

AN EVALUATION OF TRAINING AND DEVELOPMENT FOR THE SOUTH AFRICAN POLICE SERVICE: A CASE OF VEREENIGING CLUSTER

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DECLARATION

I, **BLOSSOM NOMANGWANE MNISI**, declare that the research study “An evaluation of training and development for the South African Police Service: A case of Vereeniging cluster” is my own work. I further declare that all sources that I have used or quoted have been acknowledged by means of reference.

Signature: _____

Date: _____

DEDICATION

This mini-dissertation is dedicated to my late father, Solomon Teacher Hlongwane, my mother, Nomsa Joyce Hlongwane, and my entire family.

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This mini-dissertation would have not been possible without the support, guidance and encouragement of the following important heroes in my life:

- First, I would like to thank God Almighty for his grace that was sufficient to give me strength and courage to continue and persevere with my journey.
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ABSTRACT

Keywords: researcher, employees, performance, management, training and development, South African Police Service, Vereeniging cluster

The study evaluated the training and development in Vereeniging cluster. The South African Police Service is the principal law enforcement institution and has a crucial role in contributing to the safety and security of South African citizens, including those who visit the country. Based on this it is essential that the organisation has skilled employees who will be able to meet the objectives and future challenges of the organisation. Training and development, therefore, is regarded as an important tool by an organisation, to facilitate the learning and development of all employees of the South African Police Service.

Training and development identify, assure and develop individual competencies that will assist them to perform their current and future jobs.

The research was conducted in the Vereeniging cluster. Only six stations were considered part of the target population. The respondents were randomly selected from the following stations: Heidelberg, Meyerton, Kliprivier, DeDeur, Ratanda and Vaal Marina. The systematic sampling method was used, where each unit had a chance of being selected. The duty list was utilised to obtain the sample. Structured questionnaires were utilised to obtain the responses from the respondents.

The results of the findings indicated that employees were not satisfied about the recruitment and selection procedure and need assessment is not done before employees are sent for training. Respondents indicated that training equipment is not sufficient to assist them to acquire more knowledge during the facilitation of the learning programme. The results also highlighted that post-training appraisal is not done after each learning programme, which is important to determine the need for re-training, if any.

The study concludes and recommends that the SAPS should focus on ensuring that the skills development facilitators understand the primary role of

skills development. Training practices should be in line with the training standards and requirements and should be systematic and transparent.

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LIST OF ACRONYMS

ABET:	Adult Basic Education and Training
ATR:	Annual Training Report
ETD:	Education Training and Development
ETD-EC:	Education Training and Development- Education Committee
ETDQA:	Education and Training Quality Assurance
FET:	Further Education and Training
GET:	General Education and Training
HRD:	Human Resource Development
NGO:	Non-Governmental Organization
NQF:	National Qualifications Framework
PDP:	Personal Development Profile
QC:	Quality Council
QCTO:	Quality Council for Trades and Occupations
SAP:	South African Police
SAPS:	South African Police Services
SARS:	South African Revenue Services
SAQA:	South African Qualifications Authority
SASSETA:	Safety and Security Sectoral Education and Training Authority
SDF:	Skills Development Facilitator
SDP:	Skills Development Plan

SETA:	Sector Education and Training Authority
SME:	Small and Medium Enterprises
TAS:	Training Administrative System
UNISA:	University of South Africa
WSP:	Work Skills Plan

CHAPTER 1

ORIENTATION AND PROBLEM STATEMENT

1.1 INTRODUCTION

The study evaluated training and development for the South African Police Service employees in the Vereeniging cluster. The South African Police Service (SAPS) employees are employed in terms of two different Acts, the South African Police Act (68 of 1995), for employees who mainly perform duties of preventing, combating and investigating crime, and the Public Service Act (103 of 1994), for employees who perform administrative duties. The study will only focus on employees who are employed under the South African Police Service Act in the Vereeniging cluster.

In this chapter, the orientation and background were highlighted and the problem statement is provided. Research hypotheses, questions and objectives will also form part of this chapter. The research design and the methods of data collection will be described by explaining aspects of the study pertaining to the target population, sampling, data collection and data analysis methods. This chapter will also highlights issues of validity, reliability and ethical considerations. Lastly, the layout of the study or chapters will is indicated.

1.2 ORIENTATION AND BACKGROUND

The South African Police Service (SAPS) is the principal law enforcement agency and has a key role in contributing to the safety of the South African's citizens, including those who visit the country (South African Police Service Strategic Plan, 2010:10). Section 205 of the Constitution of the Republic of South Africa (1996) stipulates that, "the objectives of the police service are to prevent, combat and investigate crime to maintain public order, to protect and secure the inhabitants of the Republic and their property, and uphold and enforce the law". Based on this statement it is essential to have skilled employees who will be able to meet the objectives and future challenges of

the organisation. Training and development is regarded as an important tool by an organisation, to facilitate the learning of job-related behaviour for its employees (Wexley & Latham, 1991:3). The term behaviour is used in the broad sense to include any knowledge and skills acquired (Wexley & Latham, 1991:3). Davis and Davis (1998:42) explain training and development as focusing on identifying, assuring and developing, individuals key competencies, through planned learning, that will assist them to perform their current and future jobs. Sultana *et al.* (2012:646) point out that “employees are a crucial but expensive resource”. Therefore, it is necessary that the skills and knowledge of employees are maximised in order to achieve the aims and the goals of the organisation and to sustain economic growth and effective performance.

The vision of the South African Police Service is to “create a safe and secure environment for all people in South Africa” (South African Police Service Strategic Plan, 2010:14). The mission statement is to “prevent anything that may threaten the safety or security of any community, investigate any crime that threaten the safety of any community, ensure that criminals are brought to justice and participate in efforts to address the root causes of crime” (South African Police Service Strategic Plan, 2010:14). It will be impossible for the organisation to achieve its objectives, in terms of its vision and mission statements, if its employees do not have sufficient skills and are not competent to perform their duties. Therefore, the implementation of training and development programmes is important in the workplace in order to enhance employee performance (Sultana *et al.*, 2012:648).

The SAPS has a mandate to ensure that it increases the number of skilled personnel to meet future requirements and challenges by providing training to its employees on a continuous basis. In the SAPS the capacity of employees is also developed through training provided by both internal and external service providers. There are various training programmes in the SAPS that employees attend to gain skills necessary to perform their respective tasks. The organisation currently consists of 22 clusters and there are training units that cater for training in these clusters in order to ensure that employees have

relevant skills, knowledge, values and competencies that they require to perform their duties (South African Police Service Strategic Plan, 2010: 10). The Vereeniging cluster is one of the clusters that forms part of the 22 clusters in the Gauteng province and it consists of different stations and units (South African Police Service Strategic Plan, 2010:31).

According to Kumpikaite and Ciarniene (cited by Eleve, 2013:4) training and development of employees helps the organisation to meet competitive challenges and environment changes. Sultana *et al.* (2012:646) states that training is necessary for employees to ensure that they are competent in all aspects including progressing in their careers, and moving into specialised departments and management positions. Therefore, staff development is a key element that should be emphasised as an on-going process, and training fulfils an important part of this process.

Van Dyk *et al.* (2001:36) state that, “Skills development (Act 97 of 1998) seeks to develop and improve the skills of the South African workforce and increases the quality of the working life of workers and productivity of workplace”. The Skills Development Act is also an important legislation, which emphasises the overall vision of training. Its purpose is to provide workplace strategies to develop and improve the skills of the South African workforce. The Act also seeks to encourage employees to use the workplace as an active learning environment.

Erasmus and Van Dyk (2003:2) confirm that the aim of training is to improve employee performance, especially when employees are failing to achieve the required standards because of lack of knowledge, skills or poor attitudes. Training and development is regarded as an important tool considering the growing complexity of the work environment. It ensures that employees have necessary knowledge and skills to perform their duties effectively and take on new responsibilities that will assist to adapt to changing conditions (Ndulue, 2012:7). Khan *et al.* (2011:63) indicate that the employee performance depends on various factors but the most important factor of employee performance is training. For the organisation to achieve its objectives, it often depends on the employee’s performance since human

capital plays a significant role in the growth and performance of the organisation.

Pannel and Sheehan (2010:17) state that policing is a challenging and complex occupation that requires continuous development. Police officers must have intensive skills on criminal law, investigation and risk effective decision making. They also require investigative knowledge and other skills as they advance in their career. Lack of training and development may result in financial losses associated with inadequate investigations, which often lead to case dismissals or wrongful convictions. According to Pannel and Sheehan (2010:18), the supreme court of Canada stated that police can now be held liable for negligent investigations; therefore, the need for competency-based, standardised training has become more important than before. Therefore, the organisation requires that the personnel be equipped and developed with skills to assist with the role of combating crime in this country.

1.3 PROBLEM STATEMENT

The South African Police Service (SAPS) has a mandate to render effective and efficient services to community. Therefore, the SAPS should equip its personnel with the necessary skills and knowledge to perform their duties (Masilela, 2012:1). The increase in the incidents of public violence, police brutality and how police officials have handled such situations, together with the instances of some members of the SAPS being found guilty of criminal activities has brought to the fore the question of whether police members are efficiently equipped to deal with critical tasks. South Africa has witnessed quite a number of incidents, which required rapid police responses and interventions. These matters suggest that South African Police Service require properly trained and equipped employees who will be to deal with such challenges (Burger, 2013:01).

The high rate of criminal activities committed in this country, require the working force of the SAPS to be highly vigilant and effective in combating and investigating crimes and this can be enhanced through proper training and development (Sultana *et al.*, 2012:625).

Training and development in the South African Police Service is experiencing many challenges and it needs to be effective to enable police officials to perform their duties in a productive manner (Scheepers, 2008:1). The Vereeniging cluster has experienced incidents where the public had to claim from the state for wrongful arrest and other cases of negligence that were committed by police members while performing their duties. Other cases were struck off the court roll due to negligence, insufficient evidence and the inability of police members to obtain accurate statements from the suspects or victims (Vereeniging cluster meeting minutes, 2011).

Training is significant, for police officials to be effective in their duties. However, at times, training in the SAPS is treated as something that should be added later and it appears to be reactive (Scheepers, 2008:1). Lynton and Pareek (2011:4) state that training is initiated sometimes because of pressure to improve performance in certain areas of work.

Some departments send their staff for training without proper need assessment for that particular training. Need assessment is a process of determining what knowledge, skills and attitudes employees need to perform their duties (Ford, 1999:11). Sultana *et al.* (2012) further state that some organisations meet their needs for training in a haphazard way. Training in these organisations is more or less unplanned and unsystematic (Sultana *et al.*, 2012:625).

The international literature also emphasises the need for training. Glenn *et al.* (2003:92) state that law enforcement training has to account for the needs, and take into account, the diversity of the communities that police officers serve. Training for police officers should include need assessment to develop community-policing strategies, ensure that resources are available for community programmes, evaluating and modifying programs as needed.

The skills and experience gap in the South African Police Service require extensive attention and should be addressed urgently to close the gap of lack of skills (Scheepers, 2008:2).

Based on what has been mentioned above, therefore, the study seeks to evaluate training and development for the South African Police Service in the Vereeniging cluster.

1.4 HYPOTHESES

- Appropriate training and development practices will equip employees of the SAPS with the necessary skills and knowledge.
- Inappropriate training and development practices will not equip the employees of SAPS with the necessary skills and knowledge.

1.5 RESEARCH QUESTIONS

The study will seek to respond to the following questions:

- What is meant by the concepts training and development?
- What are the training and development policies, practices and procedures underlying training and development in the SAPS?
- What are the challenges that police officials experience regarding training and development in the Vereeniging cluster?
- What recommendations can be offered to add value for effective training and development strategies in the SAPS in Vereeniging cluster in order to ensure efficient performance?

1.6 RESEARCH OBJECTIVES

The specific objectives of the study are as follows:

- To explain the theoretical exposition of the concepts of training and development.
- To provide an overview of the policies, practices and procedures of training and development in South African Police Service.
- To explore the challenges that the police officials often encounter with regard to training and development in Vereeniging cluster.

- To make recommendations that will add value to effective training and development strategies in the SAPS in the Vereeniging cluster.

1.7 SIGNIFICANCE OF THE STUDY

The researcher seeks to evaluate training and development in the South African Police Service, Vereeniging cluster, so that suggestions can be provided for appropriate intervention in dealing with the challenges that are often encountered by the organisation.

The study is of importance considering the fact that the South African Police Service plays a key role in ensuring a safe and secure environment for the community.

1.8 RESEARCH METHODOLOGY

De Vos *et al.* (2002:123) define research design as a blueprint or detailed plan of how research is to be conducted. A research design is the mechanism that the researcher will use to get answers to the research questions. The researcher used a quantitative research design. This approach allows for the generalisation of the data in that the researcher had a significant number of subjects to sample.

For the purpose of this study, only six stations in the Vereeniging cluster were considered as part of the population of the study. Therefore, the respondents were selected from the following stations, Heidelberg, Meyerton, Kliprivier, DeDeur, Vaal Marina and Ratanda SAPS, which consist of 379 police officials.

The sample for the study consisted of 135 employees across all ranks working in the abovementioned stations. The researcher used systematic sampling, which is a probability sampling procedure. Bless *et al.* (2006:100) state that in probability sampling each unit in a sampling frame, has an equal chance of being selected. Systematic sampling occurs when the first case is selected randomly, preferable from the random table, and cases are selected according to a particular interval, for example, the fifth or the tenth case on the list of names, depending on the percentage sample needed. The researcher

used the duty list to obtain the sample and in order to ensure representation of the population every third case on the duty list was selected for inclusion in the study.

For the purpose of this study, a quantitative approach was used. Self-administered questionnaires with closed ended questions were utilised to collect data and was completed by respondents without the assistance of the researcher. The researcher handed the questionnaire to respondents to complete on their own but the researcher was available in case there were problems experienced. The researcher collected the questionnaire immediately after the respondents have completed their questionnaires.

Descriptive and inferential statistics were used to analyse data. The data collected from the questionnaires was uploaded on Microsoft Excel spreadsheet for analysis. The responses were grouped and analysed and presented using graphs, pie charts and percentages and graphs (De Vos *et al.*, 2011:251).

1.8.1 Literature review

There are many methods of collecting data; for the purpose of this study, the researcher collected data through a literature review. The literature was reviewed in order to obtain the relevant data and it focuses on the theoretical exposition of concepts of training and development, and policy and legislation governing training and development within the South African Police Service. Books, reports, legislation, articles and Internet sources were consulted in order to obtain relevant data for the research. Brynard and Hanekom (2006:38) state that the literature is reviewed for the following reasons:

- To obtain perspective on the most recent research findings related to the topic of research
- To obtain an indication of the best methods, instruments for measurement and statistics, which can be used
- To improve interpretation of one's own research results
- To help determine the actuality of research on a particular topic.

1.9 VALIDITY AND RELIABILITY

1.9.1 Validity

According to Uys (cited by Sookraj, 2009:113) validity refers to the degree to which the measuring instrument measures what it is intended to measure.

In this study, a pilot study was used to ensure content validity by administering the questionnaire to a group of 10 members of the population using the same protocol and procedures that were used to draw the large sample. A pilot study is a procedure for testing and validating an instrument by administering it to a small group of participants from the intended test population (De Vos *et al.*, 2011:237).

1.9.2 Reliability

Clarke and Dawson (1999:136) explain reliability as the capacity of a questionnaire to produce the same results, when completed on more than one occasion, by the same individuals, within a short time span.

In this study, the reliability of the questionnaire was determined by using Cronbach's alpha coefficient, which is used to measure internal reliability of an instrument and is based on inter-item correlations (De Vos *et al.*, 2011:117).

1.10 ETHICAL CONSIDERATIONS

De Vos *et al.* (2011:114) state that "ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students". Welman *et al.*, (2005:181) further state that "ethical considerations come into play at three stages of a research project, namely when participants are recruited, during the intervention and measurement procedure and in the release of the results obtained."

The researcher requested, in writing, authorisation to conduct research from the Provincial Research Committee of the South African Police Service in Gauteng prior to the engagement with the subjects. The copy of the authorisation was sent to the Vereeniging cluster commander to allow the researcher to conduct research at cluster level. The identity of the participants was kept anonymous and confidential. The researcher ensured that there was no violation of privacy/anonymity and confidentiality of participants.

The research participation was voluntary. The questionnaire included a brief explanation as to who the researcher is, why the study was being conducted and its relevance to the issue of training and development. The participants were informed that they could withdraw if they want.

1.11 PROVISIONAL CHAPTER OUTLINE

The research project consists of five chapters, which are summarised as follows:

- **Chapter 1: Orientation and problem statement**

This chapter explores orientation and background, problem statement, hypotheses, questions, research objectives, significance of the study, research design and methodology, ethical consideration and provisional chapter outline.

- **Chapter 2: Theoretical exposition of concepts of training and development**

The theoretical exposition of concepts of training and development was discussed in this chapter.

- **Chapter 3: Training overview and legislation governing training and development in the South African Police Service**

This chapter outlined the theoretical concepts of training and development including policy and legislation governing training and development within the South African Police Service.

- **Chapter 4: The effectiveness of training and development**
Vereeniging cluster: presentation of results

This chapter outlined the plan for the collection and analysis of data. The researcher further discussed the sampling method, the data collection method and the data analysis techniques. It focused on the analysis and presentation of data. Descriptive and inferential statistics were presented using pie charts and graphical presentations.

- **Chapter 5: Recommendations and conclusion**

This chapter focused on recommendations, which the organisation and management can follow when dealing with training and development.

1.12 SUMMARY

The chapter provided the introduction and gave a brief overview of the study. It further highlighted the problem statement, research hypotheses, questions and objectives of the study. The research design and methods on how data was collected was described by explaining the aspects pertaining to the target population, sample and data analysis methods.

The next chapter focuses on exploring the theoretical concepts on training and development in order to give a clear understanding of the concepts in the context of the organisation and the public sector as a whole.

CHAPTER 2

THEORETICAL EXPOSITION OF CONCEPTS OF TRAINING AND DEVELOPMENT

2.1 INTRODUCTION

The previous chapter discussed the background, and orientation of the study. The problem statement, hypotheses, questions, research objectives, and ethical consideration were also presented in Chapter 1.

This chapter will pay more attention to reviewing the literature on training and development. It will focus on defining the concepts and expanding on other relevant literature related to each concept. This will assist in giving a broader understanding on the importance of training and development and its impact in empowering the public sector employees including South African Police Service (SAPS) with skills to be able to gain acceptable competency.

For the purpose of this study the key concepts that are outlined in the next section will form the basis of this chapter and will be defined and discussed in detail in order to obtain a broader understanding of training and development.

2.2 KEY CONCEPTUAL CLARIFICATION

The following concepts were defined and explained to obtain a clear understanding about the training and employee development in the public sector and in the SAPS:

- Training
- Development
- Learning organisation
- Skills development
- Need assessment
- Evaluation

2.2.1 Training

The public sector has recognised the significance of training and it is important that the value of training should not be based on filling the skill gaps but should focus on ensuring that the skill levels are sustained in line with the organisation's core strategic objectives (Van der Waladt, 2004:224).

Van Dyk *et al.* (2001:147) define training as “a systematic and planned process to change knowledge, skills and behaviour of employees in such a way that organisational objectives are achieved”. Meyer (2007:6) specifies that training “entails the transfer of specific skills to an employee so that a specific job or task can be performed”. Training is concerned with skills acquisition and work performance and, therefore, it is task oriented. Training needs have to be identified before training is conducted, because training needs may vary from a gap performance or introduction to new technology, which requires new skills. This means what employees know, how they work, their attitudes towards their job, co-workers and the organisation as a whole (DeCenzo & Robbins, 2010:190). Training is not for individual benefit alone but for the organisation as a whole, therefore, training intervention needs to ensure that employees gain the skills that the organisation will require (Jacobs & Jones, 1995:5).

Bernardin (2010:247) concurs with the previous authors in this context and defines training as “any attempt to improve employee performance on a currently held job or one related to it. This usually means changes in specific knowledge, skills, attitudes or behaviours”. The author clarifies that for the training to be effective it should involve learning experience, be a planned organisational activity and be designed in response to identified needs. Preferably training should be designed to meet the goals of the organisation while simultaneously meeting the goals of individual employees.

Technological, economic, social and other organisational changes have tremendously influenced the objectives and strategies of all organisations. These changes require extensive skills; as a result, employees need to be on par with the demands placed by the new changes (Byars & Rue, 2000:210).

Van der Westhuizen and Wessels (2011:316) emphasise that training interventions usually are identified and scheduled in a co-ordinated way. The emphasis is also made in that the contents of these training interventions are updated continuously to make provision for the changing needs of the particular institution. Therefore, training and development interventions are part of the process of transforming an individual employee into a professional. The South African Police Service has the following training interventions that are determined by the divisional commissioner from time to time, and may be implemented by education, training and development institutions within the organisation:

- Entry-level training: This training is a basic training learning programme for entry-level constables, which consist of institutional and field training over a period of two semesters.
- Reservist training: This is a theoretical education, training and development as well as on-the-job training that reservists are expected to undergo, and it is presented in phases.
- Lateral entrant training: This includes a basic training programme that lateral entrants undergo for the introductory police training learning.
- In-service training: It is provided to develop functional competencies and skills of employees in support of the strategic objectives of the service.
- Animal training: The dogs, horses and other animals in SAPS must be competent to do the job; therefore, they undergo the necessary training.
- Management and leadership training: This is the training that provides management with relevant updated changes in education and training in order to ensure effective, efficient and on-going communication.
- ABET: This training is provided to employees whose education and training levels are below further education and training (grade 10 to 12) standard (SAPS, 2007:5).

The divisional commissioner for training determines the requirements that employees must fulfil in order to be admitted for training programmes. The training in the SAPS is offered in the form of learning or skills development or

short courses. In most cases, the duration of the training programmes may vary depending on the nature of the training and its outcomes. The assessments of learners undergoing training or learning programmes must also be done as determined by the divisional commissioner for training (SAPS, 2007:6).

Training has a crucial role in every organisation in improving the skills and knowledge with an intention to change attitude and behaviour. It is an important motivator, which could lead to many possible benefits for both individual and the organisation (Van der Waladt, 2004:225). As indicated in Chapter 1, the SAPS have training centres where employees attend short courses that are provided by internal or external trainers. Such training interventions are meant to assist the employees to acquire the skills required for them to be able to perform their duties to an acceptable standard (SAPS, 2010:1). The benefits of training for both individuals and the organisation will be discussed below.

2.2.1.1 Benefits of training

The constant changes in technology require that employees acquire the relevant competencies and abilities to face the changing world or to cope with the new processes and production techniques (Laing, 2009:13).

Most organisations invest in training because of different benefits, which will be highlighted in the discussion below:

Training assists in improving the skills of the employees in a way the time that will be required for them to learn might be reduced through training. Therefore, there will be no need for them to waste time by learning through observation from other colleagues. Qualified trainers will be assisting new employees to learn a particular job quickly (Sharma & Kurukshetra, 2013:12).

Training increases productivity because the new skill that the employee requires to perform the job will be acquired through training. Therefore, once the skill level of the employees has been increased, the quantity and quality of the output will also increase. Training does not focus on improving the skills

and knowledge of new employees, but also to enhances existing employees' performance on their current job assignments and prepares them for the future challenges (Sharma & Kurukshetra, 2013:11).

Training also assists in ensuring the standardisation of procedures, which further allows high levels of performance. If employees are trained, they work intelligently and make few mistakes because they possess the required skills and knowledge (Sharma & Kurukshetra, 2013:13).

Trained employees often require minimum supervision, however, it does not eliminate the requirement for supervision, but well-trained employees will be able to be self-sufficient and reliable because they know what to do and what is expected of them (Sharma & Kurukshetra, 2013:14).

Trained personnel utilise material equipment better and more economically, thereby reducing wastage and accidents. When employees are trained, the rate of accidents and damage of certain machines and equipment will be reduced. The reduction in accidents will contribute to the increased cost savings and overall economy of the operations of the organisation (Sharma & Kurukshetra, 2013:12). The authors continue and highlight that if employees receive proper training, the morale increases and this shapes employees' attitudes towards achieving the objectives of the organisation, while generating better co-operation and greater loyalty. Issues of dissatisfaction, absenteeism and turnover can also be reduced among employees

Through proper and effective training of employees, the management are able to identify the employees with special skills, and they could be groomed for handling positions of responsibility in future. Once employees are provided with the opportunity for self-development, they put forward their best efforts to contribute to the growth of the organisation (Sharma & Kurukshetra, 2013:12).

Based on the information that has been discussed above, it is clear that, training can be an important element and can play a significant role in every organisation if training procedures, standards and policies are followed as required.

The ultimate aim of training is development, although the act of training cannot guarantee that development will actually take place (Fisher *et al.*, 2003:69). Therefore, based on this information, the concept development is important for the extent of this research.

