

# **ANALYSIS OF THE TRAINING NEEDS OF TRAFFIC OFFICERS IN THE POTCHEFSTROOM DISTRICT**

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## **DECLARATION**

Opinions expressed in this work or conclusions made are those of the author and are not necessarily those of the institution. Furthermore, I declare that the analysis and interpretations are my own work.

## **DEDICATION**

**This work is dedicated to my dear wife, Wilma Pienaar**

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## SYNOPSIS

The title of this study is “**Analysis of the training needs of traffic officers in the Potchefstroom district**”. The purpose of this study was to determine whether there were any training needs at local level. The study was carried out in the Traffic Department of the Potchefstroom district, which forms part of the North West Province of South Africa. The target group was all the traffic officers employed by the Potchefstroom City Council during the time of this study and empirical research.

The questions that emanated from the analysis of the problem were posed in Chapter 1.3.1 to 1.3.3. The aims of the study were stated in Chapter 1.4.1 to 1.4.4.

The principal method of gathering information for the study was by means of questionnaires as discussed in Chapter 1.6.2 and 4.2 to Chapter 4.6 respectively.

The data collected was analysed and discussed in Chapter 5.2 to 5.8.5 respectively. It was found that the entire population of traffic officers (30 persons) stressed the need for training at local level to focus on identified shortcomings. They also acknowledged that this vital aspect of their performance on a daily basis needs to be addressed. As such, it would be a good move to aspire to rectify and upgrade training needs at local level.

It was therefore suggested that traffic officers at local level should be exposed to training that will suffice and upgrade their identified needs. Further studies need to be undertaken to determine the extent to which the suggested recommendations are to benefit this traffic department.

## OPSOMMING

Die titel van hierdie studie is **“Ontleding van die opleidingsbehoefte van verkeersbeamptes in die Potchefstroom-distrik.”** Die doel van die studie was om vas te stel of daar enige opleidingsbehoefte op plaaslike vlak bestaan. Die studie is onderneem in die Verkeersdepartement van die Potchefstroom-distrik, wat deel uitmaak van die Noordwes Provinsie van Suid-Afrika. Die teikengroep was al die verkeersbeamptes wat gedurende die tyd van hierdie studie en empiriese navorsing in diens was van die Potchefstroomse Stadsraad.

Die vrae wat voortgevloei het uit die ontleding van die probleem, is in Hoofstuk 1.3.3 gestel. Die doelstellings van die studie is voorts in Hoofstuk 1.4.1 tot 1.4.4 gestel.

Die primêre metode van inligtingsinsameling vir hierdie studie is aan die hand van vraelyste gedoen, soos in Hoofstuk 1.6.2 en 4.2 tot en met Hoofstuk 4.6 onderskeidelik bespreek.

Die ingesamelde data is in Hoofstuk 5.2 tot en met 5.8.5 onderskeidelik geanaliseer en bespreek. Daar is bevind dat die hele populasie verkeersbeamptes (30 persone) die behoefte aan opleiding op plaaslike vlak ondersteun en ook aangedui het dat die opleiding op geïdentifiseerde tekortkominge moet fokus. Hulle was dit ook eens dat hierdie uiters belangrike aspek van hulle daaglikse uitset onder die loep geneem moet word. As sodanig sou dit 'n goeie doelwit wees om te poog om opleidingsbehoefte op plaaslike vlak reg te stel en op te gradeer.

Daar word dus aanbeveel dat verkeersbeamptes op plaaslike vlak blootgestel moet word aan opleiding wat in hulle geïdentifiseerde behoeftes sal voorsien en ook tot die opgradering daarvan sal lei. Verdere studie is nodig om na te gaan in watter mate die voorgestelde aanbevelings tot die verkeersdepartement sal bydra.

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## **CHAPTER 1**

### **1. ORIENTATION, PROBLEM STATEMENT AND METHODOLOGICAL ACCOUNT**

#### **1.1 TITLE**

Analysis of the training needs of Traffic Officers in the Potchefstroom District.

#### **1.2 RATIONALE AND PROBLEM STATEMENT**

Van Dyk et al. (2002) is of opinion that training people for the needs of today will often mean that they are ill equipped for the challenges of the future, particularly as the rate of change increases.

Bird (2002) as quoted by Van Dyk et al. (2002) states that practice and mentorship take time, yet the need for skill often appears in the present. In the past this time-lag posed no problem –it may have taken a number of years to train a stonemason (in our case a traffic officer), but when he or she qualified, there would still be houses to be built (road networks to be patrolled). Today, the possibility exists that over the duration of training, the building material may have changed to glass and steel (modern traffic technology and vehicular movement) and the stonemason's skill (traffic officer's skill) may have become redundant!

