

Assessment of Compliance to Skill Development Act in Ratlou Municipality North West Province

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ABSTRACT This study examines compliance to skill development act in Ratlou municipality. This is based on the fact that effective service delivery required trained skilled personnel. A simple random sample technique was used to select 45 workers in the municipality. Data were collected with structured questionnaire developed based on the objectives of the study and analyzed using SPSS version 21 using frequency counts, percentages, mean and standard deviation. Relationship between variables of the study was examined with correlation test and multiple regression analysis. Majority of the employees were male (60%), below 50 years (64.5%), Black (75%) and single (35.6%). In terms of type of dependents, 51% of the respondents had girls while at least 51 percent had at least 10 years working experience. About 66 percent of the respondents were Christians while about 84% had tertiary level education ranging from Diploma to Doctoral qualification. About 46% of the respondents had been on their job category for at least 5 years. With respect to the salary ranges, 60% of the respondents indicated that the salary ranged from R30000 and above. Majority of the employees covered in this study were in the finance directorate in the municipality. Prominent items on the compliance to skills development act as indicated by the respondents with compliance are: to develop the skills of the South African workforce (95.6), to improve the productivity in the workplace and the competitiveness of employers (95.6), to promote self-employment (88.9). The most prominent attitudinal statement on employees' attitude towards Skills Development Act was that employees regarded skills development act: as a management function and responsibility (3.73), managers address compliance on skills development problem reported urgently. The most prominent constraints towards implementation of skills development act as ranked by the employees were: Lack of recognition of skills development Act representatives by their line managers (1.75); Lack of information sharing sessions and training with staff members on skills development act (1.84). The most prominent item on knowledge of Skills Development Act as ranked by the employees were: establishing learnerships and approving workplace skills plans (1.75); allocating grants in the prescribed manner to employ, education and training providers and workers (1.77). The significant determinant of compliance to skills development act are marital status ($t=2.69$) and job tenure ($t = -2.22$), while knowledge, religion and job tenure are independent variables which influences employees' attitude towards skills development act. The results shows that there is a significant relationship between compliance to skill development act by employees and knowledge by employee ($r = 0.36$, $p < 0.05$); constraints towards skill development act ($r = 0.297$, $p < 0.05$) and knowledge of skill development act ($r = 0.284$, $p < 0.05$).

INTRODUCTION

The shortage of skills across municipalities in South Africa has been listed as one of the major causes of poor service delivery to the citizens, and the continuing and unabated rioting in municipalities. This rioting for lack of service has been extremely costly to the government, not only in terms of money but also in terms of social infrastructure. A more disturbing fact is that this status quo contributes to a high level of crime, instability, corruption and at times apparent lawlessness which results in making the municipality unruly and ungovernable (Odaro 2012).

Preliminary investigation of the situation revealed that serious steps have to be undertaken

to remedy the situation. It is therefore the intention of this research study to pursue and to look into what measures can be taken and implemented to rescue the municipality from this undesirable state of affairs. Skills development has been identified as one of the most important measures that can assist in this particular respect- thus making skills development the key focus of the study. Unhealthy government policies during the apartheid South Africa era limited Black South African access to skill acquisition, thus limiting the scope for developing skills needed to perform more complex jobs (Vuyo and Harries 2006; Quan-Baffour 2012). However with the introduction of employment equity under the new democratic dispensation, the previously disadvantaged Black race was integrated into the main-

stream of the South African economy. This affirmative action came into being to correct the marginalized scenario of the past and make it easier for these previously disadvantaged groups to compete meaningfully in the economic development of the country. The term employment equity in this context refers to the situation whereby the underlying principle driving employment emphasizes the active involvement of Black people in the operational, professional and executive decision-making process in their employing entities (Balshaw and Goldberg 2005; Atuahene 2011). Employment equity is a mechanism used to achieve equal right at work place through access to promotion, equal opportunity and fair treatment in employment which eliminates discrimination and implements measures to redress the disadvantages experienced by Black race in the past to ensure equal representation in all occupational categories and level in work place. Therefore in order to fill the existing gap and to functionally integrate the former marginalized Black race, skill development and organisational transformation remain the hub of a successful empowerment of the Black since business education will lead to their financial growth.