2.2.2 Development

Bernardin (2010:247) refers to development as learning opportunities designed to assist employees grow. The author further clarifies that learning opportunities should not focus on improving employee's performance on their current job. On the other hand, Van Dyk *et al.* (2001:148) refer to development as possibilities within a job or position for a specific employee with reference to employees' personal growth and personal goals. Botha *et al.* (2007:48) define development as a long-term change effort intended to broaden individuals through experience and to give them new insights about themselves and their organisation.

"Development occurs when on-going learning opportunities are created so that employees can improve and maintain high levels of performance" (DeCenzo & Robbins, 2010:190). Development often takes place to assist the employees to keep abreast of the changes and trends in the working environment or a particular field. Once employees are developed, the organisation will be able to achieve its business goals. Development usually focuses on future jobs in the organisation as in when their career progresses, employees will need new skills and abilities to perform such jobs (DeCenzo & Robbins, 2010:190).

Based on the above definitions and arguments it is imperative that once training has occurred development should be seen as a long-term change that broadens individuals insight so that organisational objectives will be achieved.

The concept skills development will further form part of the theoretical concepts and, therefore, it will be discussed in the next section, as it is important and relevant for training in any public service including SAPS.

2.2.3 Skills development

Skills development has always been a powerful tool for improving both individual opportunity and institutional competencies. Masilela (2012:17) refers to skills development as an optimum personal and professional development of each employee. Skills development is the process of building the capacity of individuals to be able to do things and perform tasks in a specified standard.

The division training develops skills development in the SAPS to ensure that education training and development is channelled properly. The organisation enhances skills and competencies of employees by providing opportunities that will assist them to be capable and efficient within the organisation. (SAPS, 2007:11).

The national skills development strategy seeks to develop skills of all the employees in South Africa, so that the workplace can be utilised as an active learning environment, to promote self-employment and to secure opportunities for those who are entering the labour market for the first time (Botha *et al.*, 2007:6).

The National Qualifications Framework (NQF) and the following acts govern skills development in the organisational context:

- The South African Qualifications Authority Act(58 of 1995)
- The Skills Development Act (97 of 1998)
- The Skills Development Levies Act (9 of 1999) (Botha *et al.*, 2007:14).

The importance of skills development will be discussed below.

2.2.3.1 The importance of skills development

One of the prerequisites of the employer as per government mandate is to provide employees with the opportunities to acquire skills and use the workplace as an active learning environment Skills Development Act (97of 1998). Using learnership, the employees are encouraged to improve their qualifications in order to enable flexibility and career mobility. Various

training programmes are adopted according to the organisational needs and the designated Sector Education and Training Authority (SETA) should accredit training. Dr Blade Nzimande, Minister of Higher Education and Training, articulated concerns in his National Skills Development Strategy III on the impact of inadequate training, which creates low productivity in the workplace; employers are encouraged to improve productivity of the workforce by addressing skills imbalances through mandatory and discretionary grants of SETA (National Skills Development Strategy III:3). The SAPS belongs to SASSETA (Safety and Security Sectoral Education and Training Authority) and it has sent employees on different learning programmes and courses with the intention to assist the employees with relevant skills. A skills audit is undertaken from time to time with an intention to determine the skills that the employees possess and at the same time to establish training needs with the intention of closing the identified gaps (SAPS, 2007:7).

Skills development is the process of enhancing employees' competencies that they apply in their working environment. This is done by improving knowledge, skills, abilities and attitudes through formal education, skills training and continuous development. There are important reasons why skills should be developed and Botha *et al.* (2007:6) mention the following:

- To improve employee performance: It is common that employees who perform poorly have deficiency in skills; these employees should be targeted always for skills training. It is known that training cannot always be a solution to all the problems of poor performance but a sound training and development can assist in reducing such challenges.
- Update employees' skills: With the continuous technological change and other changes, employee's skills need to be updated continuously in order to avoid poor service delivery.
- To orientate new employees: It happens that newly promoted employees do not have the required skills or abilities to meet the needs of the new position in their organisation.

- To prepare managers with changing technology: The social environment affects the way managers perform their jobs, as well as their professional and technical expertise.
- To satisfy personal growth: Training and development will assist in ensuring professional development and organisational effectiveness and increased personal growth for all employees.
- Solve organisational challenges: Training and development is essential to solve problems in the organisation such as absenteeism, low productivity, and high employee turnovers, disputes and poor service delivery.
- Promote employability and sustainable livelihoods: Skills development initiatives promote the placement of individuals in employment, thereby decreasing issues such as poverty and crime.
- Promote and accelerate employment equity: To address inequalities and the equity profile of the South African workplace, skills development legislation makes provision for the development of certain groups.

At times, skills development in the organisations encounters many challenges. Some of the challenges that are often encountered in some organisation will be discussed below:

2.2.3.2 Skills development challenges within the organisation

A number of factors, which are compounded by their cumulative effect, often create skills development and maintenance challenges within the organisation. These factors are skills complexity, constant changes in required skills, lack of resident experience, the changing workforce and lack of uniformity in skill deficiency. These factors will be discussed below:

- **Skills complexity**

Recently the world of work requires both employees and managers to possess complex set of skills to be able to complete the tasks as expected by the organisation. Since skills complexity is one of the skills development challenges, the complexity is also caused by the following variables, the large number of required skill and knowledge domains, the diversity of the required

skill and knowledge and the need for integrating a large number of varied skills and knowledge areas (Sisakhti, 1998:1).

Employees in most contemporary organisations need a large set of varied and well-integrated skills and knowledge areas to contribute effectively to the success of the organisation. Therefore, traditional skills development practices might create problems when intending to achieve complex skills and knowledge. A few weeks of training or classroom attendance might not be sufficient to assist employees to develop and maintain the large number of skill demands needed to complete their work (Sisakhti, 1998:1).

The diversity of the required skill and knowledge on the other hand might require diversity in the methods that will be used to facilitate skills acquisition and maintenance, for example, the trainers might be required to use different methods to develop expertise in specialised areas. Some skills development efforts might need hands-on approaches, and some might require didactic and others cognitive approaches, depending on different skill requirements (Sisakhti, 1998:1).

The integration of required skills demands learning and development opportunities that are continuous, which are more crucial than those that are event driven. The challenge of skills complexity is due to a large number of required skills, diversity of those skills and the need to integrate such skills to a large number of the skills and knowledge areas. Therefore, as stated above, the continuous systematic learning and development opportunities can meet this challenge (Sisakhti, 1998:3).

- **Constant changes in required skill**

The working environment and settings are constantly changing and a number of factors lead to these changes; such as the constant change in the need for the client's desires and requirements, changing equipment, tools, practices and processes, and changes in general work environment. Such changes require employees to upgrade their skills sets continuously to be able to respond to the requirements imposed by an ever-changing work environment (Sisakhti, 1998:7).

- **Lack of resident expertise**

Most organisations require a lot of expertise to complete the work and there is a need to train employees residing within the organisation. Organisations need to establish a partnership in order to provide complex services. Building another dimension into the organisation alliance and partnership relations may be required (Sisakhti, 1998:8).

- **Changing workforce**

The nature of employment has changed and usually employees stay in the organisations or companies for shorter periods. This has created unique challenges since trained employees might leave organisations with vast knowledge and expertise. The organisation will then need to offer learning opportunities that will help the temporal workforce to learn the new work in order to contribute quickly. At times, opportunities should be provided to empower newcomers with competencies and to disseminate their knowledge within the organisation (Sisakhti, 1998:10).

- **Lack of uniformity in skill deficiency**

The learning and development of each employee is unique and skill development requirement is also unique depending on their experiences, prior knowledge and the way they process information. The changing nature of the required skill has made large-scale uniform training less practical. Learning opportunities, therefore, need to be designed with the needs of the individual learner. In order to accommodate diversity in skill deficiencies among employees, learning opportunities should be self-paced, available on demand and at a convenient location. Lastly, organisations should develop opportunities for coaching, monitoring and cognitive apprenticeship to help learners overcome unique skill deficiencies (Sisakhti, 1998:12).

The next discussion will focus on the learning organisation, as it is an important concept that brings a shift from traditional training to organisational learning, while taking into consideration adult learning. Therefore, learning organisation and learning will be imperative for the extent of this chapter.

2.2.4 Learning organisation

Problems encountered within an organisation have recognised the realisation of a new approach to learning. The concept of learning organisation constitutes a new approach to learning and workplace performance that requires a new way of managing organisations (Meyer, 2007:126).

The learning organisation requires a major shift from how training was conducted in the past. It challenges most principles, structures and methods involved in training process.

Price (2011:465) defines learning organisation as “organization where people continually expand their capacity to create the results they truly desire, where new and open minded ways of thinking are fostered and where people are given the freedom to develop their collective aspirations and continually learning how to learn together”.

From this definition, it is clear that learning does not focus or is restricted to individual experience, but it has to focus on a notion of team and organisational process, which requires new and innovative ways of learning and ensuring improved performance. It encourages that employees should share information so that performance can be improved (Meyer, 2007:106). Learning organisation embodies the principle of life-long learning as a continuous process, and is much more compatible with the principles and philosophy of the National Qualifications Framework (NQF).

It is also imperative to discuss the characteristics of learning organisation to be able to understand the important elements that should comprise a learning organisation:

2.2.4.1 Characteristics of learning organisation

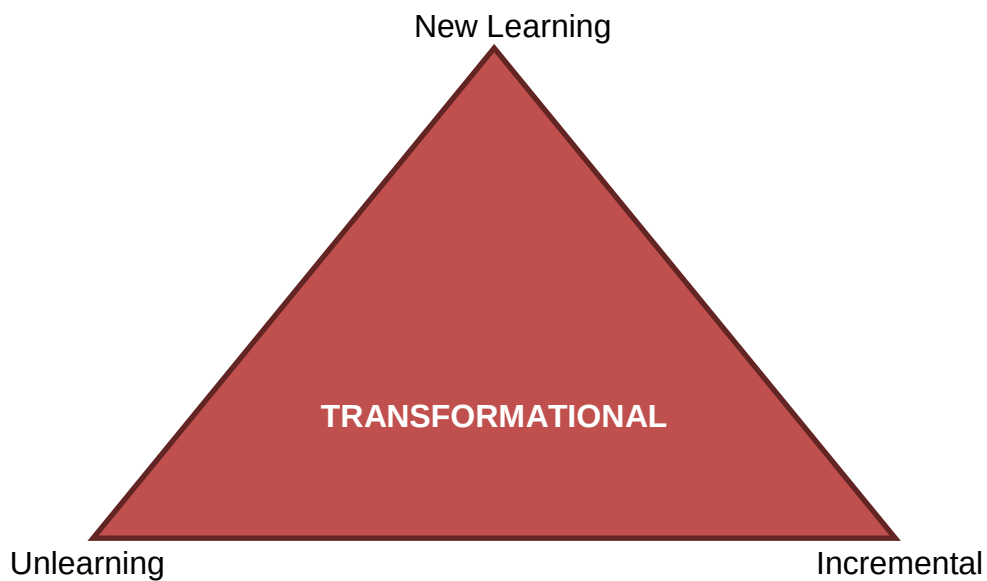
Price (2011:465) indicates that characteristics of learning organisation should be based on the following:

- Organisational policy and strategy should be developed, along with its implementation, evaluation and improvement, which are structured as a learning process.
- Participation on the policy and strategy should be broadened, and this will allow recognition of differences, ventilation of disagreements and toleration of conflicts, and it should be worked with in order to reach decisions.
- Information system should allow staff to question operating assumptions and seek information for individual collective learning about the organisations goals, norms and processes.
- Information on expectations and feedback on satisfaction should be exchanged by individuals and work units at all levels to assist learning.
- Ensure that there is a deliberate attempt to share information and learn jointly with significant others outside the organisation such as key customers and suppliers.
- The organisation's culture and management style should encourage experimentation, learning and development from successes and failures.
- Ensure that everyone has access to resources and facilities for self-development.

2.2.4.2 Types of learning

In organisations or individuals who seek to improve learning opportunities, they should consider different types of learning and this also depends upon and varies according to a particular circumstance. Figure 2.1 depicts different types of learning, and the meaning of each type will be discussed (Meyer, 2007:110).

Figure 2.1: Types of Training



Source: Meyer (2007:110)

New learning is the type of learning where the learner learns new skills that they have not been exposed to before. Learners have limited expectations and pre-conceived ideas when they enter the learning experience.

On the other hand, incremental learning occurs when people want to build on existing knowledge and skills, and develop or refine a specific skill (Meyer, 2007:110). In this case, the SAPS have witnessed constant changes, which require incremental learning and it has become evident that most employees require that their specific skills be redefined in order to meet the demands of the society.

Constant changes require organisations and employees to unlearn what they knew and learn the new techniques. In unlearning, what employees knew before becomes obsolete and is discarded, to allow the new information to be learned (Meyer, 2007:110).

Lastly, transformational learning is the most powerful type of learning in that the new paradigm transforms the learners in a significant way. Therefore, it means that the culture of the organisation will change. A quality management system requires employees to recognise the importance and the needs of the

customers they service more than the needs of the organisation (Meyer, 2007:110).

2.2.4.3 Adult learning and adult learners

It is of utmost importance that in a learning organisation, the concept of adult learning should be taken into account. This is also more important for the police environment where training should consider the concept of adult learning and ensure that it is linked to the training process for better service delivery. The following discussion will look at the concept of adult learning and five andragogical assumptions about adult learning.

- What is adult learning? Erasmus *et al.* (2006:114) state that the term andragogics describes the science of adult learning. Adult learning is education and learning by adults aimed at assisting them to fulfil their roles as workers. Therefore, it is imperative to have a field of adult learning since adults learn differently from children and their reasons for learning, existing knowledge and skills are different from children.
- Pedagogy: “pedagogy is the transference of knowledge by means of lectures on facts during which a complete memorisation of solutions is expected. In short pedagogy followed traditionalists, that there was a fixed body of knowledge and this knowledge should be delivered to the learner in a controlled manner” (Delahaye, 2011:33).
- Andragogy: On the other hand, is the method used to involve instructors and adult learners in the learning process. In this type of learning, it is crucial that learning should follow the needs of the learner and allow the learner to be responsible for learning (Delahaye, 2011:33).

Table 2.1: The difference between pedagogy and andragogy

PEDAGOGY	ANDRAGOGY
Learners need to know what they will be taught by their teachers if they want to pass	Adults want to know why they need to learn something
Learners are dependent	Adults are self-directing and take responsibility for themselves
Learners have little or no experience as a resource for learning. Methods such as lectures and reading are common	Adults have a rich background of experience that can be tapped by training techniques
Learners are ready to learn because they are told to learn when they want to pass and get promoted.	Adults are ready to learn when they see the connection between the subject and real life situations
Pedagogy is subject-centered learning or subject matter content-directed	Adults are task or problem oriented. It will help them to deal with issues that affect their lives
Learners are motivated by others to learn i.e. parents, teachers, grades	Although external factors like wages motivate adults, they are also motivated by internal drives that fulfil an inner need

Source: (Delahaye, 2011:33)

2.2.4.4 The andragogical assumption about adult learners

To enable adults to learn there are five major assumptions about the adult learner and these assumptions have implications in designing the adult learning programmes (Erasmus *et al.*, 2006:115). This is also critical in the

SAPS learning environment. Learning programmes should be designed in a manner that will be beneficial to the learners and the organisation as a whole.

Five andragogical assumptions about adult learning are self-concept, experience, readiness to learn, orientation towards learning and motivation to learn. These assumptions will be discussed in detail below, to get a clear understanding of their meaning.

In most cases, at a certain stage people become mature and independent, and this leads to self-directedness. Adult learners are self-motivated and accept responsibility about their lives. They become conscious about what they want to learn, their interest, and measure what they have learned through performance. Trainers should consider the following when designing training programmes for adults (Erasmus *et al.*, 2006:114).

- Create a climate that is conducive for learning
- Design a structure that will allow adults to participate in the planning of learning context
- Adult learners should be involved in diagnosing training needs
- Learning objectives should be clearly formulated
- The trainers should ensure that the correct training and learning strategies are followed
- Trainers should offer learners the opportunity to learn by themselves and must always facilitate the process
- Adult learners must evaluate their own progress in terms of learning objectives
- When adults have managed to gain experience this should be acknowledged for motivation purposes.

When an adult learner attends the training, they have experiences and knowledge about different situations, which might be related to training content. The new content needs to be linked to the existing knowledge and experience base. The trainer can utilise the learners' life experiences and

knowledge relevant to the topic under study to enhance the learning experience of the group as a whole. It is important that theories and concepts should be related to the learners' life experiences including their world. Adult learners always appreciate courses where they have a contribution to make since this also boost their self-esteem (Erasmus *et al.*, 2006:115).

Adult learners are always ready to learn something when they are interested in the learning programme. The interest even increases if the learning programme will assist them to lead a meaningful and successful life and is directed at realising their full potential. When developing a training programme social roles of adults should be taken into consideration. The other crucial part with the adult learning is to ensure that learners are grouped accordingly, while considering the nature of the content (Erasmus *et al.*, 2006:115).

Orientation towards learning: Adult learning environment activities are life, task and problem oriented. The combination of these activities depends on what is learnt and the learning objectives that have been set. The sense of purpose to learners in the learning environment is more important and they are more interested in what they will benefit from the experience. The syllabus must be problem oriented and learning contents must be problem and person-centered (Erasmus *et al.*, 2006:118).

The last factor, which is motivation, stipulates that factors that create a source of motivation for adult learning are social relationship, social welfare, personal advancement, stimulation and cognitive interest. The motivation to adult learners must be intrinsic by nature since this promotes success. Learning is more successful if the direction of the course is directed at recognition and self-actualisation. Adults are motivated to learn, therefore, instructors should enhance adult learning by utilising positive reinforcement, which will assist the adult learners to retain new knowledge or skills and assisting them to transfer such knowledge in a new setting. Trainers should understand the type of learners they are dealing with and how they can learn best (Erasmus *et al.*, 2006:118).

Training in the police is for adult learners; therefore, andragogy is actually the best way to give training in a community-oriented police environment. Self-directed learning should be promoted in a police academy environment. Police members are expected to solve problems for the community members that they serve, therefore, it is important that they have the required skills to deal with everyday challenges that they encounter. Therefore, andragogy could be the best way to enhance training in the SAPS adult learning environment. Adults are motivated to learn something that will assist them to perform their task or to deal with problems they confront in their life situations. Hence, they learn knowledge, skills, attitudes and values most effectively when they are presented in the context of application to real life situation. This is caused by the fact that adults have more life experiences and andragogical method should be utilised during training. It can be argued that, although the andragogical approach to police training will solve many problems, it has its own limitations (Scheepers, 2008:56).

It is known that before learning can be effected needs should be assessed. The concepts related to need assessment will be discussed below:

2.2.5 Need assessment

The first step in the training process is to determine the specific training needed (Pynes, 2013:278). Noël *et al.* (2011:200) also define need assessment as a process of evaluating the organisation, individual employees and employers' task in order to determine what kind of training is necessary. The need assessment should answer questions in three broad areas such as:

- Organisation: What is the context in which training will occur?
- Person: Who needs training?
- Task: What subject should training cover?

Van Dyk *et al.* (2001:179) state that most organisations conduct training on a reactive basis. For training to be effective, it is important to regard training needs not only for the benefit of individuals, but also for the benefit of the organisation as a whole. (Desler, 2012:184) indicates that there are two

traditional ways of identifying training needs, task analysis and performance analysis. Task analysis is assessing training needs of new employees by breaking the job into sub tasks and teaching each to the new employee. Performance analysis verifies whether performance deficiency exists and determines whether to rectify deficiency through training or through some other means.

Need: Is defined as a discrepancy or gap between the way things are done and the way things ought to be. It is a difference between what is being done currently and what needs to be done (Pynes, 2013:278).

Need assessment: is defined as “a broad systematic examination of conditions conducted for the purpose of identifying what people actually need to learn and what knowledge they possess” (Erasmus *et al.*, 2006:26). Need assessment will assist to determine whether performance deficiencies can be eliminated by training (Pynes, 2013:278).

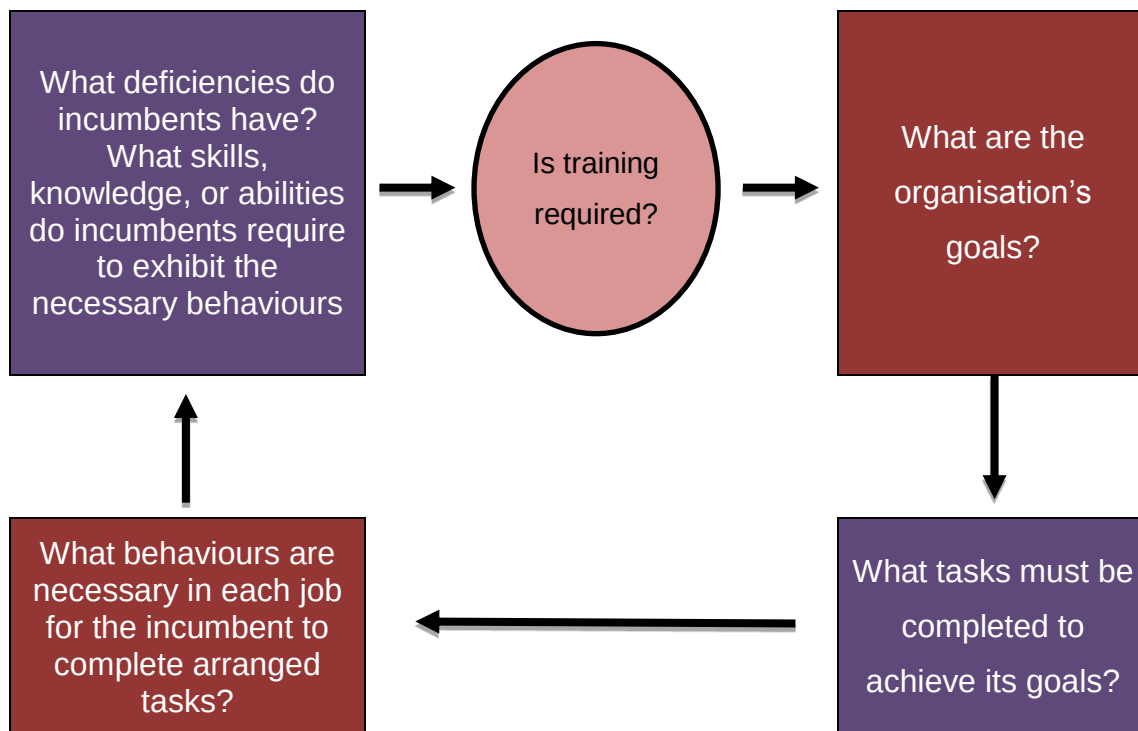
Van Dyk *et al.* (2001:179) explain that need assessment is “a systematic planned analysis that is completed only once the results have been analysed evaluated and sequenced in order of priority”.

Byars and Rue (2000:210) define need assessment as a systematic analysis of a specific activity that the organisation requires in order to achieve its objectives.

Determining training needs should be based on the objectives of the organisation, tasks to be completed and the skills necessary to complete the particular tasks and the training plan for the training programme can follow (DeCenzo & Robbins, 2010:191).

Figure 2.2 explains the kind of signal that can warn a manager when training is necessary:

Figure 2.2: Determining Training Needs



Source: DeCenzo and Robbins (2010:191)

Figure 2.2 indicates that training should be directed towards accomplishing organisational objectives, it is clear that workers skills needs to be assessed and if there are deficiencies then the skills will need to be fine-tuned. It is not adequate to change employees' knowledge, skills and attitudes or behaviours without clarifying what is to be changed, how and how much (DeCenzo & Robbins, 2010:191).

Training needs can be identified from an organisation's human resource plan. While preparing plans, the current skills with expected needs for the future should be kept in mind and the deficiencies highlighted. Some organisations prepare skills-inventories, classifying employees according to their qualifications, technical knowledge, experience and various skills. The gaps between the existing and required levels of knowledge, skills, performance and attitudes should be specified. The problem areas that can be resolved through training should also be identified (Sharma & Kurukshetra, 2013:4).

Training needs can be identified by conducting the needs assessment in the following areas:

- Organisational need assessment, which is a systematic study of an organisation's objectives, resources, resource allocation and utilisation, growth potential and its environment. It is considered difficult to assess since it should be derived from group activities where aspects such as goals, objectives and priorities are determined. It is important to determine organisational needs so that they may be used to achieve the goal and objectives of the training of the organisation (Barbazette, 2006:6).
- Group need assessment, which will assist the training programme designer to identify requirements in respect of job-related training interventions.
- Individual needs assessment, which states that individual needs are unique, specific and can be identified by analysing the background, educational training, personality, experience, knowledge and skills of individual employees.
- Job needs assessment on the other hand entails analysis of individual jobs and tasks in order to determine the content of training according to the individual's job requirement.