According to Loots (2006), traffic officers in the Potchefstroom district experience a variety of problems on a daily basis in relation to the execution of their daily tasks. Van Heerden et al. (1983:236) state that training and education form the cornerstone of any person's skills and competencies needed by the particular person to perform his/her daily work. The latter also forms part of the life of a traffic officer. These authors are of opinion that most of the problems traffic officers encounter during their daily duties may be attributed to a lack of relevant training during their initial training.

Loots (2006) mentions that, although a minority of traffic officers presently do not have Grade 12, it still contributes to a stigma among members of public of inferiority and to an image of unschooled men and women in uniform.

Van Heerden et al. (1983:236) point out that traffic policing should not be excluded from academics and related professionalism. Grimbeek (2006) feels that every traffic officer who cares about his profession, who cares about his professional identification, has an obligation to continually add value to his profession through further training. This is exactly why academics and further training should be in high demand among the new generation of traffic officers.

Kelly (2004:20) is also of opinion that the six months of the training course for traffic officers at the six training colleges in South Africa, namely Limpopo College in Thohoyandou in the Limpopo Province, Lengau College in Bloemfontein in the Free State Province, Boekenhoutskloof College in Pretoria in the Gauteng Province, KwaZulu-Natal College in Durban in KwaZulu-Natal Province, Port Elizabeth College in Port Elizabeth in the Eastern Cape Province and Philippi College in Cape Town in the Western Cape Province, does not allow sufficient training time to fully and extensively address current training needs of traffic officers

Anon (1997a:6) asserts that, in South Africa, formal traffic law enforcement training courses are considered by many in the profession to only touch on part of the wide range of activities traffic officers have to perform daily. This highlights that there may be the need for more effective in-service training courses.

Kelly (2004:21) accentuates that there is a growing realisation at central level by the National Department of Transport that the current training programme of traffic officers does not equip them adequately for the performance of their duties and therefore does not address the needs of these officers.

Trinca et al. (1988:70) maintains that the training programme of South African traffic officers should also include training in aspects such as substance abuse, driving/using the road under influence of alcohol, fatigue, road rage, ignorance of traffic rules, negligence, environmental and/or weather conditions. Although this problem was identified in 1988, all these phenomena are still currently neglected in the training programmes, which eventually contribute to a rise in unsafe road usage, according to the Economic Commission for Africa (1997:67).

The statements in the paragraph above are supported by the Road Safety Foundation (1998:21), namely that not much was seemingly covered during the training of traffic officers in South Africa concerning proper road usage knowledge, skills and positive attitudes required for safer road usage.

Sheppard (1997:15) mentions that it is a world-wide problem that traffic law enforcement training has been singled out as one of the most effective measures to prevent unsafe road usage. He also mentions that as South Africa, and for that matter the world, is faced with countless problems hampering law enforcement initiatives; the pressure is on traffic officers locally and internationally to employ all possible skills to work even smarter.

Taking into account the particular character as well as the needs of traffic officers in the profession and the growing demands from the road traffic milieu directed at traffic officers, it is clear that the latter are not only law enforcers, but that their tasks stretch over a much wider terrain and that their tasks require a specific professionalism (Sisson, 1981:1).

Van Heerden et al. (1983:236) remind the reader that, at the level of ethics, the trainee traffic officer should be exposed to forming character steadfastness and maintaining moral values. These values also include attributes such as feelings of responsibility, safe performance of duties and community service, and also that traffic officers should at all times not strictly be focussing on law enforcement only.

Research conducted by the National Road Traffic Safety Foundation (1998:30), supports this view. In countries such as the United States of America (USA), Great Britain, Denmark, Finland, Norway, Canada and Australia, traffic officers' training also covers road safety related issues which had far reaching effects on a positive scale among the fraternity of road users they had come into contact with after they had been properly trained.

According to the *Road to Safety Strategy 2000*, the National Department of Transport (NDOT), it is a challenge for the department to overcome a deeply entrenched and pervasive disregard for law compliance, a culture of widespread aggression towards other road users and higher levels of irresponsibility with regard to the basic rules of safe road usage. The National Department of Transport also argues that the key weapons in this struggle are effective enforcement and adjudication, intensive and consistent education, training and communication programmes and well-structured and channelled participation among trainee traffic officers long before the broad fraternity of road users can be targeted (Anon, 1998).

It is therefore clear that even the National Department of Transport realises that traffic officers need changes and adaptations in their current training. However, how can this ever happen if traffic officers at national level are not properly equipped to transfer the needed knowledge among the broad spectrum of road users? (Anon, 2005.)