In the post-apartheid era in South Africa, access to certain assets were made easier to balance the education and skill acquisition nevertheless disadvantaged Black people need to be educated through acquisition of needed skills that will make them employable and functional at their place of work.

The Skills Development Act, 1998 as Act 97 of 1998 put in place to facilitate skill acquisition in work places has become operational. The essence of this Act is that it provides for the establishment of a National Skills Development Authority (NSDA) and facilitates for the creation of Sector Education Training Authorities (SETA). Subsequently, various sector SETAs have become part of the South African Labour environment, and serve to develop and implement sector skills' plan and promote programs leading to occupational qualifications, using learner ships (SDA 1998; Carnoy et al. 2012). The Act established the National Skills authority (NSA) and also for the Sector Education and Training Authority (SETA) that perform a fundamental role in developing and implementing skills plans that affect a sector. Employers are required to appoint a Skills Development Facilitator (SDF) who is responsible for establishing training committees, coordinating learning, de-

veloping skills development plans and implementing skills development in the workplace. The main objectives of setting up SETA is to enhance the development of skills of employees in South African workplace; Increasing investment in education and training in the workplace; Encouraging employers to create a culture of learning in the workplace; Improving the employment prospects for historically disadvantages South Africans; and Redressing disadvantages through education and training (SDA 1998; Van der Berg et al. 2011).

However anecdotal evidences suggest that the mandate given to Ratlou Local Municipality to promote skills development has not been successful. The contributing factor to this major problem includes non-evaluation of the level of compliance with skills development Act. Also some workers show certain attitude towards skills development Act, and non-identification of constraints towards the implementation skills of development Act in Ratlou municipality. Associated with these is the level of employees' knowledge on Skills Development Act in Ratlou municipality. It is the purpose of this research endeavor to explore the compliance to the skills development Act legislative framework in the management in Ratlou Local Municipality in particular. The main objective of this study is to assess compliance to Skill Development Act in Ratlou Municipality of North West Province. The specific objectives are to: ascertain attitude of workers towards Skills Development Act, identify constraints towards the implementation of Skills Development Act and determine employee knowledge of skills Development Skills development Act.

METHODOLOGY

The study was conducted in Ratlou Local Municipality, a rural municipality situated in the Ngaka Modiri Molema District of the North West. It shares border with three other municipalities and the Republic of Botswana. The Municipality is divided into fourteen wards. Some of the main villages making up the municipality are: Setlagole, Madibogo, Kraaipan, Madibogopan, Disaneng, Mareetsane, Makgobistadt, Tshidilamolomo and Logageng. The population of the municipality is 107339 and the population growth rate is 0.11% per annum. Unemployment rate currently is 43.90% and the demarcated area is about 4.884 km. Owing to its nature as a rural

municipality, Ratlou does not have large economic centres within its jurisdiction. Most government services are conducted from various centres located mainly in Setlagole. Major economic activities in Ratlou Local Municipality include agriculture, mining and tourism.

A descriptive qualitative research design was applied in this study. A research design is the program that guides the investigator as researcher collects, analyses, and interprets observations. It is a logical model of proof that allows the researcher to draw inferences concerning causal relations among the variables under investigation. The research design also defines the domain of generality that is, whether they obtained interpretations can be generalised to a large population or to different situations. Frankfort-Nachmias and Nachmias (1996) define the research design as a logical model of causal inference and distinguish among several research designs.

The population of study is all employees in Ratlou municipality. There are 94 permanent employees. A simple random sampling technique was used to select 45 permanent employees from the list that was obtained using table of random numbers. Data were collected through structured questionnaire made up of four different sections. Section one outlines the level of compliance with skills development. Section two consist of the questionnaire consisted of attitude of workers towards skills development Act within Ratlou Municipality. Section three points out the constraints towards the implementation of skills development Act within different directorate. Section four detailed the knowledge of skills development Act among employees in terms of training and development. Data collected were analyzed using SPSS version 21. Descriptive statistics were used to describe the data while correlation test and multiple regression analysis were used to test for relationships between variables of the study.

RESULTS AND DISCUSSION

Personal Characteristic of Employees

Table 1 shows that 60% of the employees are male, 64.5% of the employees are below 50 years old. Seventy-five percent of the employees were Blacks while 35.6% of the employees were single. The trend of the results may be due

to the introduction of several acts in the post 1994 era in South Africa which increase job access to Black South African.

