P.O. Box 2963, Windhoek
Tel: +264 61 374 100 Fax: +264 61 229 007 Email: cota@mweb.com.na
www.cota.na

OFFICE OF THE RECTOR

31 OCTOBER 2013

POST GRADUATE SCHOOLS COMMITTEE
UNIVERSITY OF NAMIBIA
PRIVATE BAG 13301
WINDHOEK
ATTENTION MS P. CLAASSEN

Dear Ms Claassen

This letter serves to confirm that **Mr Lucky Pieters**, a staff members at the College of the Arts and post graduate student at UNAM Post Graduate school, wishes to do his data collection at the College of the Arts, through the use of various instruments, e.g. questionnaire with lecturers, interviews with management members and class visits to four lecturers (five times each) for observation purposes.

This letter serves to express consent for him to undertake his data collection process, and to further indicate our support for his research process and related activities.

It is understood that he will conduct the above activities across the various campuses of the College of the Arts.

Please feel free to contact my office should you need more information.

Yours faithfully

Mrs E. Junius



Appendix 11



REPUBLIC OF NAMIBIA

MINISTRY OF YOUTH, NATIONAL SERVICE, SPORT & CULTURE

DIRECTORATE OF ARTS

RL Hofmeyr

+ 264 61 2706050

email: rhofmeyr@mec.gov.na

Ms P Claassen
The University of Namibia
Post Graduate Schools Committee
Private Bag 13301
Windhoek

**CONSENT FOR PROPOSED POST GRADUATE STUDIES TO BE
CONDUCTED BY MR LUCKY PIETERS**

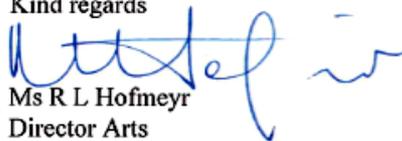
Dear Ms Claassen

I have been informed that the Post Graduate School's Committee of The University of Namibia has approved the thesis proposal titled: **The effectiveness of training in public setcor organisations: A case study of the College of the Arts, Windhoek, Namibia** as proposed by Mr Lucky Pieters.

I am of the opinion that the outcomes of this study will be of great interest to the College of the Arts as well as to the Directorate of Arts in the Ministry of Youth, National Service, Sport and Culture.

It is therefore my pleasure to grant consent and to express support for this study to proceed. Our office will request the College of the Arts to assist Mr Pieters in availing valid documentation, as well as in providing opportunities for observation as required.

Kind regards


Ms R L Hofmeyr
Director Arts



All official correspondence should be addressed to the Permanent Secretary

Appendix 12

UNIVERSITY OF NAMIBIA

Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pionerspark, Windhoek, Namibia



The School of Postgraduate
Studies
P.Bag13301
Windhoek, Namibia
Tel: 2063523

E-mail: cshaimemanya@unam.na

Date: 21 October 2013

TO WHOM IT MAY CONCERN

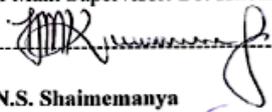
RE: RESEARCH PERMISSION LETTER

1. This letter serves to inform that student: **Lucky Pieters** (Student number: **9004548**) is a registered student in the Department: **Namibia Business School (NBS)** at the University of Namibia. His research proposal was reviewed and successfully met the University of Namibia requirements.
2. The purpose of this letter is to kindly notify you that the student has been granted permission to carry out postgraduate studies research. The School of Post Graduate Studies has approved the research to be carried out by the student for purposes of fulfilling the requirements of the degree being pursued.
3. The proposal adheres to ethical principles.

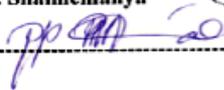
Thank you so much in advance and many regards.

Yours truly,

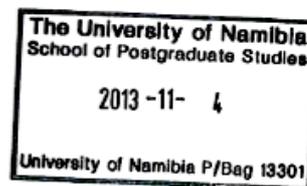
Name of Main Supervisor: **Dr. Hileni M. Kapenda**

Signed: 

Dr. C. N.S. Shaimemanya

Signed: 

Director: School of Postgraduate Studies



Appendix 13

Letter to the Permanent Secretary

Lucky Pieters

P.O.Box 70679, Khomasdal

Cell no. 081 280 2501; luckypieters@ymail.com

Date 22 October 2013

Permanent Secretary

Ministry of Youth, National Services, Sport and Culture

Private Bag 13391

Windhoek

**RE: REQUEST FOR PERMISSION TO CARRY OUT MY MBA STUDY AT
THE COLLEGE OF THE ARTS.**

Dear Sir

I am a Master of Business Management (MBA) in Strategy Management student at the Namibia Business School of The University of Namibia (UNAM). As a partial fulfilment for my MBA studies, I am required to complete a thesis. . The title of my study is: The effectiveness of training in public sector organisations: A case study of the College of the Arts (COTA), Windhoek, Namibia. I am conducting a research on the effectiveness of training at the College of the Arts. I hope to identify effective training transfer methods, thus, provide information to COTA that might enhance the quality of training.

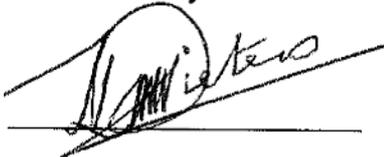
Three types of instruments will be used to collect data in the study. They are: interviews with management members of COTA, lesson observation schedules and questionnaires. This research will be conducted according to the UNAM guidelines

and all data collected will be treated as confidential and the information will only be for the purpose of this study.

The planned data collection will take place from 1st March 2014 to 30th April 2014. I trust that you will give this request a favourable consideration at your earliest convenience.

Thanking you in anticipation

Yours sincerely

A handwritten signature in black ink, appearing to read 'Lucky Pieters', is written over a horizontal line. The signature is stylized and cursive.

Lucky Pieters (081 280 2501)

Appendix 14



Namibia · Qualifications · Authority

Enquiries: Ms. E. Nuuyoma/Mr. F. Iyambo

15 December 2014

Ms A. Schroeder
Acting Rector
College of the Arts
P.O. Box 2963
WINDHOEK

Dear Ms Schroeder

NOTIFICATION ON THE REGISTRATION OF QUALIFICATIONS ON THE NQF

The NQA Council resolutions no: 2014/11/20/17; 2014/11/20/18; 2014/11/20/19; 2014/11/20/20; 2014/11/20/21; 2014/11/20/22, verify that the qualifications listed below and submitted by the College of the Arts to the NQA for registration, meet the NQF registration requirements. At its meeting held on 20 November 2014, the NQA Council indicates that the following qualifications have been approved as follow:

NQF ID	Qualification Title	Level
Resolution Number: 2014/11/20/17		
Q0498	Diploma in Fashion Design (Level 5)	5
Resolution Number: 2014/11/20/18		
Q0502	Diploma in Television Production (Level 5)	5
Resolution Number: 2014/11/20/19		
Q0499	Diploma in Visual Art (Level 5)	5
Resolution Number: 2014/11/20/20		
Q0501	Diploma in Radio Production (Level 5)	5
Resolution Number: 2014/11/20/21		
Q0500	Diploma in New Media Design (Level 5)	5
Resolution Number: 2014/11/20/22		
Q0497	Diploma in Performing Arts (Level 5)	5

An electronic copy of the registered version will be forwarded to you soon.

Yours sincerely


 PP 
 FRANZE E. GERTZE
 CHIEF EXECUTIVE OFFICER, CEO
 Windhoek, Namibia