Loots (2006) is of opinion that traffic officers in the Potchefstroom district, and for that matter at national level, are becoming more and more frustrated in the execution of their daily tasks. This frustration ultimately results in aggression. Possible reasons for the frustration according to him may be ascribed to a lack of managerial skills, absence of interpersonal skills (or a lack of training in this regard), their inability to communicate with subordinates as well as with traffic officers in managerial positions.

Van der Merwe (1994:32) mentions a number of reasons why a culture of aggression among traffic officers at national level in South Africa is prevalent. She maintains that the attitude and the criticism of the public and the media most definitely have an effect on these men and ladies in uniform. Uninformed road users, and their undisciplined behaviour on the road network, also add to traffic officers' frustration.

Van der Merwe (1994) also refers to the attitude of traffic chiefs towards traffic officers under their authority – their autocratic work style, poor organisation and management. Parallel to this, some of their colleagues are undisciplined, unproductive and lack the ability to collaborate. It is exactly this inability among traffic personnel to perform “properly” that leads to frustration and aggression. It is clear that they want to make a difference, but that they do not have the necessary skills to do so. Through the intervention of retraining on a regular basis, this lack of skills will be addressed, eradicated and eventually changed for the better in the daily performance of any particular traffic officer.

Niemann (2003) blames too much law enforcement orientation among traffic officers on their poor performance, poor interaction and relationships with their fellow colleagues and the fraternity of road users. He is convinced that the scales balance too heavily upon this aspect of traffic officers' daily performance. He is convinced that more relevant and additional training will lead to better performance and fewer frustrations.

Kelly (2004:21) is of opinion that the six months duration of the current training course for traffic officers still does not allow sufficient time to fully and completely address performance duties. He is convinced that this profession has reached a point in its existence where the time has come to raise the profession to the heights it deserves – in public perception as well as the level of personal competency and development.

Kelly (2004:20) adds more weight to the argument of traffic officers who are too law enforcement focused when he states that “the existing manuals and course material of certain subjects were evaluated and revised to meet changes in industry, new legislation, requirements set by SAQA and also involved modernisation of material and presentation techniques. The revised course still mainly focuses on law enforcement.

This study is therefore a response to the need of providing suggestions and guidelines for more comprehensive training of traffic officers, not only focusing on the law enforcement aspect but also on the human element of the profession – which is grossly neglected at this point in time.

### **1.3 PROBLEM QUESTIONS**

- 3.1 What are the training needs among traffic officers in the Potchefstroom district?
- 3.2 Are training needs and identified shortcomings addressed during the local in-service training sessions among traffic officers in the Potchefstroom district?
- 3.3 Does in-service training at local level address additional human-related training needs?

### **1.4 AIMS OF THIS STUDY**

The aims of the study are:

- 1.4.1 Aim 1: To determine by means of a literature study, the characteristics and scope of training needs.
- 1.4.2 Aim 2: To determine the training needs among traffic officers in the Potchefstroom district.
- 1.4.3 Aim 3: To ascertain whether training needs and identified shortcomings are addressed along the course of in-service training among traffic officers in the Potchefstroom district.
- 1.4.4 Aim 4: To determine whether additional training gaps related to human skills might exist at local level.

### **1.5 KEY TERMS / CONCEPTS**

Needs analysis, Training gaps, Competence gaps, Performance gaps, Traffic officers, Potchefstroom district, Education and training needs, Human Resource, Professionalism, Law enforcement.

## **1.6 METHOD AND SCOPE**

It was envisaged that quantitative research methods by means of questionnaires would be used in this study. Furthermore, the methodology of this study would entail the following components:

### **1.6.1 Literature study**

A thorough literature study was executed to acquire an understanding of the main concepts under study (those listed under Chapter 5). To achieve this, all available data-bases (both nationally and internationally) were consulted during the study, for example, the NEXUS, SABINET–on-line, the EBSCOHOST web, and various other web-based sources as well as a DIALOG search was conducted to gather recent studies on the subject. The following key concepts/words were used in the search: needs analysis, training gaps, competence gaps, performance gaps, traffic officers, Potchefstroom district, education and training needs, human resource, professionalism and law enforcement.

### **1.6.2 Empirical research**

#### **1.6.2.1 Quantitative research**

A questionnaire was designed and administered in the study. These questionnaires were distributed among the traffic officers in Potchefstroom who received education and training at the previously mentioned colleges. The questionnaires were aimed at determining whether education and training interventions were to be considered in future to address the existing shortcomings regarding training needs analyses, identified shortcomings supposed to be addressed during in-service training, liaising with colleagues, management and members of public, professionalism and current education and training and focusing too much on law enforcement. This study used the total population of traffic officers (N=30) employed in the Potchefstroom district.