Conducting a needs assessment protects the assets of an organisation and it also assist in determining whether training is an appropriate solution for performance delivery (Barbazette, 2006:6).

While looking at training within the organisation there are also different level of needs that must be taken into account when designing training interventions. Meyer (2007:162) classifies training needs in three categories:

- Macro level: These needs are found at national and international level. International level looks at the current trends towards globalisation and rapid technological developments that usually present training needs. At national level the move towards an outcome based education system, embodied in the SAQA and NQF structures including the influence of the Skills Development Act, require a paradigm shift among education and training practitioners and substantive amount of re-training of trainers.

- Meso level: These needs are at organisational level. They arise because of changes in organisational structure, culture, objectives or access to resources.
- Micro level: These are individual's needs, which are determined by comparing the present performance of the individuals' job incumbent with the standard performance expected by the organisation. On a proactive basis, the expected future performance should be determined and compared to the current capability; this establishes the gap, which can be improved by training.

These levels are all included in the sector skills planning. Organisations are expected to complete needs analysis for a workplace skills plan (WSP) in accordance with the current job based needs (micro level), future organisational or strategic needs (meso level) and identified South African needs (macro level). It is crucial to note that the purpose of need analysis is not only to determine training interventions but also to identify the gaps between the current and optimal individual or organisational performance (Meyer, 2007:120). These gaps may be:

- Performance gaps on individual work
- Management gaps on how people are managed
- Organisational gaps in the manner in which organisations are designed.

After the needs have been identified, the implementation phase will be undertaken. This phase involves putting the learning organisation strategy into action. In order to ensure success a learning organisation strategy should be implemented in a way that it will be beneficial to all the employees and to the organisation as a whole. The managers and employees should understand their responsibilities (Meyer, 2007:120). After this phase, it is important to evaluate whether the learning programmes were effective or not. Therefore, the next discussion will focus on evaluation as one of the concepts under the discussion.

2.2.6 Evaluation

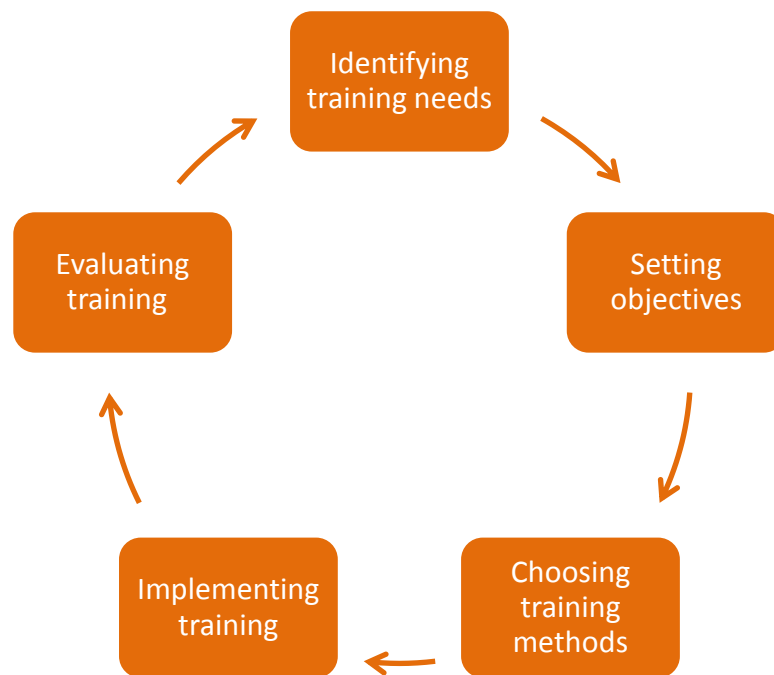
The purpose of evaluation in training is to determine whether trainees learnt the new skills and knowledge as a result of the training programme. Once training has been done, the employees return to the job with the hope that they will perform effectively. This is not the actual full cycle of the training process. The evaluation stage is important to ensure whether training was beneficial to the employees (Glober *et al.*, 2011:364). On-going evaluation must be conducted to prevent stagnation and encourage on-going organisational learning. The process of evaluation should revisit the learning organisation strategy so that amendments and improvements can be effected. Evaluation of the organisation as a whole should be linked to measurement of the performance of the organisation (Meyer, 2007:120).

On the other hand, Erasmus *et al.* (2010:31) confirm that evaluation of training programmes is important because it:

- Provides information, which can be used to improve planned learning, making it more effective in meeting the needs, solving past performance problems and anticipating future opportunities for performance improvement,
- It gives an indication on different kinds of problems, including lack of individual knowledge or skill and other causes,
- It also indicates the results of training activities and demonstrates efficacy,
- Evaluation provides clarity to what needs to be improved and also gives feedback, which will assist in future additional plans and actions (Sharma & Kurukshetra, 2013:22).

Below the cycle of training evaluation will be depicted in order to understand the importance of training as an investment:

Figure 2.3: Training Evaluation Circle



Source: Sharma & Kurukshetra (2013:24)

The figure above is clear in indicating that training is an investment. The justification of all training programmes' can only be made when training programme's objectives are set, effective methods chosen, implementation justified and lastly, when training programmes are evaluated critically in terms of the advantages that the organisation achieves in comparison to money invested on training.

The SAPS ensures that monitoring and evaluation is conducted through relevant sections that are tasked with ensuring that quality management system of Division: Human Resources development provides:

- A framework, which meets the required standards and quality objectives set by Safety and Security Sectoral Education and Training Authority (SASSETA), which includes monitoring, evaluation, control and feedback of the processes and services with the education, training and development function with the view to ensuring continuous quality improvement
- Policies and implementation guidelines for all training (Masilela, 2012:21).

Evaluation in the SAPS involves certain types of assessments; the types and purpose of these assessments are discussed below:

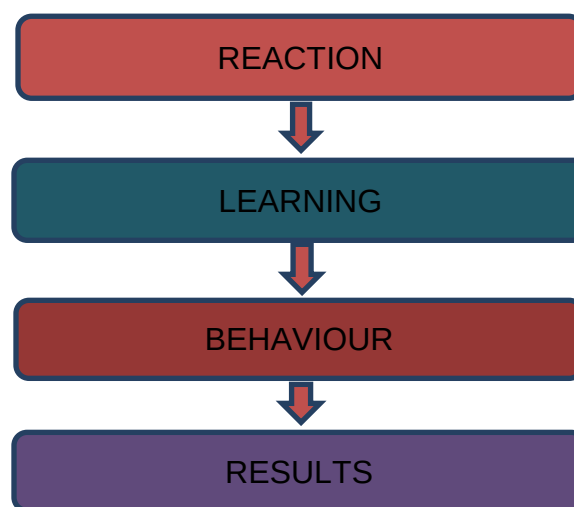
Formative assessment: it is conducted during the process of learning, to measure the progress of a learner against the standards prescribed by the assessment criteria of the learning programme. If the learner has not reached the required competency level, this form of assessment provides remedial measures and re-assessment is done depending on the discretion of the instructor.

Summative assessment: It is conducted normally at the end of the learning programme in order to determine whether the learner has attained the required competence level. This assessment also provides remedial measures as determined by the divisional commissioner for training (SAPS, 2007:11).

Mathis and Jackson (2003:295) state that evaluating training becomes successively more difficult as evaluation moves from reaction to learning to behaviour and then to result measures. However, the training that affects behaviour and results instead of reaction and learning-level evaluations provides greater value.

Indicated in Figure 2.4 are different levels of evaluation:

Figure 2.4: Level of Evaluation



Source: Mathis and Jackson (2003:295).

Reaction: focuses on whether the learner liked the programme. Reaction evaluation should focus on a meaningful range of topics, such as content, programme structure and format, instructional techniques, instructor abilities and style, the quality of learning environment, the extent to which training objectives were achieved and accommodation for improvement. Learners should complete an evaluation questionnaire immediately after the learning programme (Mathis& Jackson, 2003:296).

Learning: This type of evaluation is concerned with whether trainees understood and absorbed the facts, principles and skills taught. When teaching the skill, classroom demonstration by learners will give a clear indication of whether learners are benefiting and how much learning is occurring. When principles and facts are being taught, the written tests can be used. Trainees should be tested before and after the programme in order to obtain an accurate picture of what was learned (Mathis& Jackson, 2003:296).

Behaviour: It is concerned with the nature of change in job behaviour of the trainee. In evaluating behaviour change, the following guidelines can be used:

- A systematic appraisal for on-the-job performance before and after the training
- Statistical analysis to compare performance before and after

Post-training appraisal should be made after several months so that the trainees can be given an opportunity to put into practice what they learned and lastly, control group can also be used (Mathis& Jackson, 2003:296).

Results: The employer evaluates the results by measuring the effect of training on the achievement of organisational goals or objectives. This type of evaluation concentrates on measuring the changes in variables such as reduced turnover, reduced costs, improved efficiency, reduction in grievances and increase in quantity and quality production. The difficulty with measuring results is determining whether changes were actually the results of training or other factors of major impact (Mathis& Jackson, 2003:296).

The above information concludes that training without evaluation is meaningless. Every learning outcome must be evaluated using the pre-designed evaluation techniques. This will often help the organisation to evaluate whether the learning has been effective or beneficial to the employees. If the deviations were identified, their causes can easily be dealt with in future.

2.3 SUMMARY

The focus of this chapter was to define and give a broad overview of the related concepts of training and development. The concepts in this chapter were presented in a sequential manner with an intention to explain their relation to each other and to explain the importance of each concept in relation to training. The content in this chapter explains that the purpose of training is development, which focuses on ensuring that the employees are competent to do their job in order to achieve the goals of the organisation. The importance of skills development was covered together with the challenges that most organisations encounter with regard to skills development.

The concepts learning and learning organisation were also covered, which included the types of learning that focused on distinguishing between learning, unlearning, incremental and transformational learning. This gave a clear picture of the importance of each type of learning, with special reference to the SAPS. Incremental learning was indicated as one of the important types of learning in the learning environment of the SAPS. This has been motivated by the constant changes and demands that are currently overwhelming the organisation with regard to skills development in order to be able to handle different challenges within the society. It further elaborated on adult learning and adult learners and why these concepts are important for the effective development in the SAPS, especially since the SAPS should cater for the needs of adults.

The chapter further clarified that the organisation will not be able to achieve the objectives of training and development without considering need

assessment. Need assessment was mentioned as an important component in ensuring that employees' job requirements, with regard to training, are met.

The last section of this chapter focused on the importance of evaluating training programmes in the organisation in order to determine whether training intervention achieved what it intended to achieve. The content emphasised the importance of determining whether individuals were able to benefit from training. The last part of the chapter gave a clear description of different categories that evaluation can be based on. Reaction, learning, behaviour and results were four crucial categories that were outlined in order to understand the impact of the training programme through evaluation. The content of evaluation emphasised that training without evaluation will be meaningless. It emphasised that organisations are required to evaluate the outcome of training, and if they were deviations, then their causes will be easily dealt with in future.

The next chapter outlines the importance of training and development in policing, including the legislation governing training and development within the South African Police Service.

CHAPTER 3

TRAINING OVERVIEW AND LEGISLATION

GOVERNING TRAINING AND DEVELOPMENT IN THE SOUTH AFRICAN POLICE SERVICES

3.1 INTRODUCTION

The previous chapter focused on the conceptual analysis of training and development in general. Relevant concepts on training and development were discussed, such as training, development, learning organisation, skills development, need assessment and evaluation.

The purpose of this chapter is to give a brief overview of the South African Police Service (SAPS). The background of training and development in the SAPS is outlined, as well as the importance of training and development in policing. Finally, the chapter provides the legislation framework governing training and development in the SAPS.

3.2 OVERVIEW OF THE SOUTH AFRICAN POLICE SERVICES

This section provides an overview of the South African police Service within the public sector and will make provision of the vision, mission statement, value statement and code of ethics that provide direction and outline the conduct that SAPS employees have to adhere to when executing their duties.

South Africa has experienced tremendous changes which contributed to the profound impact on the South African Police Service as an organisation. The organisation had to transform from being a force to a service, which also brought the concept of community policing. It has transformed its style of policing from an authoritarian approach to policing that has fundamental respect for the human rights of others. The shift also necessitated the need for the employees of the SAPS to be competent and have skills that will be in line with the transformation of the organisation (Adams, 2003:1).

The SAPS, like all other organisations, finds it difficult to recruit fully trained personnel. Therefore, the only alternative that the organisation has is to train some of its employees once they have been recruited and continue to train them as they progress in the organisation (Fox *et al.*, 1998:155).

Thibault *et al.* (1998:314) indicate that police officers often face criticism by the society, if they lack skills to handle certain situations. The department also often becomes the object of civil suits by the citizens and the police officers become the subject of bad publicity if they lack proper training. The above statement indicates the importance of police training in the police environment.

The South African Police Service, like other departments within the public sector, has a vision; mission, value statement and code of ethics that give direction to the organisation as well as its employees. The employees are expected that they execute their duties according to certain directives and these statements assist in highlighting the responsibilities of the employees when providing services to the community. The vision, mission, value statement and code of ethics intensify the efforts towards providing effective and efficient services to the community as well as to meet the needs and the expectations of the customers. Therefore, when training is provided to the SAPS employees it is imperative to bear in mind such statements so that employees will be able to meet the strategic objectives of the organisation as well as the needs of the community (Naidoo, 2004:19).

3.2.1 The vision of the South African Police Service

The South African Police Service Strategic Plan (2010:4) clarifies the vision of the SAPS as “to create a safe and secure environment for all people in South Africa”.

3.2.2 The mission of the SAPS

The mission statement is “to prevent anything that may threaten the safety or security of the community, investigate any crimes that threaten the safety and

security of any community, ensure that criminals are brought to justice and participate in efforts to address the root cause of crime” (SAPS, 2010:4).

3.2.3 Value statement of the SAPS

There are seven core value statements for the SAPS as articulated in the strategic plan (South African Police Service Strategic Plan, 2010:4), which are to:

- Protect everyone’s right and to be impartial, respectful, open and accountable to the community
- Use the powers given to us in a responsible way
- Provide a responsible, effective and high quality service with honesty and integrity
- Evaluate our service continuously and make every effort to improve on it
- Use our resources in best way possible
- Develop the skills of all employees through equal opportunity
- Co-operate with the community, all levels of government and other role players.

3.2.4 South African Police Service code of ethics

The code of ethics of the SAPS stipulates the way in which every member of the organisation should behave, whether on duty or not. The code has a specific and meaningful purpose of providing the standard of police behaviour that does not allow any leniency for poor service delivery and all employees on daily basis must apply it. The code of ethics contains the following principles:

- Integrity: This principle is encouraging the South African Police Service employees to strive continually to uphold the vision, mission, value statement and ethical principles and standard of the SAPS. The SAPS employees are expected to regard the truth as being of utmost importance and to act honestly and responsible in all situations. The principle of

integrity focuses on encouraging SAPS employees to perform their duties with noble motives and set an example in the communities they serve.

- Respect for diversity: Employees should acknowledge cultural and other diversities in the community and treat every person with equal respect. The emphasis is also on the importance of not discriminating against any person.
- Obedience to the law: The principle place an emphasis that employees are expected to work towards service excellence and perform their duties to their best abilities. Their conduct and appearance should bear the mark of professionalism.
- Public approval: South African Police Service employees should always work with and for the approval of the community. They must seek the approval of the broader community in everything they do (SAPS, 2010:5).

The government has recognised the importance of the public service with strong morals and a sense of mission to be able to transform service delivery. The South African Police Service vision, mission, value statement and code of ethics emphasise the importance of serving the community with pride and responsibility. The code of ethics aims to instil an ethos of professionalism and commitment by employees of the SAPS to the concept of serving people (Naidoo, 2004:21).

The above information clarifies the need for the SAPS to remind its employees continuously of the vision, mission, value statement and code of ethics of the organisation. This can also be done through continuous training and development intervention that will ensure that the employees have relevant skills to uphold the standards and adhere to the values of the organisation. The value statement of the organisation articulates the importance of developing the skills of all employees and, therefore, the organisation needs to be consistent in ensuring that the skills of all employees are relevant to the demands of the current changes that are occurring in the society.

3.3 BACKGROUND OF TRAINING AND DEVELOPMENT IN THE SAPS

Prior to 1994, the South African Police (SAP) provided police training courses. This approach was very militaristic, bureaucratic and authoritarian, and individuals were not versatile, which inhibited organisational growth and learning. The SAPS has a challenge of reducing the discrepancies in the training and skills levels of its members. This has an impact on the organisational ability to deliver quality and uniform service to all the members of the community throughout the country. Therefore, a need for a continuous development in training interventions is required. The organisation is expected not to provide training only to the under-trained employees, but to provide orientation to its employees to the new policing paradigm in South Africa. It has to take into consideration the broader public service transformation that requires the organisation to pay attention to issues of Batho-Pele principles, employment equity and skills development (Reynecke & Fourie, 2001:85).

Training in South African Police Service was considered important, hence the establishment of training depot in Pretoria-West in 1913. During that era, the organisation was still a paramilitary force and training was used to train the police to fight wars in support of the military. A lot of policemen and women were introduced to policing in South Africa during 1972. Other training institutions like Hammanskraal, Bishop Lavis and Chatsworth were established during the era of apartheid in 1941, 1968 and 1991 respectively. There were years when institutions were closed and then opened again. These institutions today form part of the institutions that provide training in the South African Police Service for people who are interested in policing in a democratic South Africa. Some of these institutions are used to provide training to employees already serving in the organisation with different training needs and courses (Scheepers, 2008:17).

The SAPS division for training is mandated to provide outcome-based education, training and development for all employees of the SAPS to support the strategic objectives of the organisation. The SAPS provides formal learning through both internal and external accredited service providers.

Although this formalised learning is at times inadequate to cater for the demand of the workplace (SAPS, 2010:5).

Currently, the SAPS provide formal learning to its employees and most of these courses are provided away from the workplace. The organisation also provides in-service training through both internal and external service providers. These formal courses and workshops are registered with Training Administration System (TAS) and some are accredited with SETAs. The SAPS Division Training Education, Training and Development Education Committee (ETD EC) approves all learning programmes for structured formal training (SAPS: 2010:3).

Recently, the SAPS opened the first South African police academy in Paarl. The academy was opened on 30 January 2014, and its first intake was 120 learners who commenced their studies towards a Bachelor of Policing degree. The SAPS has partnered with the University of South Africa (UNISA) in an initiative aimed at the professionalization of the SAPS. This partnership aims at improving the SAPS Paarl academy into a dedicated and specialised academy that will provide a new breed of police professionals equipped with the right theoretical and practical training to be able to serve the country and its citizens diligently, efficient and effectively. This initiative aimed at assisting in upholding the standards of the SAPS as stipulated in the mission, value statement and code of conduct, as well values enshrined in the constitution of the country (SAPS, 2014:1).

3.4 THE IMPORTANCE OF EDUCATION, TRAINING AND DEVELOPMENT IN POLICING

The provision of education, training and development is important to the policing environment to meet challenges of the changing trends in the country. Policing agencies in South Africa emphasise the importance of training and development and this calls for a more integrated approach that will address education, training and development. Training components in policing departments, therefore, are required to facilitate change that will expose employees to a variety of training opportunities, new concepts and ideas. In

an organisation like the South African Police Service, which requires a very specific and vast knowledge, skills, attitudes from its members, it is important that the organisation ensures creative initiatives of training and development for all employees (Reynecke & Fourie, 2001:86).

Policing is a complex and difficult career and it requires police officers to be experts in a number of fields. Cox (1996:122) stipulates that “police officers must be experts in interpersonal communication, possess knowledge in counselling, crisis intervention and be able to diffuse political violence and domestic violence”. On the other hand, police are expected to make decisions to arrest and restrict people’s freedom and the power of life and death is literally at their fingertips, yet they receive insufficient training to deal with such situations. South Africa has experienced an increase in violent public protests, and in most situations, police are called in to manage or suppress the problem. The prevention of the crime and maintaining public order are always the primary responsibility of the police and they cannot avoid the responsibility for the maintenance of public order given that this is a legal mandate. It is known that to be able to fulfil this mandate they need to be properly trained and equipped to avoid incidents such as the death of Andries Tatane and 34 Marikana mine workers who died on the hands of the police (Burger, 2013:01).

Managers in the SAPS are exposed often to new concepts, philosophies and approaches to policing. The police are usually the central theme and the organisational culture is explored in depth, and their traditional style is blamed for the dilemma facing the entire policing environment. Almost nothing is written about the external environment in which police officials have to work. This one-sidedness leads to low self-esteem among police officials who feel guilty for the predicament within which the SAPS find itself. The general view is that whatever police officials do will never be able to satisfy the demands of the society (Fox *et al.*, 1998:155).

Cox (1996:125) further states that the purpose of police training is to keep the police personnel up to date with respect to the important changes in their profession and it depends on the role of the police. Law enforcement and

crime fighting are critical parts of the police role, which always require intensive training for police to be able to deal with such situations effectively.

On the other hand, the development of periodic in-service training programmes for all police personnel is crucial so that police can be kept abreast of changes in laws and changes in departmental procedures. Police officials need to be taught new police skills and techniques and be prepared for career development, be informed of community concerns and be reassured of their importance to the organisation (Mayhall *et al.*, 1995:109).

Higher education, training and development have been suggested to be a requirement in order to have quality police officers. Experts recommend that higher education is an important solid foundation that exposes students to ideas, concepts and problem solving techniques that are fundamental to effective policing. This kind of educational process aims to develop police officers to live in the group, to understand the conflicts inherent, anxieties, motivations in our society and more importantly to be able to apply past information to new situations (Palmiotto, 2005:270).

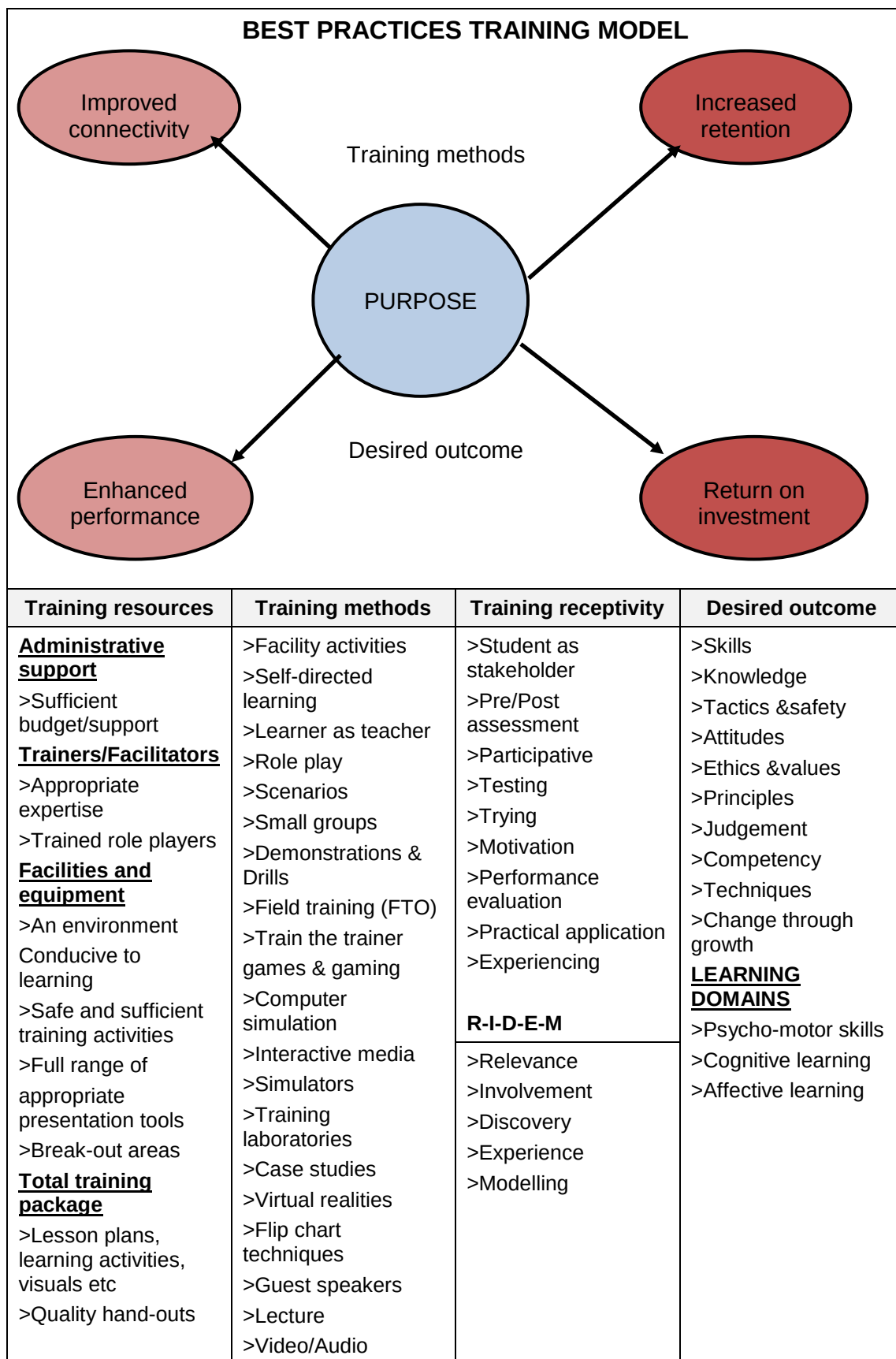
Palmiotto (2015:271) continues and clarifies that higher education for police officers have numerous advantages:

- It develops a broader sense of information for decision making and allows additional years and experience of maturity
- Course requirements and achievements inculcate responsibility in the individual
- Both general education courses and course work permit the individual to learn more about the history of the country and the democratic process
- It endangers the ability to handle difficult situation flexibly, with greater creativity or innovation
- Academic experience permits a better view of the criminal justice system and provides a better understanding for the prosecutorial, court and correctional roles

- It allows better understanding and tolerance for persons with different styles and ideologies, which can translate into more effective communications and community relationships in the practice of policing
- The educated police official is likely to be less rigid in decision-making in fulfilling the role of the police while balancing the spirit of the democratic process in dealing with a variety of situations, and will use wise discretion to deal with individual cases rather than applying the same rules to all cases
- Higher education will assist police officers to respond to crime and service the needs of the public in a manner that is civil and humane
- Higher education is likely to assist police officers towards a better style of communication, less authoritarianism, less cynicism and accepting of organisational change
- It will assist the police officer to be more innovative and flexible in dealing with complex policing programmes and strategies such as problem-oriented policing, community policing and task force responses
- Higher education will assist the police officers to be better equipped to perform tasks, be professional and make continual policing decisions with minimal supervision
- It helps to develop better overall community relations skills including the ability to engender the respect and confidence of the community
- The police officer with a higher education is likely to cope with stress better and seek assistance with personal or stress-related problems, which result in more stable and reliable employee.