Table 1: Distribution of respondents according to age and gender

<i>Personal statistics</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Gender</i>		
Male	27	60
Female	18	40
<i>Age</i>		
Below 30	8	17.8
31-50	21	46.7
51-60	10	22.2
Above 60	5	11.1
<i>Race</i>		
Black	34	75.6
White	6	13.3
Coloured	4	8.9
Other	1	2.2
<i>Marital Status</i>		
Single	16	35.6
Married	14	31.1
Divorced	9	20.0
Widow (er)	5	11.1
<i>Dependants</i>		
Boys	20	49
Girls	21	51
<i>Working Experience</i>		
15 yrs and above	14	31.1
10-14 years	9	20.0
5-9 years	7	15.6
Less than 5 years	11	26.7
<i>Religion</i>		
Christian	30	66.7
Hindu	5	11.1
Muslims	5	11.1
Other	4	8.9
<i>Qualification</i>		
PhD	5	11.1
Masters	11	24.4
Honours	9	20.0
Degree	5	11.1
Diploma	10	22.2
Grade 12	1	2.2
Below Grade 12	2	4.4
<i>Job Tenure</i>		
Less than 5 years	15	31.7
5 – 10 years	9	12.4
11 -15 years	5	8
Above 15 years	9	16.2
<i>Salary Range</i>		
Less than 30000	17	40
30000 and above	27	60
<i>Directorate</i>		
Corporate Services	5	11.1
Finance	12	26.7
Infrastructure	4	8.9
Operational		
Management	6	13.3
Transportation	7	15.6
Regional Operations	7	15.6

It is also revealed in Table 1 that 51% of the respondent had girls as dependants. Fifty- one percent of the employees also had ten years of work experience. About 66 percent of the respondents are Christians while about 84% had tertiary level education ranging from Diploma to Doctoral qualification. The educational level of the respondents would enhance the process of employees' induction since their learning and understanding of important organisational value and norms, established working relationship, and how to function within their jobs is greatly determined by their level of education (Werner and Desimone 2006; Kraak 2011). About 46% of the respondents have been on their job category or at least 5 years. With respect to the salary ranges, 60% of the respondents indicated that the salary ranges from R30000 and above.

Table 2 presents the results on the compliance to skills development act in Ratlou Municipality. Prominent items as indicated by the respondents with compliance are: to 95.6 of the respondents reported that developing the skills of the South African workforce has been complied with, to improve the productivity in the workplace and the competitiveness of employers (95.6), to promote self- employment (88.9), To improve the delivery of social services (84.4), to increase the level of investment in education and training in the labour market and to improve

the return on that investment (86.7), to use the workplace as an active learning environment (82.2). Conversely respondents indicated that the level compliance is low for items such as : to provide and regulate employment services (26.7); to establish an institutional and financial framework comprising with National Skills Authority and National Skills Fund (28.9); Skills development levy grant scheme as contemplated in the Skills Development Levies Act (22.2); and encourage partnership between the public and private sectors of the economy to provide education and training in and for the workplace (33.3).

Table 3 shows a list of 15 attitudinal statements about employees' attitude towards Skills Development Act. The respondents were asked to rate the statements using 5 Likert scale as follows; 1 (strongly disagree), 2 (Disagree) 3 (Uncertain) 4 (Agree) and 5 (Strongly agree). The actual mean is 3 due to the rating scale and a mean of greater than 3 denoted a positive attitude while a mean less than 3 denoted negative attitude towards Skills Development Act. The results revealed an overwhelming general positive attitude by employees towards Skills Development Act. All the means for the attitudinal statements were above the cut-off point of 3. The most prominent attitudinal statement as ranked by the employees were employees regard skills development act are: as a manage-