## **1.7 RESEARCH OUTLINE**

### **Chapter 1:** Orientation to the study.

This chapter offers an orientation to the study. The orientation entailed motivation for the study, research questions, methodology and a general overview of the study.

### **Chapter 2:** The nature of training.

This chapter deals with the theoretical background of training needs in general.

### **Chapter 3:** Training needs and training environment of traffic officers.

This chapter deals with the work context of the traffic officer and the resulting training needs of traffic officers.

### **Chapter 4:** Empirical Investigation.

In this chapter a needs analysis was done and the data of findings of questionnaires were discussed.

### **Chapter 5:** Findings, conclusions, shortcomings, limitations and recommendations.

Findings, conclusions, shortcomings, limitations and recommendations were made in view of the findings from empirical work and key issues or ideas from literature, which might constitute solutions or parts thereof to the aims of the study. The aim to determine validity and reliability, i.e. to determine what the study really had to analyse and what it would constantly determine over time, was always borne in mind.

## **1.8 CONTRIBUTION OF THE STUDY**

### **1.8.1 Scientific field**

The completion of this study will contribute to the current training and development needs among traffic officers in the Potchefstroom district.

### **1.8.2 Research focus area**

This study focuses on the training needs of traffic officers in the Potchefstroom district regarding the problems they encounter while executing their daily tasks and possible variables that may necessitate training support to these officers. This study will also contribute to the improvement of the quality of training within the Centre of Education in Traffic Safety in the Faculty of Education Sciences of the North-West University, based on effective training support to these traffic officers. In the research focus area of this study, the way forward will be paved for further contributions such as papers, articles and further research.

## **CHAPTER 2**

### **2. THE NATURE OF TRAINING**

#### **2.1 INTRODUCTION**

In order to conduct a training needs analysis, the first step would be to perform a *gap analysis* (current situation vs. desired situation), thereafter identify priorities and importance, followed by identifying the causes of performance problems and opportunities, according to Wilson (1995) and Rouda and Kusy (1995) as quoted by Van Dyk (2001:211).

#### **2.2 EDUCATION, TRAINING, DEVELOPMENT — AN OVERVIEW**

Garavan (1997:41) is of opinion that there is merit in the notion that training is for a skill, and that development and education are for life. In pre-industrial times, training was directed at attaining skills to be applied for a person's lifetime.

Education, in medieval times, was assumed to have been begun with some forms of skills training and that it would continue throughout life as part of a search for increased wisdom. It ought to be borne in mind that training and education were accessible to a small minority of the population (mainly for church management staff, and the guilds jealously protected their skills and pursued policies of limited entry). However, forthright change of education did not occur until the twentieth century, according to Garavan (1997:43).

Training, Garavan (1997:44) asserts, only really started after World War II when it was viewed as the domain of manual and technical employees. Education and development was treated as the domain of those in management and the professions.

During the late 1960s and the early 1970s saw the discovery of learning how to learn, according to Kolb et al. (1980) as quoted by Garavan (1997:46).

Rodgers (1969), quoted by Garavan (1997:45) gave impetus to non-directive and learner-centred learning processes. He believed learning to be inner-directed – the learner had to believe something was learned.

Garavan (1997:46) mentions that training and development specialists up to the 1980s had focused primarily on lower level management. However, as organisations became more complex, more of these organisations realised the potential of the contribution of formal management education (mainly directed at middle management).

Human resource development and human resource management began to emerge as regular terms. The result is therefore that development and education cannot be restricted to management and professional grades only, says Garavan (1997:46).

Garavan (1997:47) accentuates that the one significant reason for the increasing overlap of training, development, education and learning is the speed of change in the modern world. Another fact, he says, is the quantity, speed and complexity of information. The activity of management now requires extensive training, education and development activities, which focus on learning in an organisational context rather than separate activities of training, development and education, seem best to facilitate these processes than seeing them as an integrated whole with learning as the glue which holds them together.

Antonacopoulou (2000:256) comes closer to the essence of this literature study when she remarks that when reference is made to education, training and development in the context of a society, the emphasis on individual learning might be quite different from the same processes taking place in the context of organisations. She argues that the organisational context may have a stronger impact on individuals' learning, since it is the more immediate context in which the individual learner interacts. This is a possible reality of the learning activities among traffic officers in the Potchefstroom district, as currently experienced.

## **2.3 INDIVIDUAL PERSPECTIVES OF LEARNERS AND MANAGERS ON LEARNING AND TRAINING**

Taylor and Spencer (1994) quoted by Antonacopoulou (2000:258) mention that early experiences of the education system influence people's attitudes towards learning and training for the rest of their lives. Individual attitudes towards education and training are influenced by encouragement they receive and the extent to which they exceed – which are likely to reinforce a continuing desire to learn.