Wayne and Hess (2004:255) indicate the best training model for trainers in order to be able to deliver growth through learning in the most effective way, which is also blended and connective.

Figure 3.1: Best practices training model



Source: Wayne and Hess (2004:255)

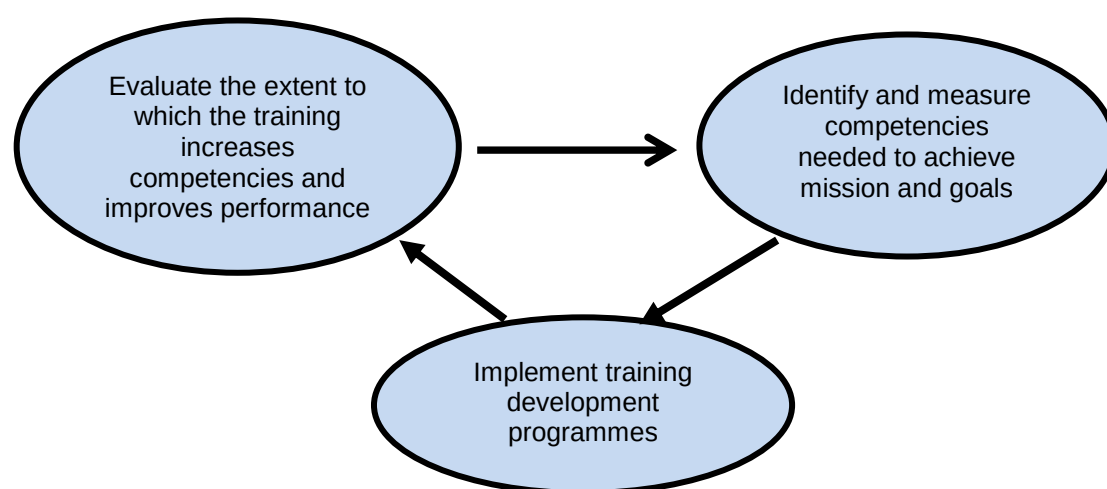
Figure 3.1 indicates that if the “best practices training model” can be used effectively in the policing environment it can assist in improving the junior police officer’s chances of career success, increase motivation, improve morale, increase productivity, foster greater feelings of self-worth, greater confidence and job satisfaction (Wayne & Hess, 2004:253).

The supervisors or commanders could benefit from the model by establishing better human relations, it can increase supervisors’ confidence, increase flexibility, creativity and the supervisor’s might experience fewer disciplinary problems. The organisation, on the other hand, could increase quality and quantity work, reduce turn-over, absenteeism, waste, complaints and grievances and increase departmental pride (Wayne & Hess, 2004:253).

Wayne and Hess (2004:254) further clarifies that the model places emphasis on the type of training methods, since the method of instruction and audio-visuals will affect the physical facilities needed. The facility should be conducive to learning, well ventilated, contain adequate sitting and writing surfaces.

More and Miller (2011:28) indicate that training serves as a focal point for creating and maintaining productivity and there are key steps in developing a viable training programme that will assist law enforcement to achieve its objectives.

Figure 3.2: Key steps in developing training programmes



Source: More and Miller (2011:28)

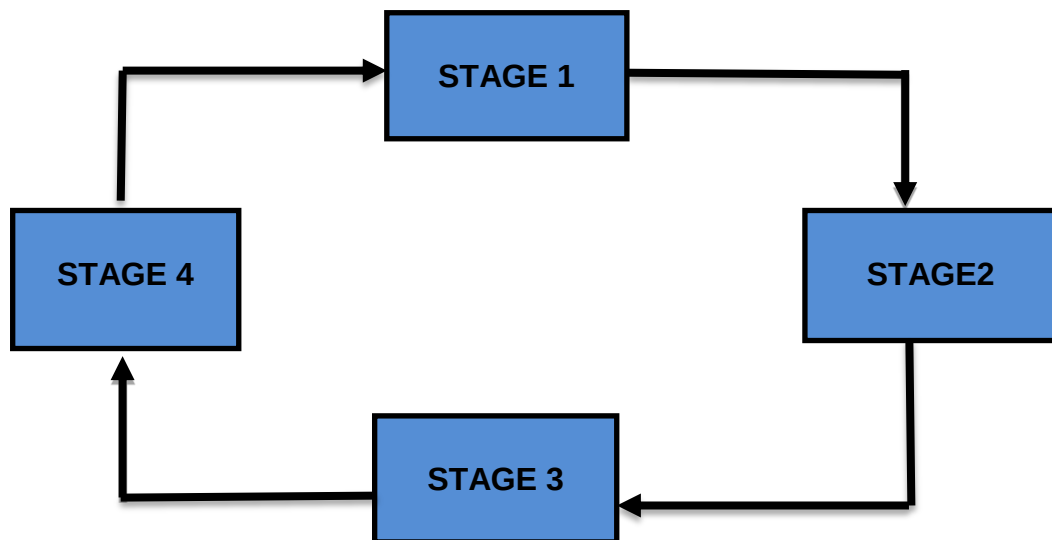
In Figure 3.2, More and Miller (2011:28) indicate that law enforcement agencies may encounter challenges in their effort to identify and measure the human, tactical, effective, conceptual and knowledge-based skills that the officers need, to support the mission and objectives of the organisation. Training programmes need to be evaluated periodically to determine if the organisation has provided the training and development opportunities that are needed to ensure the core skills required by the organisation for effective service delivery.

Trautman (2002:133) states that the individuals in the training department for the police organisation, who are assigned with the responsibility of training, may not be taught effective ways to deal with training. Therefore, the need assessment and job-task analysis are essential components that are crucial for the development of learning goals, objectives, lesson plans and pre- and post-tests.

In addition, training programmes that are provided by the law enforcement organisation and the training styles need to be taken into consideration. The emphasis is that police training should be based on experiential learning, which is learning from experiences. Police officers need to be involved in relevant activities, at their own pace and under the guidance of an experienced trainer. The key to experiential learning is when the learner has completed learning to look at what happened and reflect on how things went. This allows the learner to pick up the good points in a way the situation was handled, consider what worked and what could have been done differently and create a plan for future development (Frazer, 2003:42).

Foot and Hook (2008:299) further reflect that experiential learning, or learning from experiences, is useful for learning and development in the workplace in that one way of learning is to let experiences come to you (reactive) or deliberately seek out experiences.

Figure 3.3: Experiential learning Cycle



Source: Frazer, 2003:42

Figure 3.3 indicates that experiential learning is an on-going process, particularly if it involves the things that will be done continuously for future purposes. For this reason, much of the police training should use the experiential learning cycle. There are two important things to note about this cycle or model. First, it is a process with no clear beginning and end and it is a continuous process. Secondly, all stages should be completed; failure to do so could hold up or frustrate the learning process. Figure 3.3 indicates that Stage 1 is the experience itself, which might be something like the police officer attending to a domestic dispute or making an arrest. Stage 2, gives the opportunity to reflect on what others have said, and at this stage, it is important to make notes of thoughts and feelings.

The Personal Development Profile (PDP) should be taken into consideration because in policing it is central to making effective use of experiential learning. Stage 3 is the interpretation stage, which is trying to make sense of what happened and coming up with theories as to what might have happened if a different approach had been adopted. The last stage, Stage 4, is an action plan for the future. This stage focuses on what to do in future and it is the critical stage in police learning. The action plan is not important only for experiential learning but is crucial in setting the objectives for performance appraisal and for increasing professional competence (Frazer, 2003:43).

Southgate (1988:34) argues that policing is based experientially, and the police department makes extensive endeavours to base its training on experiential learning. The police department should encourage police officers to share experience – be it of policing, or other issues. The training should encourage the use of role-play or simulation. This involves the creation of learning, which is participative and student centred. The extension of the argument further indicates that if police officers want to deal with constant changes, that seem to be inevitable, they should have the ability to learn and continue to learn throughout their working life.

Cox *et al.* (2014:98) argue that police officers can never have enough training. Training is a career-long commitment because of the constantly changing world within which the police officers must constantly respond. In-service training or continuing professional education is one of the forms learning, which is regarded as a cornerstone of professionalism. The increase in the use of computers, forensics and crime analysis indicates that the need for training pervades all levels of policing. Dempsey and Forst (2010:131) emphasise that in-service training is used to update the skills and knowledge base of police officers because laws and developments in policing are changing and officers need to be kept up to date.

Scheepers (2008:30) concurs, with Cox *et al.* (2014:98) stating that the profession of the SAPS is becoming more specialised, therefore, police officers have to be trained in critical techniques and at the same time, training must empower police officers on advances in technology.

The section below will focus on the relevant legislation and authorities that govern training and development in SAPS.

3.5 OVERVIEW OF LEGISLATION ON TRAINING AND DEVELOPMENT

There are different pieces of legislations and authorities that govern training and development in the South African Police Service. These legislations and authorities will be discussed below:

3.5.1 The Constitution of the Republic of South Africa (1996)

The Constitution of the Republic of South Africa (1996) states that, the objectives of the South African Police Service are to “prevent, combat and investigate crime, to maintain public order, to protect and secure the inhabitants of the republic and their property and to uphold and enforce law”.

Section 195 of the Constitution (1996) stipulates that public administration must be governed by democratic principles and values, such as good human resource management and career development.

Section 195 (h) promotes the importance of maximising human potential (SA, 1996:111). This can only be achieved through the training and continuous development of SAPS employees.

3.5.2 South African Police Service Act (68 of 1995)

South African Police Service falls within the ambit of the public sector, but the South African Police Service Act (68 of 1995) governs some employees, whereas the Public Service Act (103 of 1994) governs others. The South African Police Service Act employees and Public Service Act employees (Naidoo, 2004:18) enact the distinction between the two due to the nature of duties that are performed.

As stated in Chapter 1, the study will focus on the South African Police Act employees. The South African Police Act (68 of 1995) regulates that the minister may make regulations with regard to training appointment, promotion and transfer of members. Chapter 8 of the Act stipulates that the minister can further regulate the attendance by members to training courses. It also states that the National Commissioner shall determine the training that the members or employees of the SAPS shall undergo.

3.5.3 Skills Development Act (97 of 1998)

The Skills Development Act (97 of 1998) is one of the important pieces of legislation in relation to skills development. The Act forms part of the National

Skills Development Strategy, which aims at addressing social and economic problems in South Africa.

Mohlala (2004:38) states that the development of skills through training and development has been the most important tool for improving both individual and institutional competitiveness. Skills development and training in South African context should be addressed against the social, political, and economic background where reconstruction and development still occupy the highest status on the national agenda. The author further states that the Skills Development Act (97 of 1998) was introduced because of the realisation that the economy was being constrained by the shortage of a skilled workforce and the political imperative to redress the unfair discrimination in training and development in employment opportunities. The country was facing an increase in unemployment, as the labour market did not hire sufficiently equipped and trained human resource. Furthermore, employers did not provide sufficient training.

Byars and Rue (2008:160) agree that training and development involve the acquisition of knowledge, skills and abilities, such as the interpersonal and communication skills necessary to perform a job. It is important for the South African Police Service to address the lack of training and development.

The purpose of the Skills Development Act (97 of 1998), is to develop the skills of the South African workforce. The Act further stipulates the following reasons:

- To improve the quality of life of workers, their prospects of work and labour mobility
- To improve productivity in the workplace and competitiveness of the employers
- To promote self-employment and to increase the levels of investment in education and training in the labour market
- To encourage employees to use the workplace as an active learning environment

- To provide employees with opportunities to acquire new skills
- To encourage workers to participate in learnership and other training programmes.

The rationale for the Skills Development Act (97 of 1998) is to provide an institutional framework to devise and implement national, sector and workplace strategies, to develop and improve the skills of the South African workplace. The special focus of the act is to improve the employment prospects of the previously disadvantaged persons through education and training (Van Dyk *et al.*, 2001:36).

The Skills Development Act (97 of 1998) makes provision for learnership and skills programmes. The learnership is stipulated in Chapter 4 of the act and consists of a structured component and practical work experience, leading to a qualification tied to an occupation and recognised by the South African Qualifications Authority (SAQA) (Van Dyk *et al.*, 2001:39).

A learnership agreement is between the employer, learner or group of employers and an accredited training provider, the agreement specifies the responsibilities and conditions on each party. The employer has the responsibility to employ the learner for the period specified in the agreement, to provide specified practical work experience and to release the learner to attend education and training specified in the agreement. The learner has the responsibility to work for the employer and to attend specified education and training. The training provider must provide education and training as well as the learner support specified in the agreement (Erasmus *et al.*, 2010:80). Chapter 4 of the Skills Development Act (97 of 1998) states that learnership may be established if:

- Learnership consists of a structured learning component
- The learnership includes practical work experience of a specified nature and duration
- The learnership would lead to a qualification registered by SAQA

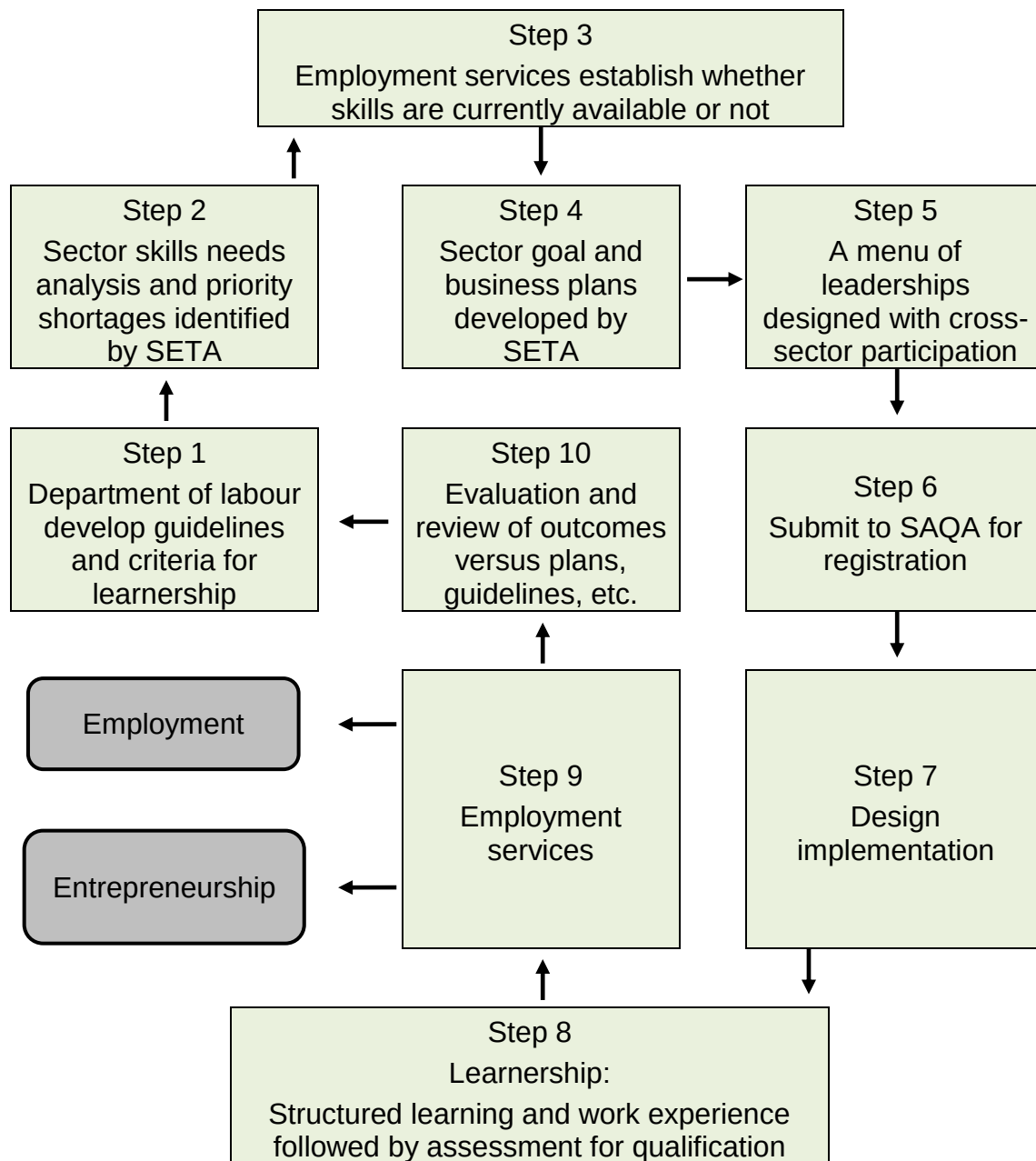
- The learnership is related to an occupation and is registered with the Director-General in the prescribed manner (Botha *et al.*, 2007:40).

Masilela (2012:39) states that the SAPS offer learnership in line with the organisational and sectorial needs. Learnerships that lead to a qualification are registered on National Qualifications Framework (NQF) as a qualification (examples are Public Sector Accounting NQF5, Resolving of Crime NQF5 and Forensic Science NQF5). These are job specific qualifications, which improve skills levels and productivity due to their nature to include workplace learning as a component.

Meyer *et al.* (2007:55) indicates that a learnership is a mechanism to link structured learning with work experience, leading to a qualification registered on the NQF as a reliable indicator of work readiness. Through learnership, structured learning programmes and work experience are integrated and organised for accreditation on the NQF. These will provide both vertical and horizontal articulation within the qualification framework and produce meaningful competencies for productive work.

Figure 3.4 summarises the process for the development of a learnership system. The proposal emphasises the link with the NQF and guidelines required to implement the learnership system. These guidelines were planned by SETA for new entrants to the labour market, target groups, and small and medium enterprises (SMEs) etcetera.

Figure 3.4: Development cycle for learnership system sector



Source: Meyer *et al.* (2007:56)

In addition to learnership, the Skills Development Act introduces skills programmes as another intervention to achieve its objectives. Chapter 5 of the Skills Development Act emphasises the importance of skills programme in the provision of education and training. Skills programmes are specific to occupations and make use of accredited education training and development (ETD) providers to train learners. Once learners complete the skills programme they obtain credits towards a qualification registered by SAQA

(Botha *et al.*, 2007:42). ETD providers accredited by an education and training quality assurance bodies (ETQA) or complying with accredited regulations may be used to deliver skills programmes that make up learnership qualifications (Masilela, 2012:39).

A skills programme is a structured learning programme that is based occupationally and when completed, will constitute a credit towards a qualification registered in terms of NQF (SAPS, 2012:2).

3.5.4 Skills Development Levies Act (97 of 1999)

The Skills Development Levies Act (97 of 1998) states that every employer must pay a skills development levy to the South African Revenue Service (SARS), which is responsible for administering the act.

Van Dyk *et al.* (2007:41) state that the Skills Development Levies Act (97 of 1999) establishes a compulsory levy scheme for funding education and training as envisaged in act. The rationale behind a national levy scheme for skills development is premised on the assumption that the acquisition of effective skills is dependent on a strong link between occupationally based education, training and the workplace. This implies that the public education is funded from taxation while skills development is funded from levy.

The SAPS belongs to the South African Safety and Security Education Training Authority (SASSETA) and pays an administrative levy to the SETA. The SAPS also has a registered skills development facilitator (SDF) and a structure of SDF exists at the station level (Masilela, 2012:41).

In the SAPS, the purpose of the SDF is to consolidate the workplace learning needs at station level and report them to the provincial skills development facilitators so that they can nominate members with skills deficiencies for workplace learning programmes and to monitor individuals' skills needs and assist learners to compile individual development plans (SAPS, 2010:8).

The SAPS prepare and compile a work skills plan (WSP) as well as an annual training report (ATR) to indicate that at least 1 percent of its payroll is spent on training and development. It participates in the structures of the SASSETA to

ensure that it reaches the targets in terms of SETAs performance plan and the National Strategy Development III (Masilela, 2012:41).

3.5.5 Sector Education and Training Authorities (SETA)

The SETA is a body that comprises representative of labour, employees, key government department members, any professional body with a reason to be there, and any bargaining forum from the business industry sectors (Masilela, 2012:41).

The main function of SETA is to contribute to the development of skills. It does this by ensuring that the people learn skills that employers and communities need (Botha *et al.*, 2007:33). Other functions of SETA are to:

- Develop a sector skills plan within the framework of the national skills development strategy.
- Implement its sector skills plan by establishing learning programmes, approving annual training reports, allocating grants in the prescribed manner to employers, educating training providers and workers, and monitoring education and training provision in the sector as prescribed by the Quality Council for Trades and Occupations (QCTO).
- Promote learning programmes, identifying workplaces for practical work experience, supporting the development of learning materials, improving the facilitation of learning and assisting in the conclusion agreements of learning programmes.
- Liaise with the National Skills Authority on:
 - The allocation of grants from the skills levies contributions to organisations that are implementing learnership programmes
 - The national skills development policy
 - The national skills development strategy and its sector plan (Erasmus *et al.*, 2010:79).

The SETA creates a skills development plan for the organisation or sector using the national skills development strategy as a basis. It implements the sector skills plan by:

- Establishing learnership
- Approving a workplace skills plan and allocating skills grant to employers training providers and workers (Masilela, 2012:41).

The Skills Development Act (97 of 1998) explains that the sector skills plans are necessary to ensure that SETA know their sector, understand how it is changing and what skills are needed to support the growth. The purpose of the skills development plan (SDP) is to meet the development needs of the employees and to ensure that the core skills' requirements of the organisation are met.

3.5.6 The South African Qualifications Authority (SAQA)

SAQA was formulated to ensure the development and implementation of NQF, which contributes to the full development of each learner and to the social and economic development at large (Meyer, 2007:28).

SAQA has the responsibility to monitor SETAs accreditation processes of learning programmes. SAQA is also responsible for the establishment of the NQF and national standards bodies to set training standards, which ensure the progression and portability (which means that a qualification earned in a workplace training environment has value in the formal system and vice-versa). It is responsible to monitor the implementation of standards, certifying national qualifications, credits and approving secondary accreditation of providers and assessors (Mohlala, 2004:48).

The main functions of SAQA are to:

- Oversee the implementation of the NQF in accordance with a multi-year rolling strategic plan, budget and implementation framework
- Recommend level descriptors to the minister after considering proposals by each Quality Council (QC)

- Keep level descriptors under review to ensure that they remain current and appropriate
- Recommend a policy framework to the minister for the development, registration and publication of qualifications in each sector, and recommend a policy framework to the minister for assessment, recognition of prior learning and credit accumulation and transfer, after considering proposals by each QC
- Register a qualification recommended by a QC if it meets the approved criteria
- Recommend a policy framework to the minister for recognising a professional body and registering a professional designation for the purpose of this act, after consultation with the statutory and non-statutory bodies of expert practitioners in occupational fields and after considering proposals by each QC
- Recognise a professional body and register its professional designation if the approved criteria have been met
- With respect to records of education and training, maintain a national learner's records database comprising registers of national qualification, national standards, learner achievements, professional bodies, professional designations and associated information
- Provide an evaluation and advisory service with respect to foreign qualifications (Bellis, 2001:11).