Table 2: Compliance to Skills Development Act

<i>Compliance to SDA</i>	<i>Yes</i>	<i>No</i>
To develop the skills of the South African workforce	43 (95.6)	2 (4.4)
To improve the productivity in the workplace and the competitiveness of employers	43 (95.6)	2 (4.4)
To promote self- employment	40 (88.9)	5 (11.1)
To improve the delivery of social services	38 (84.4)	6 (13.3)
To increase the level of investment in education and training in the labour market and to improve the return on that investment	39 (86.7)	6 (13.3)
To use the workplace as an active learning environment	37 (82.2)	8 (17.8)
To improve the quality of life of workers, their prospects of work and labour mobility	36 (80.0)	9 (20.0)
To provide employees with the opportunities for new entrants to the labour market to gain work experience	34 (75.6)	9 (20.0)
To provide employees with the opportunities to acquire new skills	34 (75.6)	10 (22.2)
To employ persons who find it difficult to be employed	33 (73.3)	12 (26.7)
To encourage workers to participate in learnership and other training programme	35 (77.8)	10 (22.2)
To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantaged through training and education	33 (73.3)	10 (22.2)
To ensure the quality of education and training in and for the workplace	34 (75.6)	11 (24.4)
To provide and regulate employment services	33 (73.3)	12 (26.7)
To establish an institutional and financial framework comprising with National Skills Authority and National skills Fund	32 (71.1)	13 (28.9)
Skills development levy grant scheme as contemplated in the Skills Development Levies Act	35 (77.8)	10 (22.2)
Encourage partnership between the public and private sectors of the economy to provide education and training in and for the workplace	30 (66.7)	15 (33.3)

Table 3: Employees attitude towards Skills Development Act

<i>Attitude</i>	<i>SD</i>	<i>D</i>	<i>U</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>SD</i>
Employees do not regard Skills Development Act as critical to their performance and personal well-being	6 (13.3)	4 (8.9)	4 (8.9)	13 (28.9)	18 (40.30)	3.73	1.42
Employees do not attend skills development act information session and training	6 (13.3)	4 (8.9)	7 (15.6)	15 (33.3)	13 (28.9)	3.55	1.35
Employee do not take any efforts in ensuring their knowledge and education in the workplace	7 (15.6)	3 (6.7)	9 (20.0)	13 (28.9)	13 (28.9)	3.49	1.39
Even if they realise a problem area, employees do not bother to report the matter	7 (15.6)	4 (8.9)	6 (13.3)	16 (35.6)	12 (26.7)	3.48	1.39
Managers address compliance on skills development problem reported urgently	6 (13.3)	6 (13.3)	6 (13.3)	16 (35.6)	11 (24.4)	3.44	1.35
Managers take skills development very seriously	3 (6.7)	4 (8.9)	8 (17.8)	17 (37.8)	13 (28.9)	3.7	1.17
Management views productivity more importantly than skills development issue	3 (6.7)	4 (8.9)	6 (13.3)	19 (42.2)	13 (28.9)	3.77	1.16
Managers do enough to ensure compliance with Skills Development Act	3 (6.7)	3 (6.7)	6 (13.7)	19 (42.2)	14 (31.1)	3.84	1.14
Managers devote enough time and take a lead in ensuring the growth of the employees	1 (2.2)	4 (8.9)	8 (17.8)	16 (35.6)	16 (35.6)	3.93	1.05
Managers do afford skills development act representative time to carry out their responsibilities	2 (4.4)	7 (15.6)	8 (17.8)	14 (31.1)	14 (31.1)	3.68	1.20
Managers often talks to staff members regarding skills development	3 (6.7)	6 (13.3)	6 (13.3)	15 (33.3)	15 (33.3)	3.73	1.25
Managers are very helpful when asked advise on skills development	3 (6.7)	7 (15.6)	7 (15.6)	13 (28.9)	15 (33.3)	3.66	1.27
Managers are aware of the procedure for incident reporting	6 (13.3)	6 (13.3)	6 (13.3)	12 (26.7)	15 (33.3)	3.53	1.42
Managers are good at detecting or identifying improvement on some employees	5 (11.1)	3 (6.7)	8 (17.6)	14 (31.1)	15 (33.3)	3.68	1.31
	8 (17.8)	0	7 (15.6)	11 (24.4)	19 (42.2)	3.73	1.46

ment function and responsibility (3.73), managers address compliance on skills development problem reported urgently (3.7), managers take skills development very seriously (3.73), management views productivity more importantly than skills development issue (3.84), managers do enough to ensure compliance with skills development act (3.93); managers do afford skills development act representative time to carry out their responsibilities (3.73); managers are good at detecting or identifying improvement on some employees (3.73). SDA (1998) stated that the pro-

posed skills management framework was designed to assist training providers to successfully comply with the skills legislative framework while managing day-to-day, practical, operational challenge.