Park (1994) quoted by Antonacopoulou (2000:259) identifies a dilemma among individuals in the training and development process to be the lack of clarity about who should carry the responsibility in training and development. He further views the problem as being that the government is pointing the finger at the organisation, whilst the latter is pointing the finger at the individual. Despite all this in-fighting, one simply finds that this area is currently under-researched.

Mumford (1986) as quoted by Antonacopoulou (2000:260) showed that informal and continuous methods of upgrading the existing competencies of employees are more effective than more formal periodic methods (e.g. attending courses, seminars and conferences).

Antonacopoulou (2000:261) points out that recent research suggests that individual managers do not regard training as a learning opportunity, because the individual's expectations are vastly different from those of the organisation s/he serves. She furthermore points out that as long as training does not develop the individual as a person (providing confidence, self-insight and freedom to initiate new actions) it is unlikely that individuals will regard training as an opportunity.

It would be appropriate to refer to research that was undertaken by Wood and Stella (2000:453) in relation to human resource development in a textile firm in the Eastern Cape, South Africa. This case study was carried out over a period of two months (August – September 1999). It was all about in-depth interviews with fifteen employees.

Senior management, according to Wood and Stella (2000:454), stated that as a result of investing in training their staff, they had greater confidence in the ability of their employees to perform their jobs – with greater skill, better co-operation with them (management) and an increase in confidence. All of a sudden employees also come up with new ideas and a challenging spirit to try out new concepts.

Older workers, however, resented changes. Because of unfamiliarity, they felt that being a multi-skilled employee was a form of “abuse” by management – they stated that they felt insecure and uncomfortable with their employment. Younger workers, on the other hand, were more open to changes, further training and the acquirement of better skills through further training and development.

It would now be advisable to more specifically look at the South African scenario in this regard, i.e. education, training and development.

## **2.4 THE MOVE TOWARDS THE INTEGRATION OF EDUCATION, TRAINING AND DEVELOPMENT IN SOUTH AFRICA**

Bellis (2002:41), in a nutshell, provides the motivation why there is such a demand for education training, development and learning in South Africa when he states that all practitioners in the fields of Human Resource, Human Resource Development and Education, Training and Development have become increasingly aware of the impact of the new laws concerning education, training and employment and of more and more employees who hold a Std 10 or equal school qualification. He remarks that we (just mentioned) are faced with three imperatives:

First, there is the legal imperative where trainers have to be involved with the process because the law requires it. “It is not, in fact, an option,” he says.

Secondly, the organisational (business) imperative — the whole process of training will have little relevance, and no chance of commitment where it counts in the organisation, unless what we plan to do and actually do is directed at the organisation’s “business” goals and objectives, the sector’s requirements and the need of individuals to be able to perform their role, their work, to standard – and beyond.

Thirdly, Bellis (2002:44) is of opinion that we have a moral imperative. He implies that practitioners (trainers, educationists and human resource developers) need to develop the skills of all our people because it is right, because the neglect of the past must be redressed and because many people have a great deal more to give than their present level of development permits them to do.

## **2.5 DEFINING COMPETENCE**

Van Graan (2005:49) defines competence as “the ability of a person to integrate a number of ‘things’, in a particular setting or context and to certain standards and that person being aware of his or her training needs”.

In this definition of Van Graan (2005:49) it does not say that competence has only to do with task performance. Of course task performance does relate to competence, but it is only one type of competence. Human competence must be about the whole spectrum of performance, even about knowing, about understanding, about reflectiveness, about valuing and responding.

Bellis (2002:54) contends that one will note that the definition of competence has the word and idea of skill central to it. He says that writers often use the word “skill” but seldom give a definition of what they mean by skill. Alternatively, they assume everyone knows what is meant by this concept and that there is agreement regarding its meaning. This is clearly not the case. Many people only use the word “skill” when the performance is a hand skill, a psychomotor skill. Others use the word only in the context of performing a task. Yet others mean any performance that has to do with a trade or any particular operating or technological technique or process.

Meyer et al. (2003:111) regard competence as being able to perform whole work roles to the standards or outcomes expected in employment in real working environments, and not only in a training situation. Competence is about the ability to work with one’s hands (skills), knowledge (mind), and heart (attitudes, values or behaviour).