It is necessary to bear in mind that SAQA provides necessary mechanisms through which learning programmes can be evaluated for their suitability in order to meet set national standards and norms as discussed above (Mohlala, 2004:49). The SAPS attempts to improve service delivery such as arrests and investigation of crimes. Therefore, it is necessary that learning programmes offered be need based and relevant to these circumstances.

The next section will discuss the NQF in detail as an important element in training and development.

3.5.7 National Qualifications Framework (NQF)

The NQF is a framework that provides a vision and structure for the construction of a national qualification system. It is a national effort of integrating education and training into a unified structure of recognised qualifications. All qualifications and competencies are registered with the NQF according to their field of learning and level of progression (Botha *et al.*, 2007:15).

According to Jewison (2008:15) the South African Qualifications Authority Act (58 of 1995) states that the purpose of the NQF is to:

- Create an integrated national framework for learning achievements
- Facilitate access to, and mobility and progression within, education, training and career paths
- Enhance the quality of education and training.
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities
- Contribute to the full personal development of each learner and to the social and economic development of the nation at large (Jewison, 2008:15).

Erasmus *et al.* (2010:70) stipulated the benefits of NQF as follows:

- It is a consistent approach to education and training with an emphasis on meeting quality standards and practices
- There will be a scope for industry, the professions and formal education to set their own standards with the emphasis on national qualification
- In the process, training and nationally based qualification will be available
- Learning will be able to take place on the job, at tertiary institutions, secondary schools and in private training establishments
- The training industry will be better equipped to compete on the international market and overseas workers will be able to have their

qualifications assessed for equivalence against South African qualifications registered with the NQF

- Detailed and credible reporting of individual attainment will be available to all stakeholders.

The NQF is regulated by a principle that encourages the registration of diverse skills and knowledge. The South African NQF is divided into manageable levels, intended to award registered learners national accreditation based on their knowledge and skills. Several qualifications fit in this framework and are classified according to their demand in the market and SAQA is responsible for overseeing the implementation and development of the NQF levels. This makes it imperative to understand them in the context of development (Masilela, 2012:28).

In terms of the National Qualifications Framework Act (67 of 2009), the NQF is an overarching framework of ten levels encompassing three sub-frameworks as indicated in Table 3.1.

Table 3.1: The National Qualifications Framework 2008

Higher Education and Training Band		
NQF Level	Examples of qualifications	Learning routes of the qualifications
10	Doctorate	Universities, Universities of technology (formerly technikons)
9	Master's degree	Universities, Universities of technology (formerly technikons)
8	Post graduate diploma Honours degree	Universities, Universities of technology (formerly technikons)
7	Bachelor's degree Professional qualification	Universities, Universities of technology (formerly technikons)
6	Diploma Advanced certificate	Universities, Universities of technology (formerly technikons)
5	Higher certificate	Universities, Public FET colleges, NGO's

Further Education and Training Band					
4	Senior Certificate Adult National Senior Certificate Senior Certificate(Vocational)	Secondary schools	Public and private FET colleges	Employer/provider programmes	
3	Occupationally directed qualifications	Occupationally directed qualifications	Public and private FET colleges	Employer/provider programmes	
2	Occupationally directed qualifications	Secondary schools	Public and private FET colleges	Employer/provider programmes	
General Education and Training Band					
1	Senior phase	ABET Level 4	Primary and secondary schools, Grades 7-9	Public, private and NGO ABET centres	Employer/provider programmes
	Intermediate phase	ABET Levels 2-3	Primary schools, Grades 4-6	Public, private and NGO ABET centres	Employer/provider programmes
	Foundation phase	ABET Level 1	Primary schools, Grades 1-3	Public, private and NGO ABET centres	Employer/provider programmes

Source: Jewison (2008:17)

Table 3.1 indicates that the NQF consist of ten levels. Level 1 is equivalent to the General Education and Training (GET) band of the schooling system, which is the end of Grade 9. It is also the level achieved by an adult learner qualifying in adult basic education and training (ABET). NQF level 2 to 4 are Further Education and Training (FET) levels. Level 4 is equivalent to the senior certificate awarded on completion of matric. This is the level required to enter higher education or skill-based training. Level 7 is the level of the first degree (bachelor's degree) at university and levels 8 to 10 are post-graduate levels (Jewison, 2008:17).

Adults who did not complete primary education have an opportunity to enter the first level of the NQF system. There are non-governmental organisations (NGOs) offering such programmes. In the SAPS, the programme is offered in the workplace (Masilela, 2012:33).

The next section will discuss the role of the Safety and Security Sector Education and Training Authority (SASSETA) as a stakeholder in facilitating training and development.

3.5.8 Safety and Security Sector Education and Training Authority (SASSETA)

SASSETA is a SETA that has been set up to facilitate education and training specifically to the wide range of safety and security providers in South Africa like the military, police and diplomatic arena. SASSETA was established in July 2005. SASSETA committed itself to five primary objectives that relate to the South African Government National Skills Development Strategy, which are:

- To develop a culture of top quality learning that would last a lifetime for any learner
- To foster skills development in the formal sector of SASSETA for both productivity and growth of employment potential and possibilities
- To stimulate and support the development of skills in small businesses in South Africa
- To promote skills development that would make more people employable and enable them to have sustainable a livelihood via a variety of social development initiatives
- To assist new entrants to the industry to find employment (SASSETA, 2014:1).

In South African Police Service the divisional commissioner for training must ensure that a quality management system is developed, implemented and managed according to the criteria provided by SAQA or SASSETA to ensure continued accreditation of the service as education, development and training

provider, and that all ETD products and systems are in line with relevant legislation and official directives (SAPS, 2007:12).

The SAPS provides certification to learners who demonstrate the required outcomes in terms of the criteria of a unit standard qualification. The certification may be conducted internally or externally. In case of internal certification, an SAPS 292 certificate may be issued, subject to the requirements and approval of the divisional commissioner for training. SASSETA or other relevant sector education and training authority issues the external certification (SAPS, 2007:11).

Every education, training and development institution in the SAPS, on a quarterly basis, must report to the divisional commissioner for training on all the learning interventions offered. The divisional commissioner for training compiles the annual report and presents it to SASSETA and the public service SETA for endorsement (SAPS, 2007:12).

3.5.9 Education training quality assurance

Quality is an integral part of SETA and skills development. In order to ensure that the standards transform education and training provisions, the SAQA has accredited ETQA's to undertake quality assurance for specified unit standards and qualifications. In short, ETQA's are appointed to ensure the process of assessment is fair, reliable and valid (Meyer, 2007:48).

ETQA's monitors the quality of provision and manage the awarding of credits and qualifications. Monitoring quality refers to the process of accrediting institutions, approving or accrediting programmes, establishing and monitoring assessment systems and verifying the outcome of the assessment (Jewison, 2008:18).

ETQA's are moderating bodies with specific functions related to monitoring and auditing of national standards and qualifications and are required to:

- Accredit and promote quality among constituent providers
- Monitor provision and evaluate assessment and facilitate moderation among constituent providers

- Register constituent providers for particular NQF standards and qualification
- Take responsibility for certifying for constituent learners and co-operate with relevant bodies, which will moderate across ETQA's
- Recommend new standards and qualification to national standards bodies
- Maintain a database, submit reports and undertake other functions, which SAQA may decide on from time to time (Meyer, 2007:48).

A quality management system is needed for the accreditation, monitoring and auditing of ETQA and its service providers. The quality assurance is tasked with assessing learners, the quality of education and of the expected achievements. SETA appoints quality assurance managers to put quality management systems in place if an organisation has not yet implemented a quality assurance system (Masilela, 2012:46).

In the SAPS, the divisional commissioner for training must ensure that the quality management system is developed, implemented and managed accordingly to the criteria provided by SAQA or SASSETA to ensure continued accreditation of the service as education, development and training providers. It must ensure that all ETD products and systems are in line with relevant legislation and official directives (SAPS, 2007:8).

The quality products and systems of ETD must be improved continuously by following quality management processes, which are:

- Implementation of approved quality assurance processes in terms of the quality management system requirement
- Internal and external evaluation of all learning programmes to ensure integrated knowledge and skills
- Management of assessment and monitoring of implementation of learning programmes
- Verification of learner achievements

- Evaluation of the performance of assessors and moderators, including continuous review of the quality management system (SAPS, 2007:8).

Learning programmes that are presented in the SAPS are monitored and evaluated by monitoring and evaluation sections from different institutions and training centres for the purpose of ensuring quality (Masilela, 2012:48).

3.6 SUMMARY

The SAPS is expected to execute its duties according to certain standards and values and to adhere to a professional code of conduct. The vision, mission, value statement and code of ethics highlight the responsibilities of employees when providing services to the community. These statements intensify the efforts towards effective and efficient service delivery to the community as well as to meet the needs and the expectations of the country.

The first part of this chapter explores the vision, mission, value statement and code of ethics of the SAPS in order to understand the importance of these statements in relation to training and development. The emphasis was on that the SAPS should approach training and work-related development from a strategic point of view to enable the organisation to meet the needs of the community and fulfil the strategic objectives of the organisation.

The chapter further reflected on the background of training and development in the SAPS and its current practice with regard to training and development. The importance of training and development in policing was also explored, which indicated that law enforcement and crime fighting are critical parts of the policing role, and it requires intensive training for police to be able to deal with these complex situation. Therefore, higher education and specific training styles were discussed and how they can benefit the law enforcement environment.

The significance of skills training and development in South Africa, especially in the SAPS, representing the core basis of service delivery, has also been indicated through the progressive promulgation of various pieces of legislation. This chapter gave an overview on the few pieces of legislation that

govern training and development in the SAPS. Legislation plays a significant role in the organisation's human resource department's effectiveness and efficiency.

The next chapter outlines the plan for the collection and analysis of data. It will further focus on the empirical findings regarding training and development in the Vereeniging cluster.

CHAPTER 4

THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT IN THE VEREENIGING CLUSTER: PRESENTATION OF RESULTS

4.1 INTRODUCTION

The training overview and legislation governing training and development in the South African Police Service was discussed in the previous chapter. This chapter focuses on the research methodology and the presentation of the empirical findings of the study: An evaluation of training and development in the South African Police Service: A case of Vereeniging cluster. The responses will be analysed and interpreted to obtain valuable information regarding training and development in the SAPS Vereeniging cluster.

The quantitative approach was utilised to explore research methodologies. Questionnaires were used to obtain the responses from the participants and were analysed and interpreted. The population for this study was the police officials at the following stations in Vereeniging cluster: Heidelberg, Kliprivier, Meyerton, DeDeur, Ratanda and Vaal Marina.

This chapter further aims to evaluate whether training and development in the South African Police Service: Vereeniging cluster, assist employees with relevant skills to perform their duties effectively.

4.2 RESEARCH METHODOLOGY

The research design is a blueprint of how the researcher intends to conduct the research (Mouton, 2001:55). The research design is the mechanism that the researcher used to get answers to the research questions, that is qualitative research by evaluating the organisation's current processes and quantitative research for convenience to the respondents and for statistical purposes.

The researcher used the quantitative research design. This approach allowed the generalisation of the data in that the researcher had a significant number of subjects to sample.

4.2.1 Quantitative research method

Quantitative research is the type of research that is concerned with the collection of considerable data from the sample that will sufficiently represent the larger population (Black, 1999:9). This method allows for the generalisation of data in that it allows the researcher to have a significant number of the subjects to sample. Bless *et al.* (2006:44) state that the quantitative research methods focus on measurement and various scales.

The researcher utilised a quantitative research method and the research questions were the following:

- What is meant by the concepts training and development?
- What are the training and development policies, practices and procedures underlying training and development in the SAPS?
- What are the challenges that police officials experience regarding training and development in the Vereeniging cluster?
- What recommendations can be offered to add value for effective training and development strategies in the SAPS in Vereeniging cluster in order to ensure efficient performance?

Based on the problem statement and research questions, the research objectives included the following:

- To explain the theoretical exposition of the concepts of training and development.
- To provide an overview of the policies, practices and procedures of training and development in South African Police Service.
- To explore the challenges that the police officials often encounter with regard to training and development in Vereeniging cluster.

- To make recommendations that will add value to effective training and development strategies in the SAPS in the Vereeniging cluster.

4.3 DATA COLLECTION

Data collection involves decisions and action regarding the collection of information needed to address the problem (Bless *et al.*, 2006:112). Sookraj (2009:109) states that questionnaire is a very flexible tool; however, it must be used carefully in order to fulfil the requirements of a particular piece of research. Since the researcher used using a quantitative approach, self-administered questionnaires (with closed-ended questions) was used to collect data.

For the purpose of this study, the research information was collected through primary and secondary sources.

The literature review was presented in Chapter 2 and 3 and was compiled as secondary sources. The primary information was gathered through the use of questionnaires that were distributed to the chosen sample, to obtain an understanding related to the area of investigation.

4.3.1 Literature review

Cresswell (2014:27) states that the literature review is done to accomplish several purposes, which amongst other things is to assist the reader to have a picture of the other studies that are closely related to the study being undertaken. It also provides the framework for determining the importance of the study, including benchmarking for comparing the results with other findings.

The literature was reviewed to obtain the relevant data. Chapter 2 of the literature review focused on the theoretical exposition of the concept of training and development. Chapter 3 focused on a training overview and legislation governing training and development in the SAPS. The sources utilised to obtain the relevant data for the research included books, reports, articles and the internet.

4.3.2 Questionnaire

The researcher used questionnaires as a method of collecting data. De Vos *et al.* (2011:186) define a questionnaire as a “document containing questions and other types of items designed to solicit information appropriate for analysis”. The type of questionnaires that was used was self-administered questionnaires with closed ended questionnaires, which were completed by respondents themselves without the assistance of the researcher. The questionnaires were handed to respondents who completed them on their own but the researcher was available in case there were problems experienced. The researcher collected the questionnaires immediately after the respondents completed them. The researcher avoided giving them questionnaires to complete on their own time to avoid the possibility of the questionnaires getting lost, since most of them do not have offices but work on the street doing crime prevention.

A structured Likert scale questionnaire was used, where respondents were expected to indicate their responses using:

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

Section A (independent variables): contains questions designed to obtain demographic information from respondents in order to gain information such as gender, age, race, number of years in service, highest level of education and rank. This information was imperative to understand better the employees that were involved in training and development in the Vereeniging cluster.

Section B (dependent variable): Aimed to achieve the objectives of the research as contained in the research proposal. This section was aligned to the objective, which aimed to explore the challenges that the police officials often encounter with regard to training and development in the Vereeniging cluster.

4.4 RESEARCH TECHNIQUES

Researchers are forced to limit their research to a part of the population where the sample will be drawn. For the purpose of this study, the following were considered.

4.4.1 Population

De Vos *et al.* (2011:223) explain that a population is the sum total of all people, events or case records where a sample will be drawn for the research study.

Bless *et al.* (2006:98) define a population “as the entire set of objects which is the focus of the research and about which the researcher wants to determine some characteristics”. For the purpose of this study, the population included the following stations in Vereeniging cluster, Heidelberg, Meyerton, Kliprivier, De-Deur, Vaal Marina and Ratanda SAPS, which consisted of 379 police officials.

4.4.2 Sample

A sample is defined as “the element of the population considered for the actual inclusion in the study or it is a subset of measurement drawn from a population in which the researcher is interested in” (De Vos *et al.*, 1998:224). The sample consisted of 135 employees who are working in the above-mentioned stations. For the purpose of this study, the researcher used systematic sampling, which is a method of probability sampling procedure. Bless *et al.* (2006:100) state that in probability sampling each unit in sampling frame, has an equal chance of being selected. Systematic sampling is where the first case is selected randomly, preferable from the random table and cases are selected according to a particular interval for example, the fifth or the tenth case on the list of names, depending on the percentage sample needed. The researcher decided to use this technique because the SAPS is utilising a duty list that is compiled every month. Therefore, the researcher used the duty list to obtain the sample and in order to ensure representation of

the population, every third case on the duty list was selected for inclusion in the study.

4.4.3 Research ethics

De Vos *et al.* (2011:114) state that “ethics is a set of moral principles, which suggested by an individual or group is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students”. Welman *et al.* (2005:181) state, “Ethical considerations come into play at three stages of a research project, namely when participants are recruited, during the intervention and measurement procedure and in the release of the results obtained.”

The researcher requested, in writing, authorisation to conduct research from the provincial research committee of South African Police Service in Gauteng prior to the engagement with the subjects and before studying department’s documents. The identities of the participants were kept anonymous and confidential. The researcher ensured that there was no violation of privacy/anonymity and confidentiality, and made sure that participants gave consent.

The basic ethical principle of research is that participation should be voluntary. In order to ensure that this principle was adhered to, brief information was included in the questionnaire that was given to participants, which included an explanation as to who the researcher is, why the study was being conducted and its relevance to the issue of training and development.

To protect the respondent’s, their identity was anonymous and the participants were informed that they were allowed to withdraw at any time.

4.5 DATA ANALYSIS

This section analyses the responses of respondents to obtain detailed information on the impact of training and development in the South African Police Service: Vereeniging cluster. Structured questionnaires were analysed

according to sequential order as reflected in the questionnaire and order of objectives. The responses to data collection were captured as follows:

4.5.1 Section A: Demographic Information

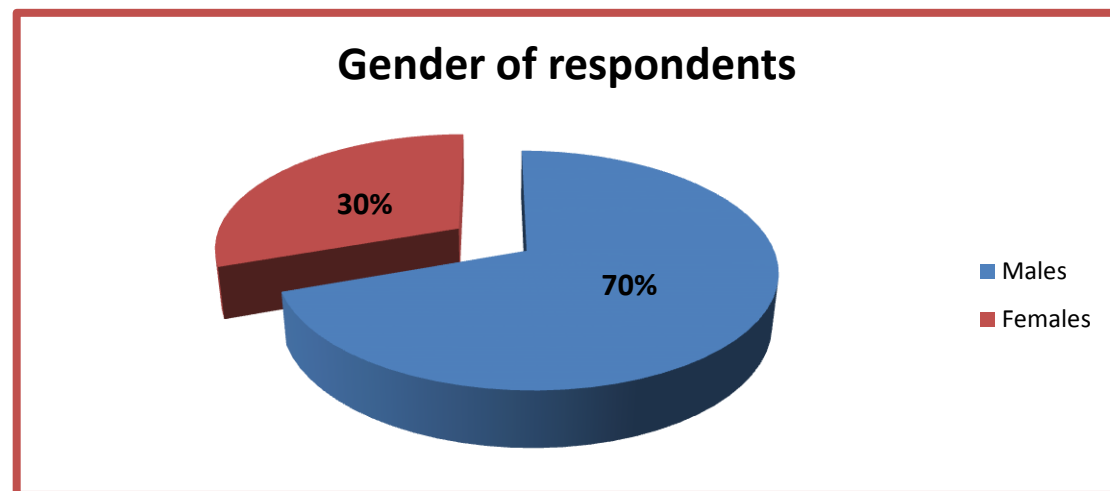
This section explores the information regarding gender, age, race, number of years in the service, highest qualification and rank.

A1 Gender of respondents

The percentage of gender of respondents is illustrated in the Figure 4.1. Most of the participants were males with 70 percent and the females only constituted 30 percent. This indicates that the SAPS still need to ensure gender equity.

The researcher used systematic sampling, the duty list was utilised and there was no specific norms drawn as to their gender.

Figure 4.1: Gender percentages

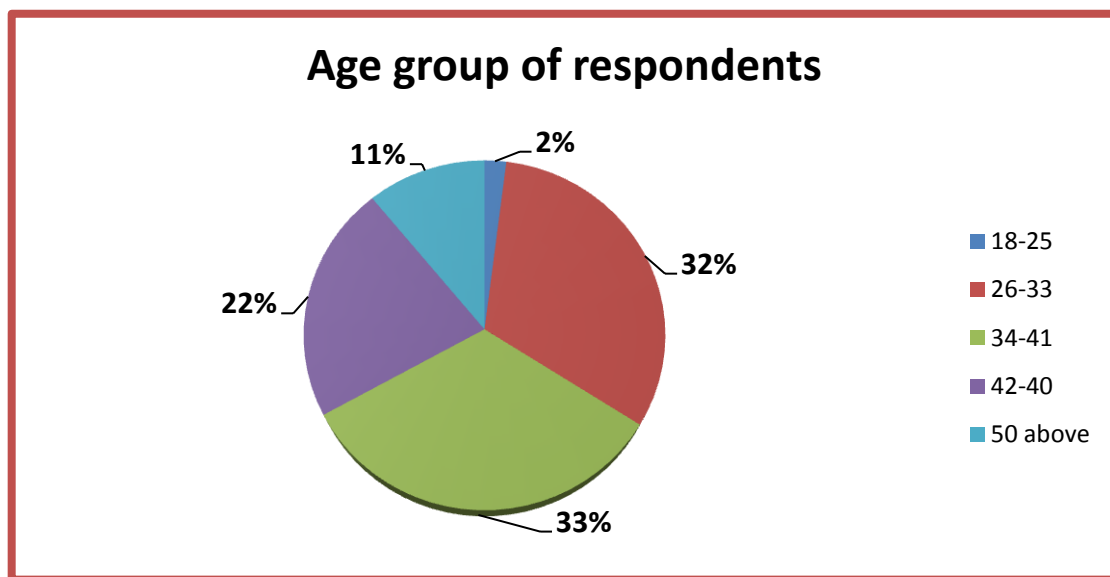


A.2 Age of respondents

The age category of the respondents was structured into five categories. The information reflects that 2 percent are between the ages 18-25, 32 percent belong to 26-33 category, 33 percent of the respondents, which is the majority, are between the age group of 34-41years, 22percent between the age of 40-42 and 11 percent are above the age of 50years.

The diverse age groups indicate that there are different age groups in SAPS. This requires that the training unit in the Vereeniging cluster should ensure that the training techniques that are utilised in the development of employees should be able to accommodate ages of all categories to enhance the learning process. The training course content should also be able to empower the employees who are above 50years, with new techniques that will assist them to understand modern technology.

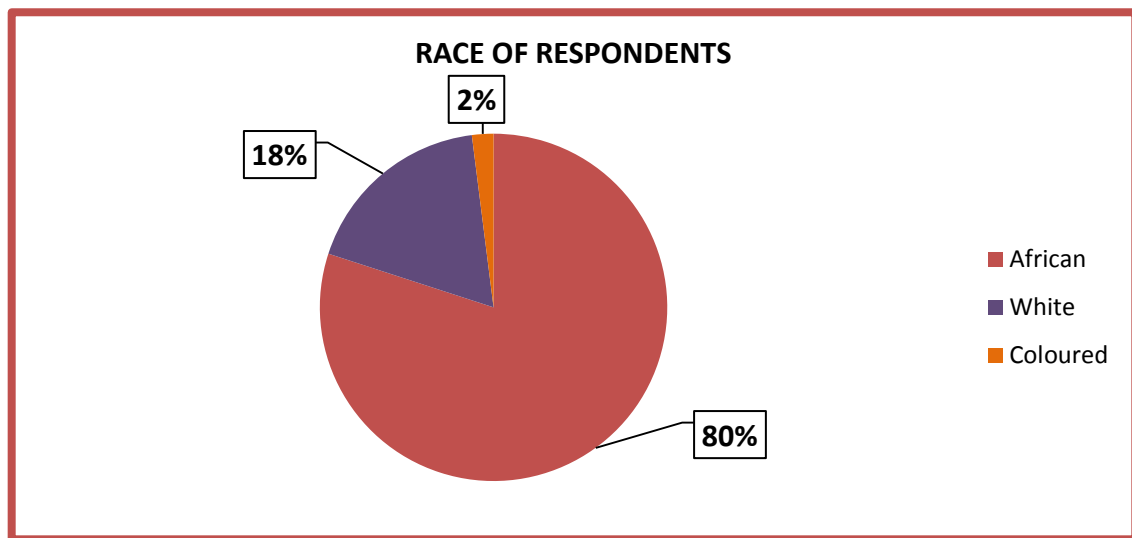
Figure 4.2: Age group percentages



A.3 Race of respondents

Figure 4.3 indicates that police stations in the Vereeniging cluster, which were involved in research, are highly dominated by Africans with 80 percent; whites reflected 18 percent, and 2 percent coloureds.