Table 4 shows a list of 15 constraints towards implementation of skills development act. The respondents were asked to rate the statements using a 2 point scale of Yes (2) and No (1). The actual mean is 1.5 due to the rating scale and a mean of greater than 1.5 denoted constraints while a mean less than 1.5 denoted no

Table 4: Constraints towards implementation of skills Development Act

<i>Constraints</i>	<i>No</i>	<i>Yes</i>	<i>Mean</i>	<i>SD</i>
Lack of recognition of skills development Act representatives by their line managers	14 (31.1)	28 (62.2)	1.75	0.61
Lack of passion of skills development representatives in performing their duties	13 (28.9)	32 (71.41)	1.71	0.45
Lack of management by in and support in skills development issues	13 (28.9)	32 (71.1)	1.71	0.45
Lack of information sharing sessions and training with staff members on skills development act	7 (15.6)	38 (84.4)	1.84	0.36
Poor maintenance of service delivery	12 (26.7)	33 (73.3)	1.73	0.44
Lack of provision of sustaining the skills of staff members	13 (28.9)	30 (66.7)	1.75	0.52
Lack of maintenance and providing continues workshops	13 (28.9)	31 (68.9)	1.73	0.49
Lack of materials, manuals and stationery during training	16 (35.6)	28 (62.2)	1.60	0.53
Lack of insight in skills development Act implications by management	13 (28.9)	32 (71.1)	1.71	0.45
Lack of training of management and supervisors on skills development regulation and compliance	13 (28.9)	32 (71.1)	1.71	0.45
Lack of control of human behavior and attitude of workers towards skills development Act	12 (26.7)	32 (71.1)	1.75	0.48
Lack of training on new changes on compliance	14 (31.1)	31 (68.9)	1.68	0.46
None awareness campaign on skills development	16 (35.6)	29 (64.4)	1.64	0.48
Poor information sharing on skills development act	12 (26.7)	33 (73.3)	1.73	0.44
Lack of understanding of skills development and implications by management	14 (31.1)	31 (68.9)	1.68	0.46

constraints towards implementation of skills development act. The most prominent constraints as ranked by the employees were: Lack of recognition of Skills Development Act representatives by their line managers (1.75); lack of information sharing sessions and training with

staff members on Skills Development Act (1.84); poor maintenance of service delivery (1.73); lack of provision of sustaining the skills of staff members (1.75); lack of control of human behavior and attitude of workers towards Skills Development Act (1.75) and poor information sharing on Skills Development Act (1.73).

Table 5: Knowledge of Skills Development Act

<i>Knowledge</i>	<i>No</i>	<i>Yes</i>	<i>Mean</i>	<i>S.D</i>
Develop a sector skills plan within the framework of the national skills development strategy	18 (40.0)	26 (57.8)	1.64	0.60
Establishing learnerships and approving workplace skills plans	13 (28.9)	31 (68.9)	1.75	0.57
Allocating grants in the prescribed manner to employ, education and training providers and workers	13 (28.9)	30 (66.7)	1.77	0.59
Monitoring education and training in the sector	16 (35.6)	27 (60.0)	1.71	0.62
Promoting learning by identifying workplace for practical work experience, supporting the development of learning materials	16 (35.6)	29 (64.4)	1.64	0.48
Improving the facilitation of learning and assisting in the conclusion of learning agreements	16 (35.6)	29 (64.4)	1.64	0.48
Liaise with the National Skills Authority on the national skills development policy, national skills development strategy and its skills plan	14 (31.1)	31 (68.9)	1.68	0.46
Report to the Director-General on its income and expenditure and the implementation of its sector skills plan	15 (33.3)	30 (66.7)	1.66	0.47
Liaise with the employment services of the department and any education body established under any law regulating education in the republic to improve information	11 (24.4)	34 (75.6)	1.75	0.43
To liaise about employment opportunities between education and training providers and the labour markets	10 (22.2)	35 (77.8)	1.77	0.42
Appoint staff necessary for the performance of its functions and other duties impose by this Act	10 (22.2)	35 (77.8)	1.77	0.42