## **2.6 DETERMINING A COMPETENCY GAP**

Roodt (2006:55) refers the reader to the Skills Development Act of South Africa to shed some light on what “applied competence” as the overarching term for three kinds of competence is all about:

- “Practical competence” is a person’s demonstrated ability to perform a set of tasks, e.g. operating a machine.
- “Foundational competence” is a person’s demonstrated understanding of what he or others are doing and why, e.g. explaining the meaning of their actions.
- “Reflexive competence” is a person’s ability to integrate or connect his/her performances with their understanding of those performances so that they learn from their actions and are able to adapt to changes and unforeseen circumstances, e.g. apply the results of the analysis one has completed to the incident that has occurred in a certain instance.

Meyer et al. (2003:123) clearly point out that when one wishes to determine a competence gap and how to identify training needs, one first has to focus on assessment, which is the process of identifying what an individual knows and can do. An individual is assessed to obtain some measure of his/her current abilities. Those skills and that knowledge are subsequently equated with specific standards, courses and qualification requirements.

Meyer et al. (2003:127) furthermore are of opinion that the assessment of competence is the process of making judgments about an individual’s competence through matching evidence collected to the appropriate standards or outcomes.

Meyer et al. (2003:128) are convinced that assessment starts with a gap analysis. In other words the point of departure is a particular performance problem or improvement opportunity that can be addressed by means of training. The gap in performance can also be determined by assessing current competencies against the desired post-training competencies.

These same authors say that the most comprehensive way of doing a performance analysis is by using a combination of different methods, *inter alia*, benchmarking with other organisations or professional standards bodies to determine the gap between your own performance and that of best practices in a particular field of work or a competency analysis of employee performance in accordance with registered unit standards and assessment criteria. Another method to be considered is a performance management system to ascertain the areas for improvement based on employee performance gaps.

Meyer et al. (2003:131) clarify the mentioned methods by stating that a gap analysis needs to be done to determine the current level of learning before the performance management review can be done to implement a performance improvement strategy and accurately measure the return on investment (the investment being training interventions). To be able to assess the learner's competency level, the employee and his/her manager, with a view to linking performance to outputs, profile each job in terms of individually weighted performance indicators as agreed upon. These indicators are linked to work-related competencies and the critical cross-field outcomes from the relevant unit standards or work processes.

The importance of proper and correct assessment cannot be over-emphasised. In fact, trying to go for short cuts or implementing assessment in a haphazard manner may distort one's return on investment figures (what is strived after) and present management with inaccurate data. Not only is this unethical in terms of corporate governance and business ethics, but it may also lead to management taking wrong decisions based on incorrect data. This could be disastrous for the effective functioning of a training department and the organisation as a whole (Meyer et al., 2003:134).

## **2.7 DEFINING PERFORMANCE**

White (1994:525) stated that there is little consensus about what constitutes a good performance beyond good basic technical skills. However, it is now accepted that high quality job performance involves psychomotor, cognitive and affective skills when one talks about people-serving-people occupations and the co-ordination of work regarding daily performance.

Wilson as noted by Van Dyk et al. (2003:401) argues that all training is aimed at performance (i.e. the act of execution, action, achievement), whether it involves teaching employees knowledge they do not currently have and skills they have yet to master or motivating them to change their attitudes. They say: "If one does not improve performance, training may prove to be a waste of time and money." Performance goals based on a proper analysis of needs will provide that clear direction one needs for professional training.

Wilson, quoted by Van Dyk et al. (2003:405), warns that if performance goals are to be meaningful, it is necessary that they be linked to organisational goals. One needs to make sure that one is focused on what the organisation deems important and to set performance goals that are linked to corporate goals and that senior staff in an organisation should give practical guidance to junior staff members.

Performance goals should relate to the job requirement, the required outputs of the job and the relevant tasks associated with the job. It is argued that clear, measurable and achievable goals will ensure that training focuses on what will be required back on the job and that clear orders are needed of what to do when an employee is performing his or her duties (Van Dyk et al., 2003:407).

## **2.8 DETERMINING A PERFORMANCE GAP**

According to Van der Walt, quoted by Van Dyk et al. (2003:409), the validation of training is one of the most difficult matters the contemporary trainer has to deal with.

Benne and Bennis, as noted by While (1994:527), however, shed some light on the ability of people to perform when they mention performance factors that affect people, namely expectations of the organisation, expectations of work colleagues, expectations of reference groups such as professional organisations and own expectations, that is own role image.

Harrington and Theus, quoted by While (1994:528), suggested four factors in addition to those mentioned in the previous paragraph, namely attitudes and expectations of superiors, nature of work assignment, co-operation among employees and quality and amount of work-related communications.

Bellis (2002:63) remarks that he has identified four performance gaps during his many years of being a professional trainer: first, those that were evident in performance problems; second, those that occur at the initial stage of employment; third, those that represented an opportunity to grow strengths; and finally, those that reflected a qualification gap – mention will most definitely be made again later in this study of his criteria in this regard.