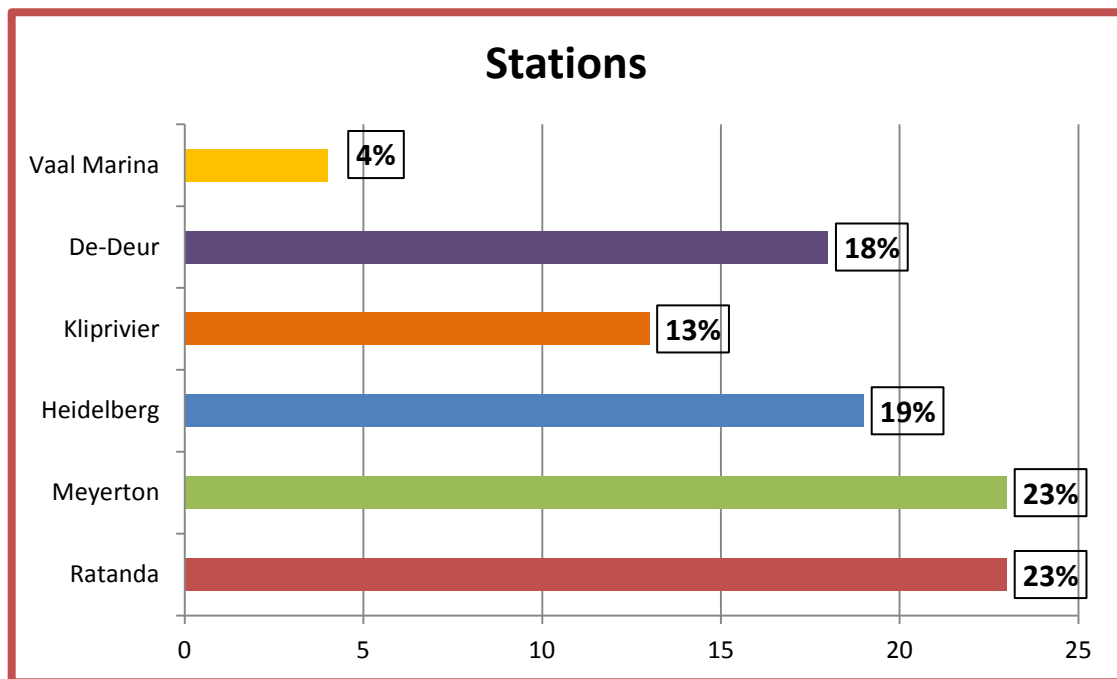
Figure 4.3: Race percentages



A.4 Stations involved in research

The population included the following stations as indicated below. Vaal Marina with 4 percent of the respondents, De Deur station constituted 18 percent, Kliprivier with 13 percent, Heidelberg 19 percent, Meyerton 23 percent and Ratanda with 23 percent.

Figure 4.4: Stations that participated in research

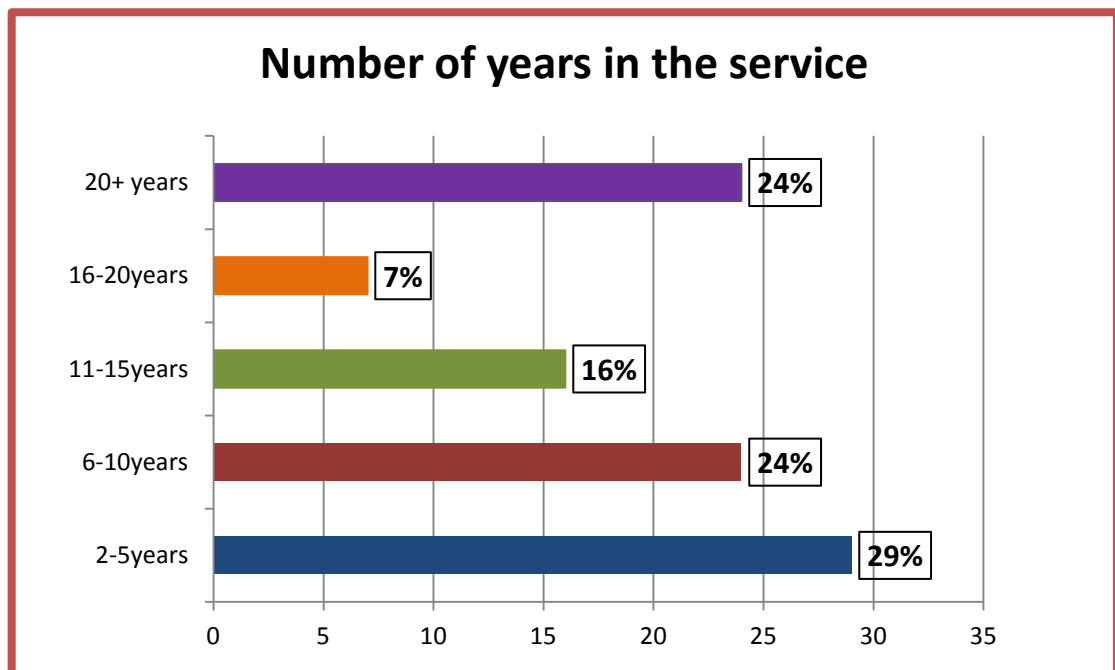


A.5 Number of years in the service

The graph below indicates that 29 percent, which is the highest number indicated that they have been in the service for 2-5years, 24 percent of employees have been working in the SAPS for 6-10years. 16 percent have been in the service for 11-15years and the years of service between 16-20years is 7 percent, while above 20 years is 24 percent.

The figure below indicates that more employees have been in the organisation for not more than five years. This calls for the SAPS to put more focus on developing these employees with relevant skills that will capacitate them to deal with the challenges of the criminal acts that they experience on daily basis. 24 percent have 20years and more in the service. Therefore, the organisation should focus on promoting mentoring programmes, which will benefit employees with less than five years in the service. Those employees who are 20years and more in the service should be encouraged to impart their skills to employees with less years of experience. Generally, the graph also indicates that refresher courses are a requirement for both employees with more years of service and for those with less years of service in order to update them with the important changes in their profession.

Figure 4.5: Number of years in the services



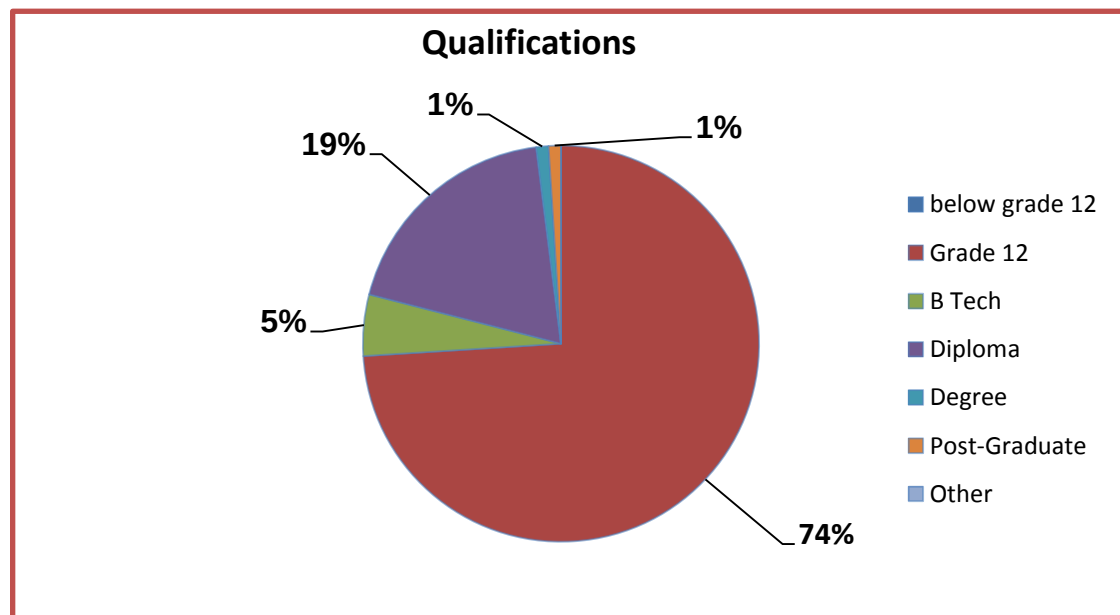
A.6 Level of education

Figure 4.6 indicates the level of education of the respondents. 74 percent of the employees have grade 12. The group that is in possession of B-Tech constitutes 5 percent. The respondents who indicated that they are in possession of diplomas constitute 19 percent and 1 percent of respondents hold a bachelor degree and post-graduate degree.

Therefore, it can be deduced from the data that the majority of respondents do not hold qualifications in higher education. The organisation has to focus on motivating the police officials towards furthering their studies. This also necessitates the need of learning programmes that are accredited and that have the intent to provide occupation-related qualifications.

Chapter 4 of the Skills Development Act (97 of 1998), emphasise the importance of the implementation of work-based structured programmes that will equip employees with occupation-related qualifications registered with the NQF.

Figure 4.6: Qualifications

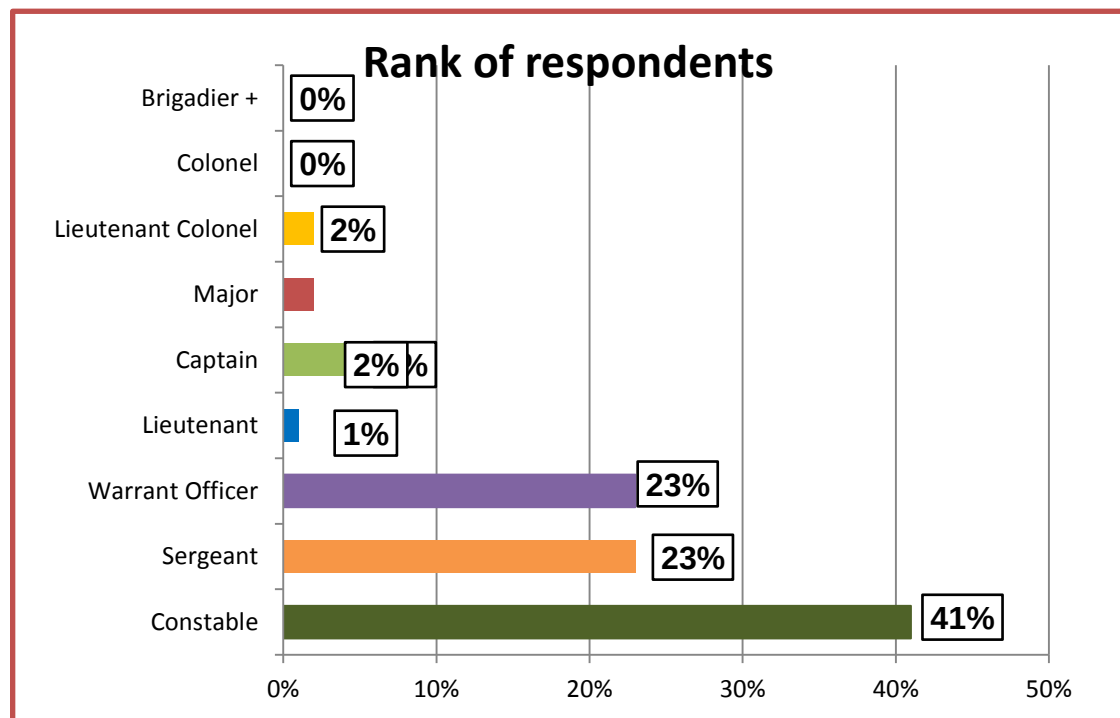


A7 Rank of respondents

The information regarding the position or rank of respondents indicates that 41 percent are constables, 23 percent belong to the rank of sergeants and warrant officers, 1 percent of lieutenant and 2 percent of respondents are captains and lieutenant colonels. The other ranks were not indicated.

Figure 4.7 indicates that the majority of the respondents are working at the lower level group, which is the rank of a constable. This group constantly require intensive training and development to update their skills and knowledge. Therefore, the organisation should give more attention to ensuring that training and development is concentrating more on lower levels and functional levels in order to ensure effective service delivery.

Figure 4.7: Rank percentages



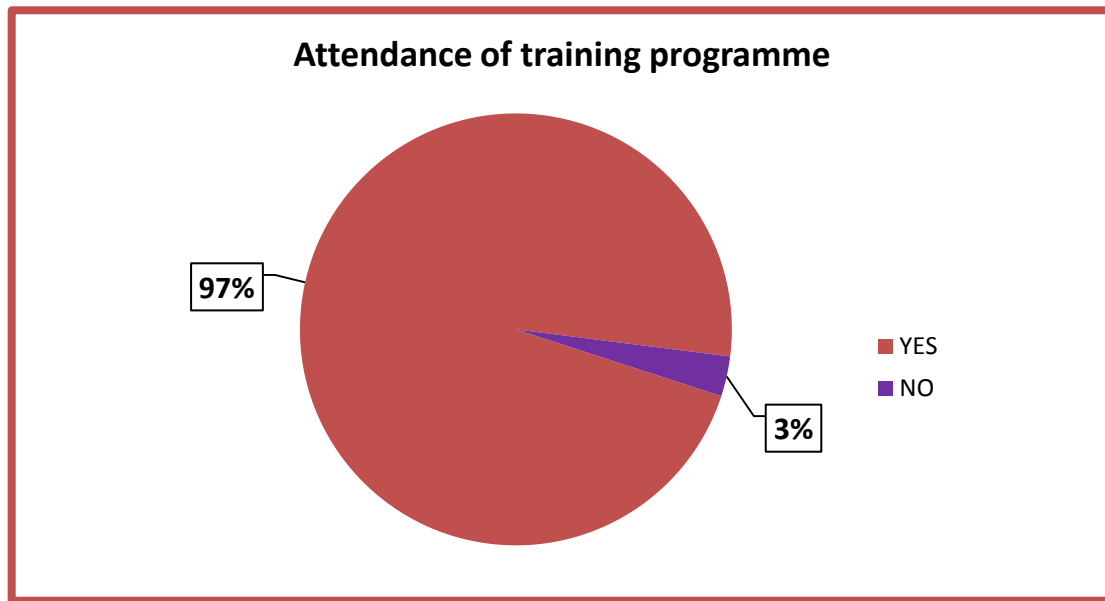
4.5.2 Section B: Likert-scale statements

This section contains questions with Likert-scale statements. The statements were used to determine the levels of satisfaction, motivation, knowledge and skills regarding training and development in the Vereeniging cluster.

Statement B1: Have you attended any training programme since you have been in this station?

The majority of the employees indicated that they have attended a training programme in the Vereeniging cluster. The responses indicated that 97 percent of employees have once attended a training programme in the station they are currently working for, while 3 percent indicated that they have never been sent for any training programme by the current station but they have attended training before. The implication based on the responses is that most employees have attended a training programme.

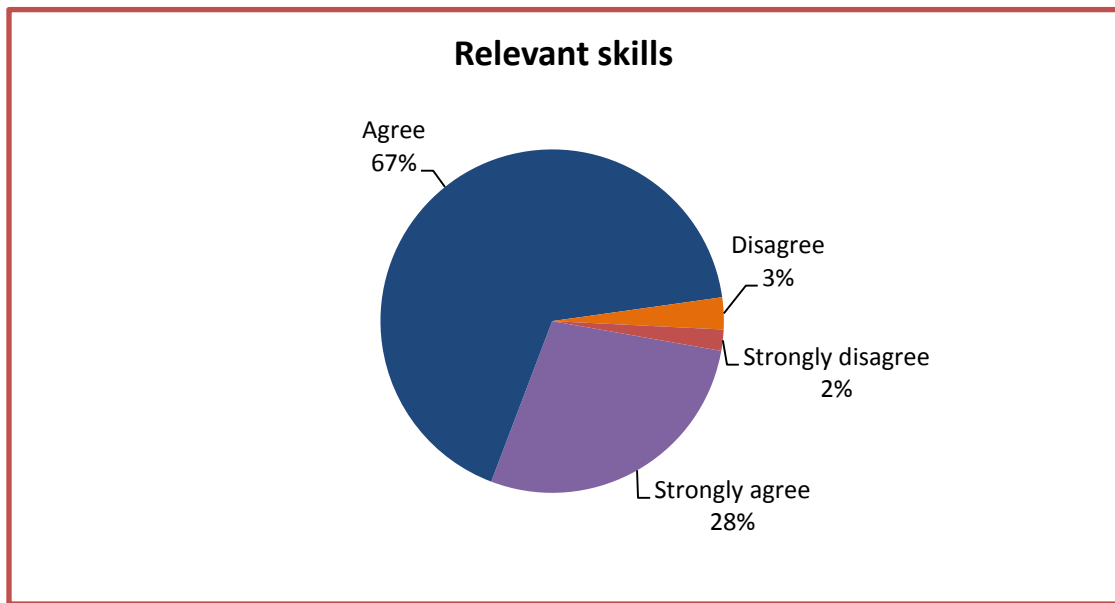
Figure 4.8: Attendance of training programme in the current station



Statement B2: In your opinion, the training that you received so far in SAPS assisted you to acquire skills that you require to perform your job

Figure 4.9 reflects that 28 percent of the employees strongly agreed with the statement, 67 percent agreed, 3 percent disagreed and 2 percent strongly disagreed. Based on these findings it is clear that training and development that is provided by the Vereeniging cluster equip employees with skills that they require to perform their duties.

Figure 4.9: Relevant skills



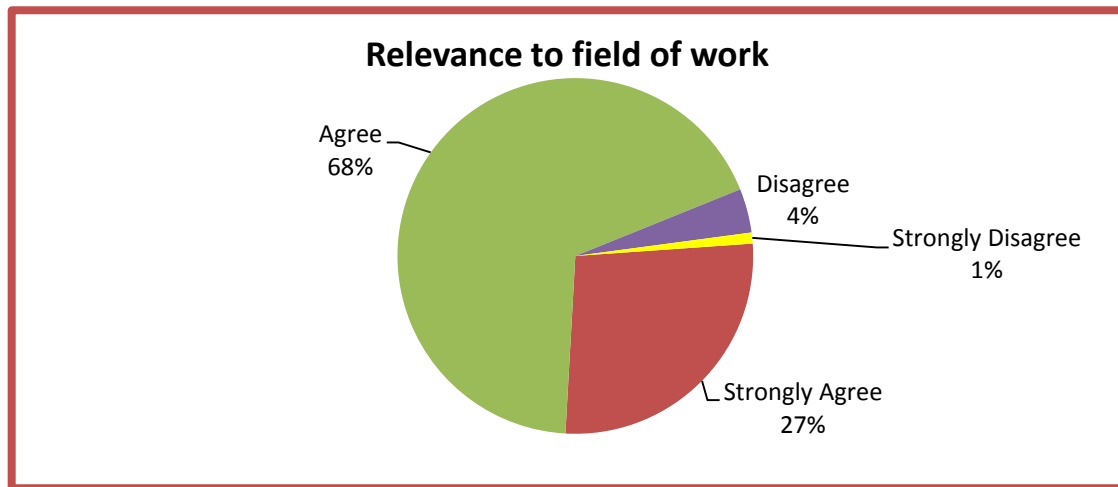
Statement B3: The training that you have received has been relevant to your field of work

This statement was meant to determine whether employees acquired relevant skills and knowledge after they attended training programmes in the Vereeniging cluster.

Of the respondents, 27 percent strongly agreed that the training programmes that are presented in the Vereeniging cluster are relevant to their field of work. 68 percent agreed, 4 percent disagreed and reflected that it is not relevant and only 1 percent disagreed.

It can be deduced from the responses of the majority of the respondents that the training programmes that are provided by the Vereeniging cluster training unit are relevant to their field of work.

Figure 4.10: Relevance to field of work

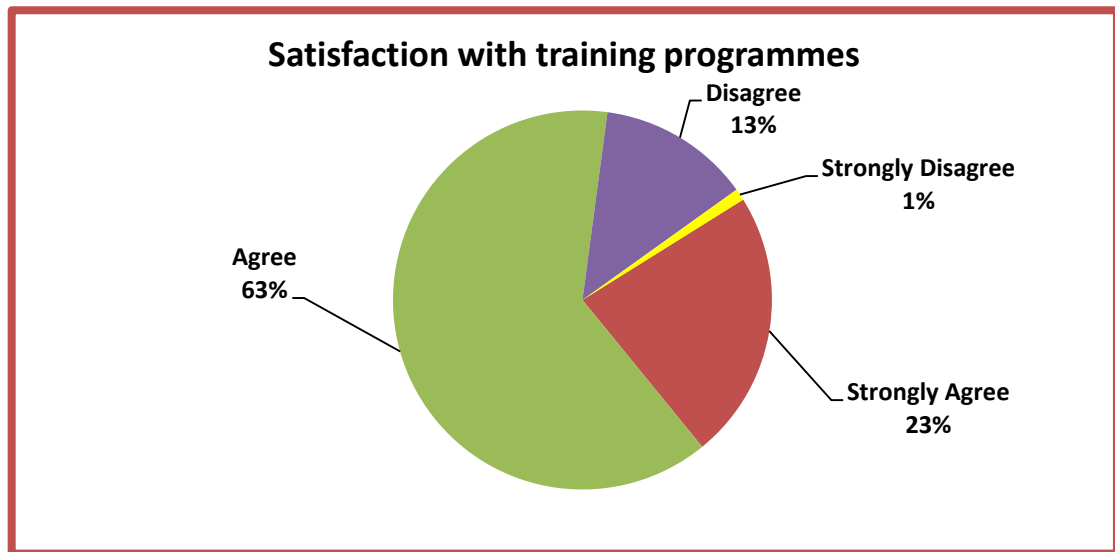


Statement B4: Are you satisfied with the training programmes offered by the training centre in Vereeniging cluster?

The responses regarding employee satisfaction with the training programmes provided by the training unit in the Vereeniging cluster indicated that 23 percent strongly agreed, 63 percent agreed, 13 percent disagreed and 1 percent strongly disagreed.

Based on the results the researcher draws the conclusion that the respondents are satisfied with the training programmes but 13 percent disagreed, which indicates that not all employees are satisfied with the training programmes.

Figure4:11: Satisfaction with training programmes

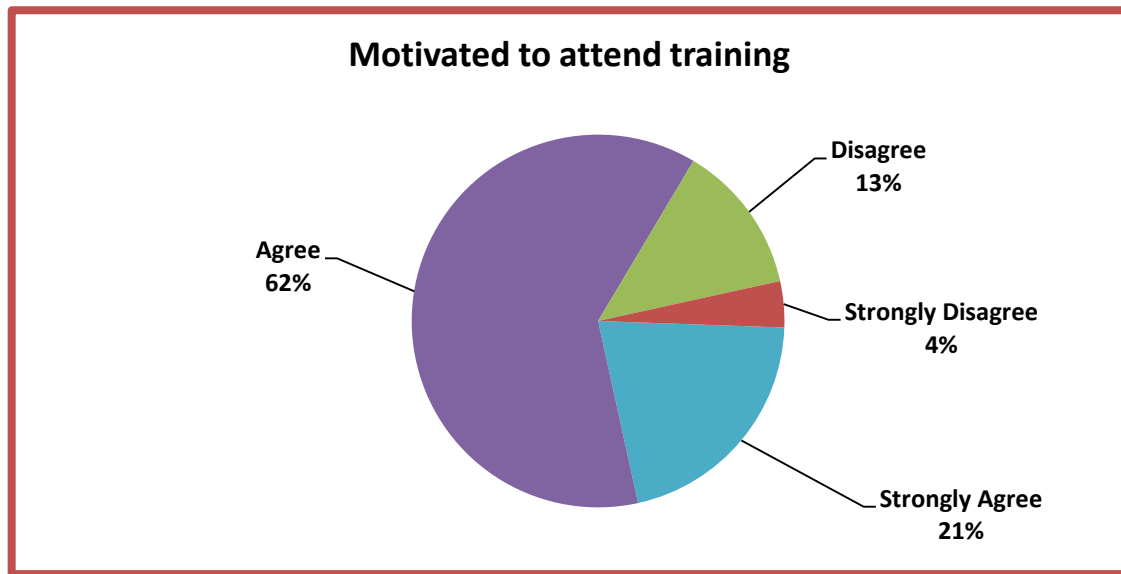


Statement B5 Are you always motivated to attend training that is provided by SAPS in Vereeniging cluster?

Figure 4.12 indicates that 21 percent of the respondents strongly agreed that they are motivated to attend training, 62 percent agreed, 13 percent disagreed and 4 percent strongly disagreed.

The deduction that can be made is that most employees are always motivated to attend the training in Vereeniging cluster.

Figure 4.12: Motivated to attend training.