Table 5 shows a list of 11 items on knowledge of Skills Development Act. The respondents were asked to rate the statements using a 2 point scale of Yes (2) and No (1). The actual mean is 1.5 due to the rating scale and a mean of greater than 1.5 denotes knowledge of skills development act while a mean less than 1.5 denoted no knowledge on skills development act. The most prominent knowledge as ranked by the employees were: establishing learnership and approving workplace skills plans (1.75); allocating grants in the prescribed manner to employ, education and training providers and workers (1.77); liaise with the employment services of the department and any education body established under any law regulating education in the republic to improve information (1.75); to liaise about employment opportunities between education and training providers and the labour markets (1.77); appoint staff necessary for the performance of its functions and other duties impose by this Act (1.77). Training typically involves providing employees with knowledge and skills needed to do a particular job, though attitude change may also be attempted while development activities, in contrast, have longer term focus on preparing for future work responsibility while also increasing the capacities of employees to perform their current jobs (Werner and Desimone 2006; Faulkner et al. 2013).

Table 6 shows the multiple regression analysis of the relationship between employees' personal and work characteristics and compliance to Skills Development Act. The independent variables were significantly related to compliance to Skills Development Act. The F value of 2.05 shows a strong relationship between the independent variable and compliance to Skills Development Act. The significant determinant are marital status ($t=2.69$) and job tenure ($t = -2.22$). This implies that employees' marital status and job tenure affect their compliance to skills development act. With respect to the determinants of employees' attitude towards Skills Development Act, the independent variables were significantly related to attitude towards Skills Development Act. The F value of 3.02, $p < 0.05$ shows that there was strong correlation between the independent variable and attitude towards skills development act. The R value is 0.76 while the R square is 0.59; this implies that the independent variables predict 59% of the dependent variable. Knowledge, religion and job tenure are independent variables which influences employees attitude towards Skills Development Act.

Table 6: Regression analysis of relationship between compliance with Skill Development Act and personal, and work characteristics of employees

<i>Regression</i>	<i>Compliance</i>	<i>Attitude</i>
Constant	23.90(4.38)	-4.80(21.46)
Attitude	0.067(0.051)	0
Constraints	0.09((0.12)	0.040(0.041)
Knowledge	-0.004(0.16)	1.02(0.052)
Gender	0.071(1.10)	1.99(3.49)
Age	-0.93(0.68)	-2.84(2.4)
Race	0.041(0.08)	-4.26(2.67)
Marital status	1.13(0.42)	1.48(1.61.)
No. of dependent	0.38(0.02)	0.016(0.071)
Work experience	0.031(0.03)	0.211(1.01)
Religious	-0.07(0.052)	4.08(1.70)
Higher qualifications	0.019(0.024)	0.024(0.085)
Job tenure	-0.20(0.09)	0.057(0.031)
Salary	0.02(0.22)	1.047(0.075)
R	0.699	0.764
R Square	0.49	0.589
F	2.049	3.002
Sig	0.049	0.006

Table 7 shows the correlation coefficients showing relationship between compliance with skill development act and other variables of the study such as attitude towards skill development act by employees, constraints towards skill development act by employees and knowledge of skill development act by employees. The results shows that there is a significant relationship between compliance to skill development act by employees and knowledge by employee ($r = 0.36$, $p < 0.05$); constraints towards skill development act ($r = 0.297$, $p < 0.05$) and knowledge of skill development act ($r = 0.284$, $p < 0.05$). This shows that compliance with skill development act is positively influenced by knowledge, attitude and constraints of the employees

Table 7: Correlation coefficient of compliance with skill development act and other variables

<i>Correlation coefficient</i>	<i>Correlation</i>	<i>Df</i>	<i>Sig</i>
Attitude	0.36	43	0.014
Constraints	0.297	43	0.048
Knowledge	0.284	43	0.059

CONCLUSION

From the analysis of the data based on the objectives of the study, it has been clearly indicated that majority of the employees in Ratlou Municipality were male, Christians, having ter-

tiary education with salary ranges above R30000. The employees were knowledgeable about the skills development act and are overwhelming favorably disposed to the act. Several constraints to the implementation of the act were also indicated such as lack of recognition of skills development Act representatives by their line managers; lack of information sharing sessions and training with staff members on skills development act and poor maintenance of service delivery. Significant determinant of the relationship between employees' personal and work characteristics and compliance to skills development act are marital status and job tenure. Also there is a significant relationship between compliance to skill development act by employees and knowledge by employee; constraints towards skill development act and knowledge of skill development act.

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