Van Graan (2005:50) reminds the reader that not all performance gaps can be resolved through “training”. If the problem is the result of poor supervision or poor management, the solution will not lie in training those people where the problem appears to be, but rather, possibly, in training or further developing the supervisors and managers. On the other hand, by merely discussing the problem with the supervisors/managers may lead to them doing things differently, or at least, taking the problem in their own hands. It may even be that the way “performance management” is being handled needs attention, and the maintenance of discipline.

Bellis (2002:71) furthermore declares that if the “cause” of the performance gap was a lack of feedback to the employees, improving feedback, probably improving recognition on the job, may well be all that is necessary. There may even be no need for training at all, as the kind of recognition and reward given to people may be enough in the sense that there is no real co-operation between, for example, a national organisation and a decentralised local organisation dealing with a similar issue such as traffic-related aspects under scrutiny in this instance.

Bellis (2002:74), in conclusion, remarks that if the poor performance is brought about by a lack of motivation, that needs to be investigated, rather than having a “training course” prescribed. The right diagnosis is crucial to an appropriate prescription.

Murphy et al. (1999:239) support Bellis (2002) in that they also refer to motivation as an issue of key support to improve performance. The concept is known to them as the Pygmalion effect, which has its roots firmly secured in ancient history. Pygmalion was an ancient king who hailed from Cyprus and it is said that he carved a statue in the image of his ideal woman. So perfect was his creation, that he could not help but fall in love with it and so strong was the love he felt for his creation that, with his will and a little help from the gods, he brought the statue to life and they were married.

Rosenthal and Jacobsen, as quoted in Murphy et al. (1999:240), firmly placed Pygmalion within the realms of education and training in a book titled, *Pygmalion in the classroom*.

Murphy et al. (1999:241) remark that the Pygmalion effect is an analogy for what is otherwise known as “the self-fulfilling prophecy” and is generally defined in the literature as to incorporate the idea that the expectation of an event or occurrence is instrumental in it coming to pass. Just as the legendary Pygmalion willed his beloved statue to life, so too when an educator/trainer believes long and hard enough that a learner can achieve a certain standard of performance, and consistently conveys that belief to the learner, the learner will recognise and internalise that confidence and behave as the educator/trainer expects.

Marburger, quoted by Murphy et al. (1999:238), went so far as to say that performances among learners are directly linked to trainer expectations and communication among people.

Murphy et al. (1999:239) conclude their Pygmalion concept (entrenched in training) that if a trainer or manager views the learner, trainee or subordinate to be competent, committed and capable of high performance and sets high expectations for performance or learning, many rewards will come from this self-fulfilling prophecy. The question must, however, come to mind: “Why is the concept not given major consideration in the education literature?” The logic of the Pygmalion effect is that if learners and/or subordinates are faced with particular expectations, they will deliver precisely what is anticipated, no more and no less.

Murphy et al. (1999:240) remark that the Pygmalion concept wants trainers not to make generalised assumptions about learners based on variables such as gender, race, physical disability, making decisions and education attainment. Instead, it demands an approach of the trainer that is open-minded to the potential for growth and high performance in all individuals.

Acquisition of knowledge to ensure competencies is a point made by Melton (1995:51) that holds water. Assessment of whether a student has reached a certain level of competence is what the problem is. Melton's view, namely that if a level of competence is not achieved, a student needs to realise that a greater effort has to be put into action to reach the set competence.

Awareness of acquired skills, qualifications and even Recognition of Prior Learning (RPL) is mentioned by Melton (1995:52) and is, fortunately, presently done in South Africa, particularly if one thinks of the National Qualifications Framework (NQF).

Melton's (1995:53) idea of education being all about the development of an individual in a wide range of skills not only to handle occupational needs and also to perform basic supervisory skills, but also to handle life, is commendable — also his view that students need to learn to work in teams so that those in the team will all eventually benefit.

In retrospect:

Jobbins (2002:56) points out that it is difficult to think of a country where the social, political and economic context is more demanding than post-apartheid South Africa. He adds that South African universities must engage more closely with the social and economic structures that threaten to stop the march to freedom than they have been doing thus far. He furthermore mentions that the proportion of black students has increased, particularly at the historically white universities, but that the white student population is dropping rather dramatically.

Jobbins (2002:57) refers to President Mbeki's speech as then Chancellor of the University of the Transkei (June 1999) in which he said: "I believe, however, that intellectual and academic freedom can only find its full expression if it places itself within the larger context of the pursuit of the greatest good for the greatest number of people."