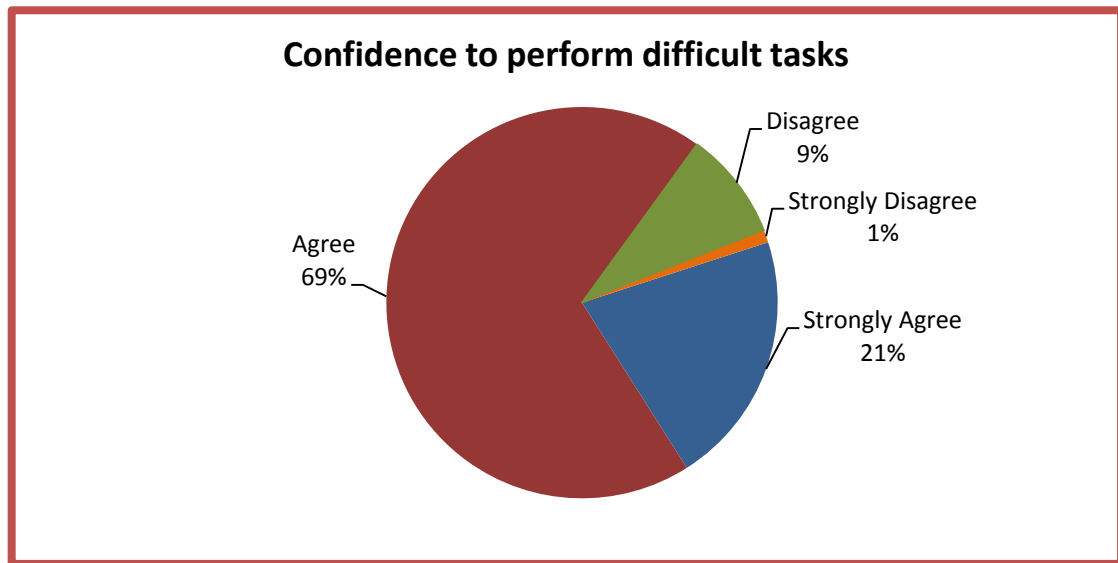


Statement B6: After training, do you feel confident to handle difficult situations in your line of duty?

Regarding the statement on whether training and development assist employees to deal with difficult situation at work, the data indicate that most respondents are confident that training programmes offered in the Vereeniging cluster assist them to deal with difficult tasks in their line of duty.

The data indicated that 21 percent strongly agreed, 69 percent agreed, 9 percent disagreed and 1 percent strongly disagreed.

Figure 4.13: Confidence to perform difficult tasks

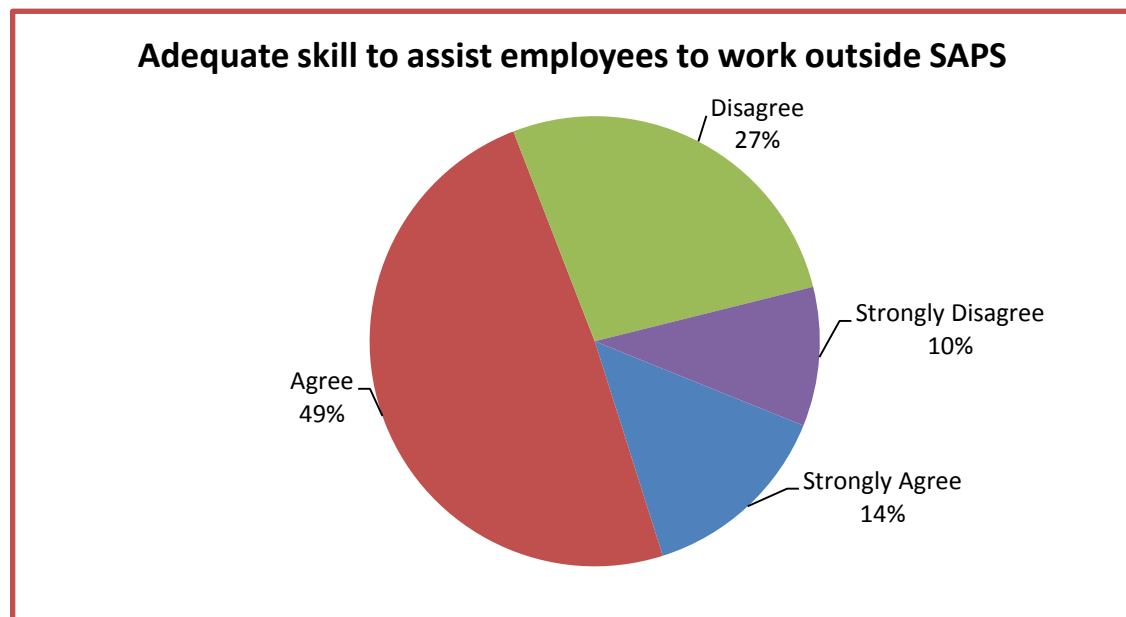


Statement B7: In your opinion, does the training that is offered by SAPS assist you to work outside SAPS in future?

Figure 4.14 indicates that the responses of the respondents reveal that 10 percent strongly agreed, 49 percent agreed, 27 percent disagreed and 14 percent strongly disagreed.

The data indicate that the majority is of the opinion that training offered by the SAPS in the Vereeniging cluster can assist them to acquire skills that will assist them to work outside the organisation. 37 percent is not of the opinion that training that is provided by the SAPS can assist them to acquire skills that can empower them to face the challenges outside the SAPS.

Figure 4.14: Adequate skill to assist employees to work outside SAPS

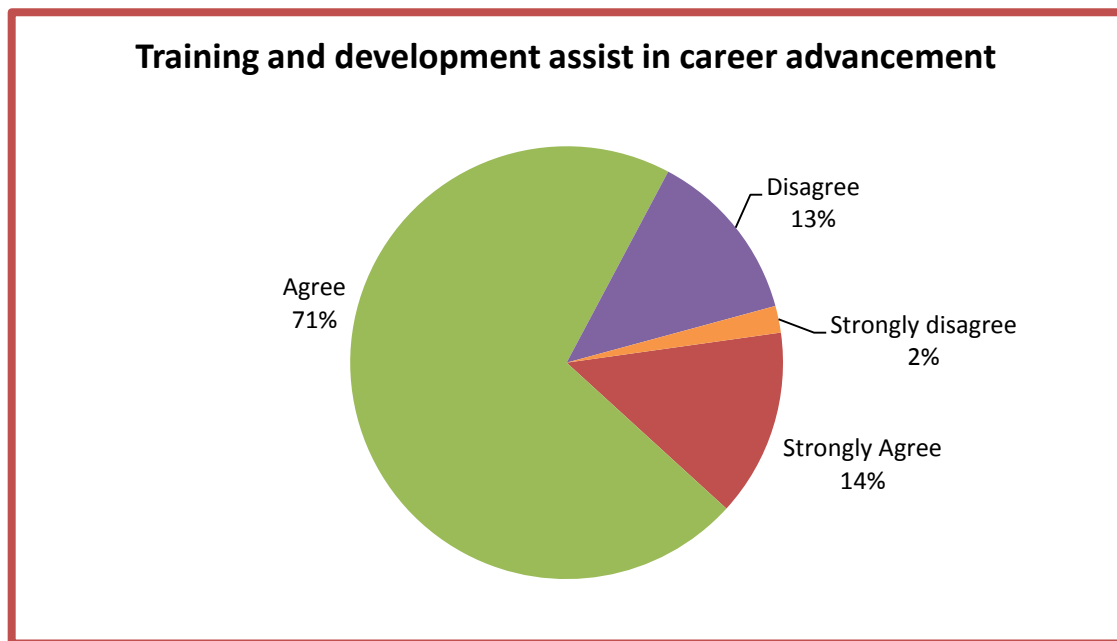


Statement B8: Do you think training and development that is provided will assist you with career advancement within the SAPS?

The statement meant to determine whether training and development offer the opportunity for career advancement. The responses reflect that 14 percent of the respondents strongly agreed, 71 percent agreed, 13 percent disagreed with the statement and 2 percent strongly disagreed.

It can be deduced from the data that the respondents concur with the statement, which says training and development assist them with career advancement.

Figure 4.15: Assist with career advancement

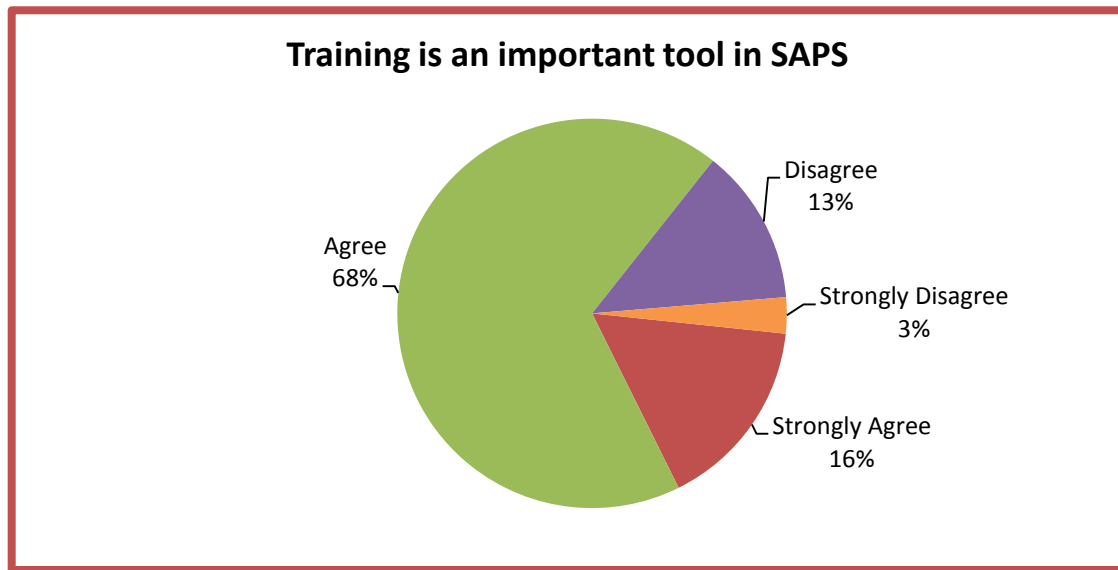


Statement B9: Do you think training and development of employees is seen as an important tool for development in the SAPS?

The respondent's opinions were sought on whether training and development is regarded as an important tool in SAPS. The responses indicated that 16 percent of the respondents strongly agreed to the statement, 68 percent agreed, 13 percent disagreed and 3 percent strongly disagreed.

The conclusion is that the majority of the respondents are of the opinion that training and development is regarded as an important tool in SAPS, although other respondents disagreed with the statement. The dissatisfaction was mostly indicated by respondents who have been with the SAPS for more than ten years.

Figure 4:16: Training is an important tool in SAPS

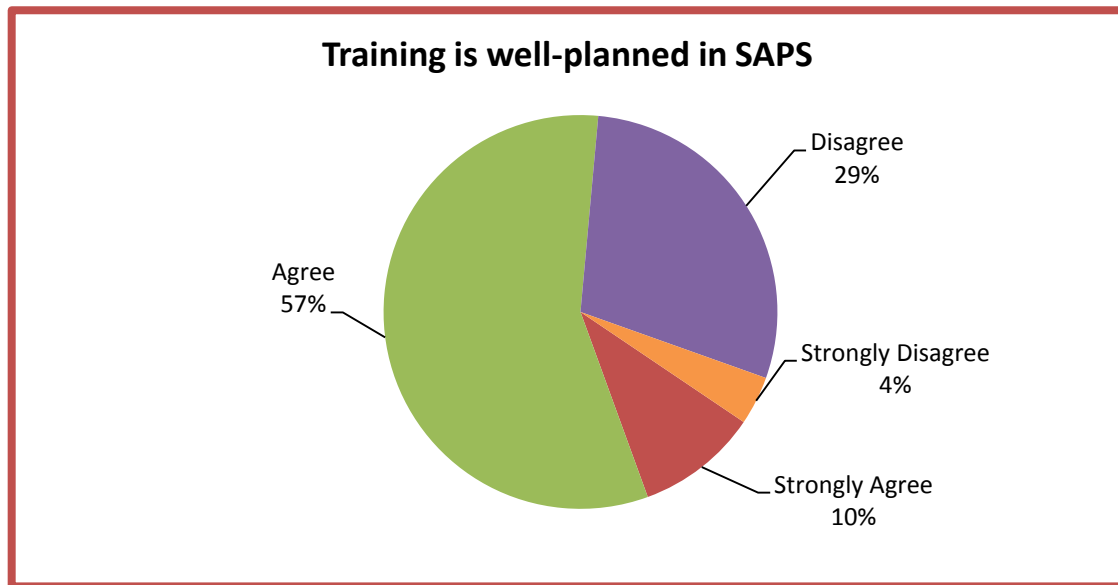


Statement B 10: Do you think training in the SAPS is well planned?

The responses of the respondents indicated that 10 percent of the respondents strongly agreed that the training is well planned, 57 percent agreed, whereas 29 percent disagreed and 4 percent strongly disagreed with the statement.

From the responses it can be deduced that most of the respondents agree with the statement that training in the SAPS is well planned. However, there was an indication that there were respondents who disagreed with the statement.

Figure 4.17: Training is well planned in SAPS

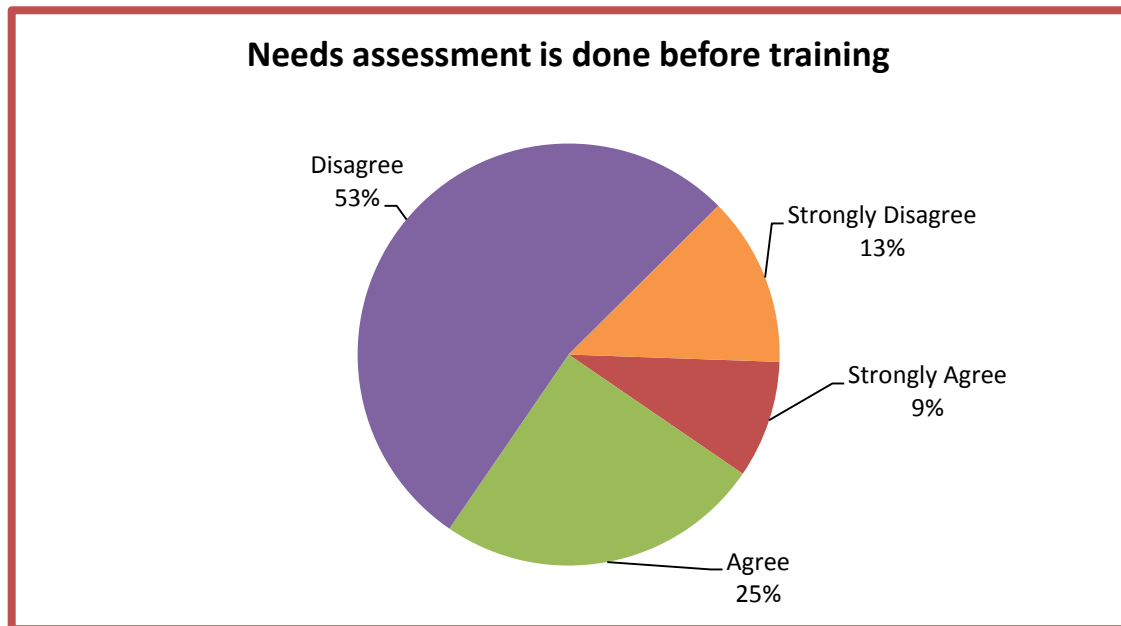


Statement B11: Do you think needs assessment is done before an employee is sent to training?

The selection process of participants who will be involved in training and development should be based on a needs assessment. It is imperative that needs identification is done before employees can be sent for training. Subsequently, it is clear from the responses of respondents that need assessment is not done properly. The data indicate that 9 percent strongly agree, 25 percent agree, 53 percent disagreed and 13 percent strongly disagreed.

The responses indicate that there is a need for appropriate evaluation of needs before employees can be sent for training. If this is not done appropriately, it can result in most employees being sent for training courses that they are not going to benefit from. Standard training practices should then be followed.

Figure 4:18: Needs assessment is done before training

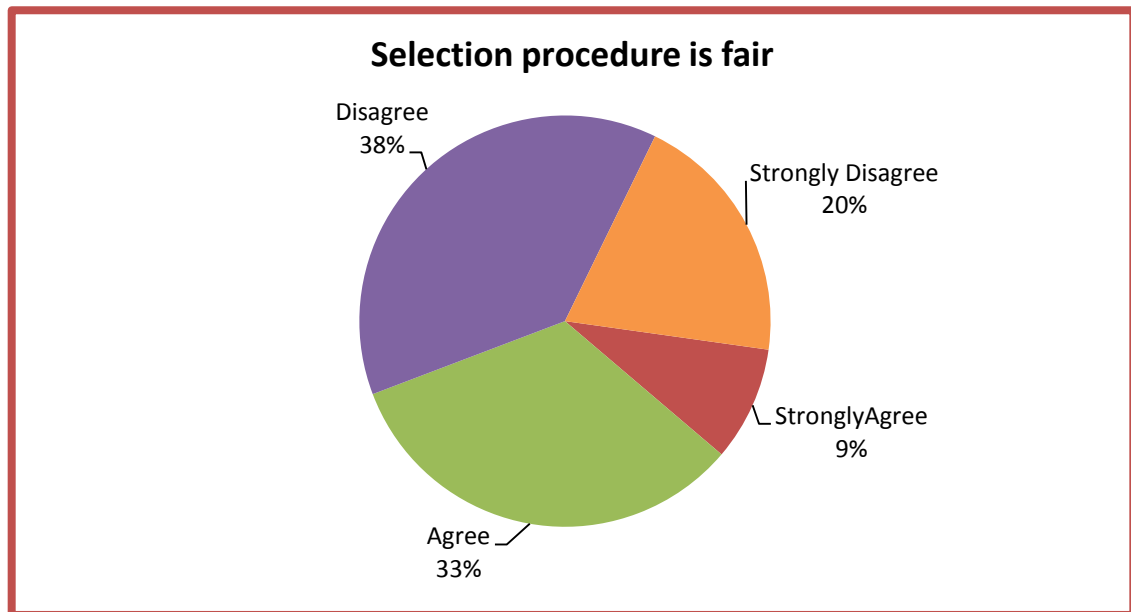


Statement B 12: Do you think the selection procedure of employees who must attend training is fair?

Nine percent of the respondents strongly agreed, 33 percent agreed that the selection procedure is fair. However, 38 percent disagreed and 20 percent strongly disagreed.

Figure 4.19 indicates that it is clear that many respondents do not agree that the selection procedure for sending employees for training is fair. The responses indicate that the selection procedure for sending members to courses should be reviewed.

Figure 4.19: Selection procedure is fair

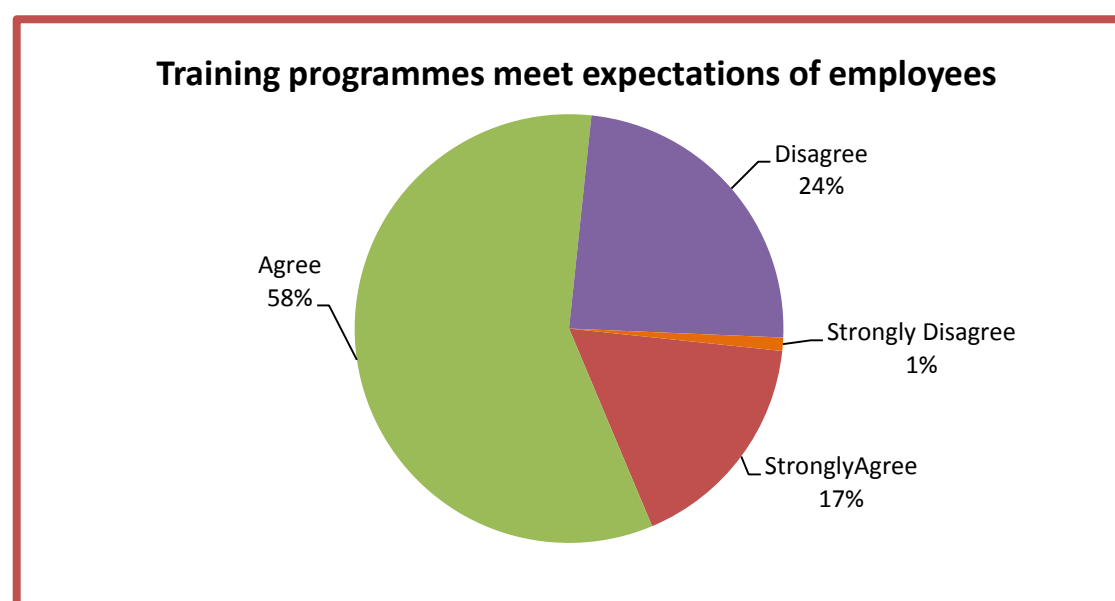


Statement B13: In your opinion, do you think the training that you have attended so far met your expectations?

Seventeen percent strongly agreed, 58 percent agreed, 24 percent disagreed and 1 percent strongly disagreed.

The data indicate that most respondent's expectations were met after every training programme that they attended.

Figure 4.20: Training programmes meet expectations of employees



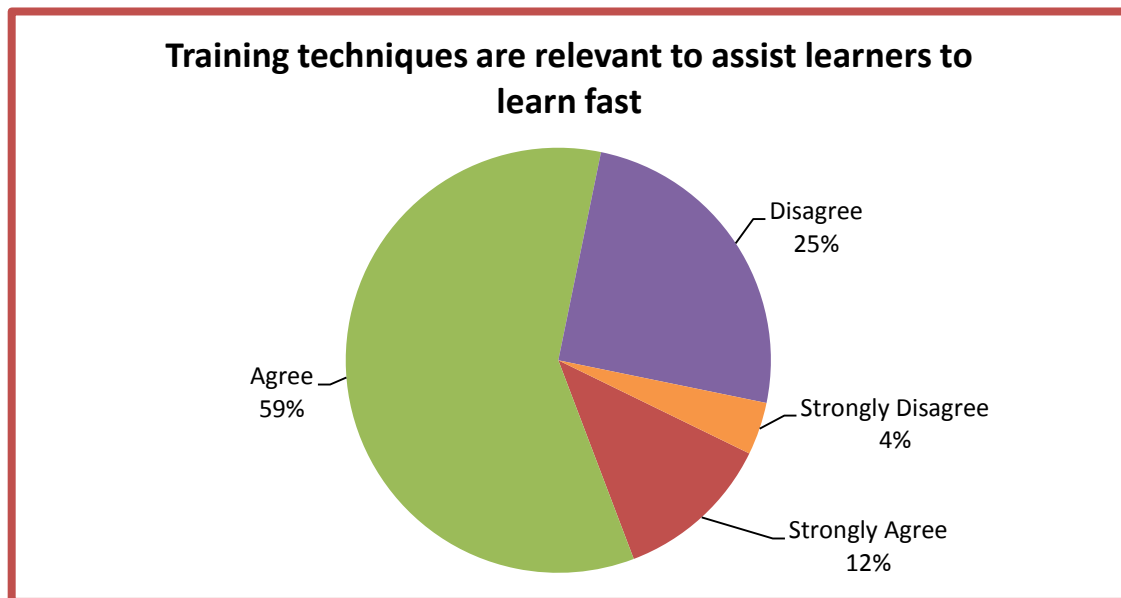
Statement B14: In your opinion, do you think training techniques used by trainers are relevant to assist adults to learn fast?

Training techniques are methods that are used by the trainers when facilitating or presenting a training programme. This can be done using different equipment such as videos, transparencies, multimedia, projectors, roleplaying, and group discussions.

Respondents were asked whether training techniques that are used by trainers are relevant to assist adults to learn fast. In this regard, responses indicated that 12 percent strongly agreed that training techniques are relevant, 59 percent agreed, 25 percent disagreed and 4 percent strongly disagreed.

The percentage of the responses above indicates that some respondents are satisfied with the training techniques that are used by trainers. However, there is a satisfactory percentage that can quantify that some respondents are not satisfied with the training techniques that are utilised by trainers during the facilitation of the training programmes in the Vereeniging cluster.

Figure 4.21: Training techniques are relevant to assist learners to learn fast

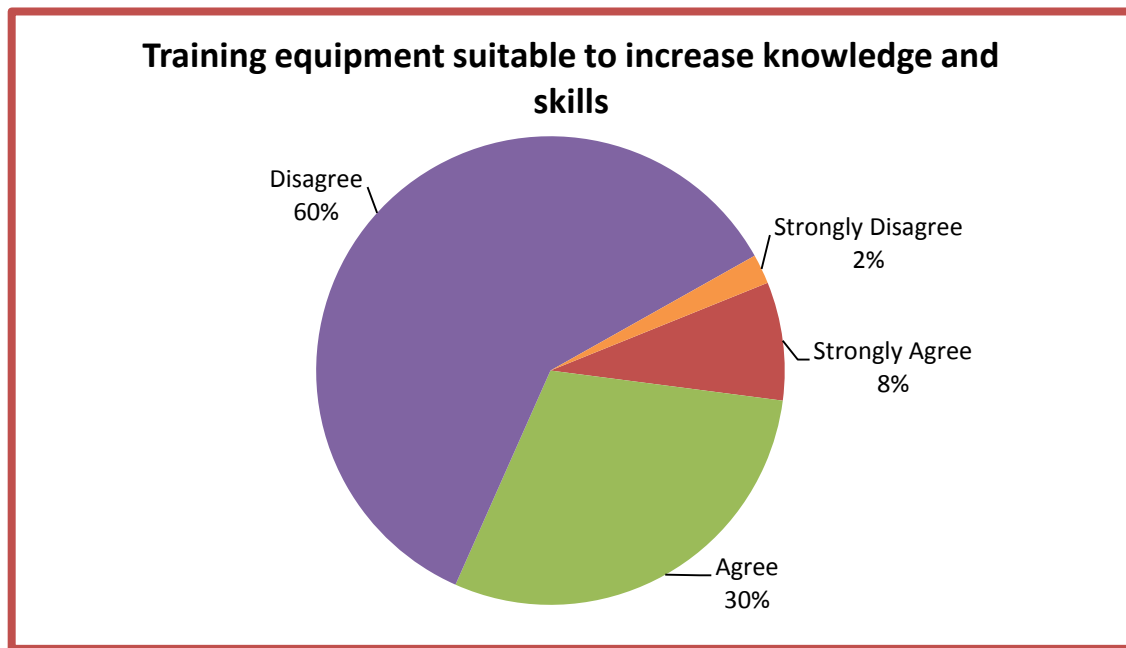


Statement B15: In your opinion, do you think the training equipment for training is suitable to equip employees with knowledge and skills?

Eight percent strongly agreed with the statement that training equipment is suitable, 30 percent agreed, 60 percent disagreed and 2 percent strongly disagreed.

The data reveal that most employees indicated that the equipment that is utilised in the Vereeniging training centre is not suitable to assist employees to learn fast.

Figure 4.22: Training equipment suitable to increase knowledge and skills



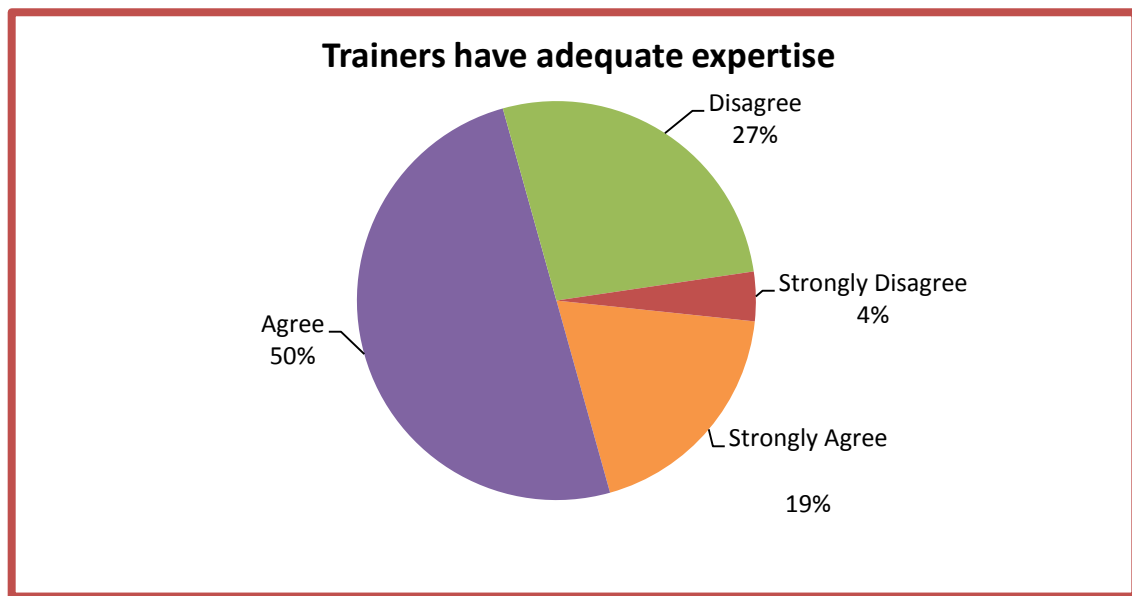
Statement B16: Do you think the trainers have adequate expertise to train adult learners?

Trainers should have necessary knowledge, skills and experience to ensure that correct information is imparted to learners.

The responses of the respondents with regard to whether trainers have adequate expertise indicate that 9 percent strongly agreed, 50 percent agreed, 27 percent disagreed and 4 percent strongly disagreed.

It can be deduced from the responses that respondents are satisfied with expertise that trainers possess.

Figure 4.23: Trainers have adequate expertise

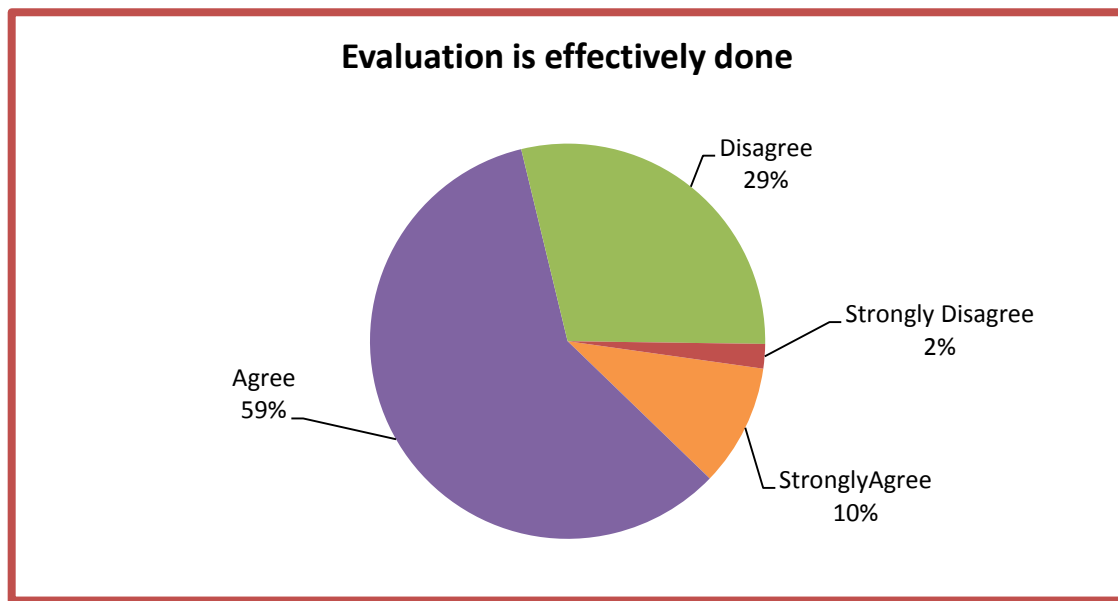


Statement B17: Do you think evaluation methods for each training programme is effectively done?

Ten percent of the respondents indicated that training is done after each training programme, 59 percent agreed, 29 percent disagreed and 2 percent strongly disagreed.

It can be deduced from the responses that evaluation of each training programme is done effectively.

Figure 4.24: Evaluation is done effectively

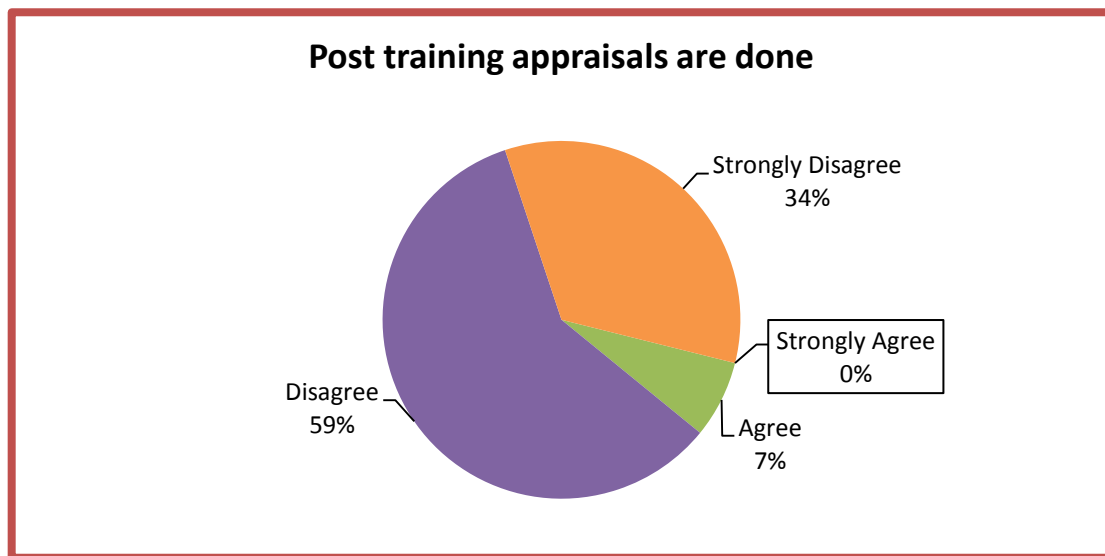


Statement B18: In your opinion, does the SAPS conduct post training appraisals?

Post training appraisal is important and it should be done within the months following training. This will allow trainees to put into practice what they have learned (Mathis& Jackson, 2003:296).

Figure 4.25 indicates that 7 percent of the respondents agreed that post-training appraisals are conducted in the Vereeniging cluster. 59 percent disagreed and 34 percent strongly disagreed.

Figure4.25: Post-training appraisal is done



4.6 SUMMARY

Chapter 4 analysed and interpreted the empirical findings from the questionnaires that were distributed to six stations in the Vereeniging cluster as indicated in Chapter 1. The chapter further gave a summary of the aims and objectives of the research. The summary of research methodology also formed part of this chapter including the data collection methods that were used. The analysis and interpretation of data that were collected using graphs and pie charts clearly indicated the findings regarding the challenges employees are experiencing in the Vereeniging cluster regarding training and development.

The next chapter provides the summary, of the research findings. It further outlines the conclusion and recommendations.

CHAPTER 5

OVERVIEW OF CHAPTERS, FINDINGS, RECOMMENDATIONS AND CONCLUDING REMARKS

5.1 INTRODUCTION

The main outcomes of the literature study, empirical investigation and the findings of the research objectives are presented in this chapter. The chapter will further provide findings, summary and recommendations of the research as established in the study. The recommendations will assist to give possible solutions to improve challenges regarding training and development in the Vereeniging cluster.

5.2 OVERVIEW OF CHAPTERS

The entire study was structured into five chapters:

Chapter 1 constitutes the introduction to the study, orientation and background, problem statement with relevant research questions, research objectives, the hypotheses and significance of the study, the literature review, research methodology, and procedures formed part of this chapter.

Chapter 2 provided a theoretical exposition of the concepts training and development. In this chapter, key conceptual clarification on the following concepts was discussed: training, development, learning organisation, skills development, need assessment and evaluation.

Chapter 3 outlined the theoretical concepts of training and development including policy and legislation governing training and development within the South African Police Service. The brief overview of the South African Police Service was discussed. The background of training and development in the SAPS formed part of this chapter. The importance of training and development in policing was discussed. The chapter finally gave focus on the legislation framework governing training and development in SAPS such as the Constitution of the Republic of South Africa (1996), the South African

Police Service Act (68 of 1995), Skills Development Act (97 of 1998) and Skills Levies Act (97 of 1999). The roles of bodies or authorities such as Sector Education and Training Authorities, National Qualifications Framework, Safety and Security Sector Education and Training Authority and Education Training Quality Assurance were discussed.

Chapter 4 focused on empirical study and provided an overview regarding the challenges on training and development in the Vereeniging cluster. The chapter outlined the plan for the collection and analysis of data; the sampling method, data collecting methods and techniques were discussed. In this chapter, the quantitative methods were utilised to conduct the study and descriptive and inferential statistics was presented in graphical presentations. Self-administered questionnaires with closed-ended questions were distributed to obtain responses, which were analysed and interpreted to obtain information regarding the challenges of training and development. The questionnaires were handed to the respondents and the researcher was available in cases where problems were experienced.

The questionnaire was divided into two sections; Section A and Section B as discussed below:

Section A- contained questions that were designed for demographic information from respondents such as gender, age, and racial group, number of years in the service, highest qualification and rank.

Section B- Contained questions with structured a Likert-scale response, where respondents had to indicate whether they strongly agree, agree, disagree and strongly disagree. This section was aligned with the objective, which aimed to determine whether training and development assist to equip employees with skills to perform their duties.

Chapter 5 summarises and discusses the empirical findings of the study. The researcher will determine whether the objectives of the study were achieved by interpreting the results of the study. The findings with regard to the research objectives collected through the literature study and questionnaires will be discussed below.

5.3 FINDINGS

The empirical research identified the following findings:

- South African Police Service still need to ensure gender equity as the findings indicated that there are more males than females (Figure 4.1).
- There are different age groups in the SAPS. The respondents belong to the group from the age of 18 years to above the age of 50 years. This indicates that the SAPS comprise a mixture of young employees without experience up to the more experienced and mature older employees (Figure 4.2).
- The findings indicated that the majority of respondents do not hold qualifications of higher education as the majority of the employees have grade 12 as the highest qualification.
- The majority of employees are working at the lower rank levels, which is the group that will require refresher training and development to update their skills and knowledge on a continuous basis.
- Most of the respondents have attended the training programme in Vereeniging cluster at least once.
- Most employees indicated that the learning programmes that they attend in the Vereeniging cluster equip them with the knowledge and skills relevant to their field of work (Figure 4.9).
- Employees indicated that they are satisfied with the learning programmes offered in the Vereeniging cluster and they are always motivated to attend such learning programmes.
- Most employees feel confident to perform difficult tasks after they have attended a training programme.
- Employees indicated that training assists in career advancement and that the SAPS regard training and development as an important tool.
- Most of the employees indicated that training is well-planned but do not agree that a need assessment is done properly, and it is not done based on individual needs.

- The majority of respondents are of the opinion that the selection procedure for training purposes is not fair
- Employees are not satisfied with the training equipment utilised by trainers for facilitation purposes.
- Respondents showed a positive outlook on the training techniques and expertise of the trainers.
- Respondents felt that evaluation is done effectively but were dissatisfied about the post-training appraisal and indicated that it is highly neglected.

5.4 REALISATION OF STUDY OBJECTIVES

The section below will discuss the findings of the study as stated in accordance with each research objectives:

Objective one: To explain the theoretical exposition of the concepts of training and development.

To achieve this objective Chapter 2 focused on defining and giving a broad overview on the related concepts of training and development. This chapter discussed concepts relating to training and development. The concepts were presented in a sequential manner with an intention to explain their relation to training and development. The importance of skills development was covered, including the challenges that most organisation encounter with regard to skills development.

Objective two: To provide overview of the policies, practices and procedures of training and development in South African Police Service.

This objective was achieved in Chapter 3, where a brief overview of the background of the SAPS was discussed. The current practices including legislation governing training and development were also discussed.

Objective three: To explore challenges that the police officials often encounter with regard to training and development in Vereeniging cluster.

Empirical research was utilised to achieve this objective. The questionnaire that was compiled and distributed to the respondents assisted to obtain the responses that were analysed and interpreted to gain the insight regarding the objective.

Objective four: To make recommendations that will add to the value to effective training and development in SAPS in Vereeniging cluster.

The fourth objective was achieved by drawing recommendations based on the findings, which are intended to add value to the effective training and development in Vereeniging cluster.

5.5 TESTING OF HYPOTHESES

- Appropriate training and development practices will equip the employees of the SAPS with necessary skills and knowledge.
- Inappropriate training and development practices will not equip the employees of SAPS with necessary skills and knowledge.

The findings from the literature review and empirical research support the central hypotheses.

5.6 RECOMMENDATIONS

To ensure the effectiveness of training and development in the Vereeniging cluster, the following recommendations are made based on the findings of the empirical study:

- Training and development is imperative in the South African Police Service, particularly since the organisation is working closely with communities and is expected to protect and to serve the community in fighting against crime. The skills development facilitator that is appointed for every station should be trained and should understand the purpose of skills development as well as the importance of compiling a work skills plan (WSP) and annual training reports (ATR).
- A training and development committee should be capacitated in dealing with the challenges of employees regarding training and development, and

initiate the measures in dealing with the challenges of employees who are no longer motivated to participate in training and development.

- Training should be systematic and proper standards and procedures should be followed when initiating training.
- Needs assessment should always be done before sending employees for any learning programme. This process will assist to determine performance gaps on individual's work, management gap as well as organisational gaps. Furthermore, needs identification should emanate from the SAPS strategic plan, which also includes departmental/sectional and individual plans. Performance appraisal information should also form part of this process.
- Employees must be continuously motivated to attend training. The purpose of nominating an employee for a particular course or learning programme always should be communicated to employees timeously to avoid resistance and to enhance the process of learning. The institution should also initiate a policy for motivation attached to training. Employees who take the initiative to further their studies should be afforded rewards in monetary value, opportunities for promotion and career development. This will assist to boost the morale of employees.
- Division: HRD (Human Resource Development) must follow up and evaluate the effectiveness of every programme that was attended by the employees, and always evaluate the relevance of learning programme, which should be done in conjunction with various stakeholders responsible for training and development. This process should be determined at the planning phase.
- Trainers should always be empowered on different learning techniques that can assist them to Master adult learning.
- Accredited service providers should also be considered as an option to qualify training and development.
- Higher education, training and development are crucial in order to have qualified and professional police officers who will be able to make better

decision and be equipped to perform difficult tasks with minimal supervision. The SAPS have opened the opportunity for police officers to further their studies towards a Bachelor of Policing degree. The selection procedure for such a programme should also be planned and systematic.

- It is crucial that work skills plans should be developed in a transparent and consultative manner.
- The changing working environment and setting in the organisation require that training equipment should be advanced in order to assist learners to learn fast and able to implement effectively what they have learned during the learning programme.
- Post-appraisal training evaluations should be conducted months after each learning programme that each employee attended in order to ensure that learners apply what they have learned during the learning programme.
- The provision of mentorship, coaching and cognitive apprenticeship, for junior employees is crucial in order to avoid the loss of skills. This might be crucial in accelerating learning since experienced employees might have an extensive knowledge of the job and junior employees could assist with the new technology that might assist experienced employees. Furthermore, the organisation should transform towards incremental learning as indicated in Chapter 2 of the study.
- There should be the provision of continuous in-service training conducted and arranged at station level that will assist to discern different skills required by employees.
- There should be training provision to immediate commanders at station level, which will assist them to identify their subordinates who require skills in certain fields of work.
- All employees should be trained on a workplace learning policy.
- During performance evaluation, training needs should be identified accordingly and be forwarded to the skills development facilitator at station level, and employees should be notified accordingly.

- The skills development facilitator in every station should ensure that the personal development file of every employee who attended the learning programme be updated.

5.7 CONCLUSION

The study intended to evaluate training and development in the Vereeniging cluster. The researcher gathered that a significant number of employees indicated that training assist them to improve their skills to perform their duties. The challenge that was indicated by the respondents is that training is not systematic and the selection of employees that are sent for training is not fair. The employees further indicated that there is also a challenge of insufficient equipment that is affecting the process of learning during the training and development. A lack of need assessment was also posed as a challenge and the evaluation process is not sufficient to determine whether employees learned sufficient skills to perform difficult tasks.

The study indicated that South Africa has experienced an increase in public protests, which requires police officials who are capable in dealing with situations. Experts therefore recommend that higher education is a solid foundation that will expose police officials to ideas, concepts and problem solving techniques that will be fundamental to effective policing. The study highlights that academic experience will assist police personnel to be more flexible in decision making in order to deal with political and socio-economic challenges in South Africa.

The research further emphasised the concept of adult learning for police environment. The concept appears to be relevant in sharpening the skills of the adults, which will assist them to deal with contemporary challenges. The research proposed the exploration of different types of training such as new learning, unlearning, incremental and transformational training. These types of training might also assist in the police environment to accelerate professional commitment.

Further research is required on training and development, particularly to assess whether it offers relevant knowledge to employees, which will assist them to deal with the changing world of technology. The South African Police Service is the organisation that is focusing on crime prevention; therefore, more focus should be placed on ensuring that employees are equipped with the relevant skills that will assist them to deal with complex challenges in every area of their work.

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APPENDIX A

PERMISSION TO CONDUCT RESEARCH



PERMISSION TO CONDUCT RESEARCH IN THE SAPS

RESEARCH TOPIC: BN MNISI EVALUATION TRAINING AND DEVELOPMENT IN
THE SOUTH AFRICAN POLICE SERVICE: A CASE OF VEREENIGING CLUSTER

RESEARCHER: BN MNISI

Permission is hereby granted to the researcher above to conduct research in the SAPS based on the conditions of National Instruction 1 of 2006 (as handed to the researcher) and within the limitations as set out below and in the approved research proposal.

This permission must be accompanied with the signed Indemnity, Undertaking & Declaration and presented to the commander present when the researcher is conducting research.

This permission is valid for a period of six months after signing.

Any enquiries with regard to this permission must be directed to Asst Dir Mkwanazi at mkwanaziys@saps.gov.za.

NOTE TO SAPS MEMBERS: *This permission does not constitute permission to conduct research during the working hours of the researcher.*

RESEARCH LIMITATIONS / BOUNDARIES:

Research Instruments:	Questioners
Target audience / subjects:	Members of the SAPS

Geographical target:	Heidelberg, Ratanda, Meyerton, Kliprivier, De-deur, Vaalmarina SAPS
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Access to official documents:

NOTE: *The researcher will be liable for any costs for these documents as specified by the Minister in terms of the Access to information Act, 2000 (Act 2 of 2000).*

A handwritten signature in black ink, appearing to read 'NP MASIYE', is written over a circular stamp.

MAJOR GENERAL
DEPUTY PROVINCIAL COMMISSIONER: OPERATION OFFICER
NP MASIYE 2014/03/28

APPENDIX B

RESEARCH QUESTIONNAIRE

Title: An Evaluation of Training and Development in The South African Police Services: A case of Vereeniging Cluster.

The questionnaire has been designed to solicit information for purely academic purposes. This will enable the researcher Blossom Nomangwane Mnisi, a Masters student of North-West University to complete her mini-dissertation.

SECTION A: DEMOGRAPHIC INFORMATION (PLEASE MARK WITH AN X IN AN APPROPRIATE BLOCK)

The following information will be necessary for statistical purposes to summarise the conclusion of the study in a proper manner and to reflect opinions of members in all levels, ages and gender in the South African Police Services: Vereeniging cluster.

Participation will be voluntary and participants will remain anonymous. All answers will be confidential and will be used for research purposes only.

1. Gender	Male	
	Female	

2. Age	18-25 years	
	26-33 years	
	34-41years	
	42-50 years	
	50 above	

3. Race	African	
	White	
	Coloured	
	Indian	

4. Geographical area	Station	
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5. Number of years in the service	2-5 years	
	6-10 years	
	11-15 years	
	16-20 years	
	20 years+	

6. What is the highest level of formal education that you have completed?	Below 12	
	Grade 12	
	B Tech	
	Diploma	
	Degree	
	Post-Graduate	
	Other Specify	

7. Current Rank	Constable	
	Sergeant	
	Warrant Officer	
	Lieutenant	
	Captain	
	Major	
	Lieutenant Colonel	
	Colonel	
	Brigadier+	

SECTIONB: STATEMENTS

PLEASE INDICATE WITH AN X

1. Have you attended any training programme since you have been in this station?

YES	
NO	

2. In your opinion, the training that you received so far in SAPS assisted you to acquire skills that you require to perform your job?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

3. The training that you have received has been relevant to your field of work?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

4. Are you satisfied with the training programmes offered by the training centre in Vereeniging cluster?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

5. Are you always motivated to attend training that is provided by SAPS in Vereeniging cluster?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

6. After training do you feel confident to handle difficult situations in your line of duty?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

7. In your opinion, the training that is offered by SAPS can assist you to work outside SAPS in future?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

8. Do you think training and development that is provided will assist you with career advancement within the SAPS?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

9. Do you think training and development of employees is seen as an important tool for development in the SAPS?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

10. Do you think training in SAPS is well planned?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

11. Do you think needs assessment is done before an employee is sent to training?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

12. Do you think the selection procedure of employees who must attend training is fair?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

13. In your opinion, do you think the training that you have attended so far met your expectations?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

14. In your opinion, do you think training techniques used by trainers are relevant to assist adults to learn fast?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

15. In your opinion do you think the training equipment for training is suitable to equip employees with knowledge and skills?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

16. Do you think the trainers have adequate expertise to train adult learners?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

17. Do you think evaluation methods for each training programme are effectively done?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

18. In your opinion, does SAPS conduct post training appraisals?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

THANK YOU FOR PARTICIPATING IN THE QUESTIONNAIRE