Local universities cannot afford to ignore this call. To do so would guarantee alienation from the government, the ruling political party and the majority of the nation's peoples, most of whom know that they will not benefit directly from continued public investment in the universities in the same way that they benefit from housing schemes, provision of reliable water supplies, better roads and, above all, a thriving economy (Horak, 2004:2).

The universities of this country have to live up to the government's faith in them by actively encouraging their academics to concentrate on immediate social and economic issues, even if it means that these universities will have to temporarily scale down on their teaching and pure research functions (Jobbins, 2002:59).

Universities in South Africa, which began during the post-apartheid era, "deprived" and seeking huge injections of cash support from the state, have readjusted to the new circumstances with notable success. But, within the next decade they will need to demonstrate that they are able to keep up with the pace of change required if the country is to fulfil its potential as a leading player, regarding education not only within Africa but at world level (Horak, 2004:3).

## **2.9 HUMAN RESOURCE DEVELOPMENT**

### **2.9.1 Introduction**

Ulrich (2006:27) remarks that most Human Resource professionals want to do good work. When roles are clear, they can describe what they do in ways that set expectations of themselves and others. When competencies are defined and demonstrated, Human Resource professionals can ensure that they know how to deliver value and assist in team building.

Now more than ever, business success comes from Human Resource Development. The building block of life for Human Resource success is the value proposition and improving productivity methods. With this value proposition, the Human Resource profession has a point of view about what can be and should be for all stakeholders (Ulrich, 2006:28).

### **2.9.2 Human resource stakeholders**

According to Van Dusen Wishard, (1997:1), a stakeholder is any person, group or institution with a special interest in what is happening.

Garavan (1997:41), in his analysis of Irish training and development-stakeholders organisations, defines a stakeholder as anyone whose actions can affect the management of strategic Human Resource Development and improving human behaviour skills and productivity activities within the organisation.

Rothwell and Kanzeanas (1994:221) identify the basic premise of the stakeholder approach as being where several groups within an organisation who have a stake in training provided to organisation members in an effort to design, develop, deliver and evaluate training.

Stakeholders are involved in all the training phases – from the training needs analysis, assisting with employee appraisals to the final evaluation phase. It can also be inferred that stakeholders may differ at each of the training phases. As an example, Lapidus (2000:71) identifies the customer of training and the performance hierarchy, and workplace needs, as major stakeholders at the start of a training intervention.

### **2.9.3 Transformation of human resources**

According to Ulrich (2006:62), a set of standards regarding how Human Resource investments in strategy, structure and practices should be made and a template for ensuring that each Human Resource professional contributes.

Ulrich (2006:61) furthermore maintains that as the pressure to do more with fewer increases and as the human or organisation factors become even more important, human resources must be transformed. The transformation of human resource matters to managers of organisations who want to turn strategy into sustained results.

On the other hand, Ulrich (2006:65) remarks that the transformation of human resource matters to employees who realise that their competence or ability to do their job and their commitment or ability to focus their attention of how to assist with general office procedures derives in part from how the human resource practices affect them.

While these two internal groups, as mentioned in the previous two paragraphs (line managers and employees), recognise that human resource must be transformed, the realisation now goes outside the firm as well. Customers who desire to maintain long-term and increasingly complex relationships with a supplier recognise that the latter's human resource practices help assure them the steady flow of products and services they desire.

All human resource investments in a firm (practices, departments and professionals) must deliver value. As the administrative and transaction work of human resource is being automated and/or outsourced, the remaining work must create value (Ulrich, 2006: 65).

Ulrich (2006:66) defines value by the receivers of human resource work – the investors, line managers and employees – more than by the givers. Human Resource is successful if and when its stakeholders perceive value from it. Delivering what matters most to stakeholders focuses on the deliverables (outcomes of Human Resource) rather than on the doable (activities of Human Resource). The deliverables of Human Resource involve investor intangibles, customer share, organisation capabilities or individual abilities.

Human Resource (HR) practices institutionalise beliefs and values and make them real to all stakeholders. For example, the way one hires, trains or pays people or the way one organises ones work, or the way of dealing with stress management, sends messages to employees about what matters most (Ulrich, 2006:67).

The same author proposes to HR practitioners that by creating practices around people, performance management, information and workflows; one shapes the identity and personality of an organisation. These HR practices deliver value to internal and external stakeholders when they are appropriately aligned with one's organisational goals. They also ensure that the organisation outlives any individual leader. They become cultural pillars for the organisation.

Ulrich (2006:67) is adamant that the HR function needs a strategy and structure that will deliver quality. The strategy will help focus attention on key factors and respond appropriately to business realities; the structure will organise HR resources in ways that govern how HR does the work. This strategy and structure of the HR department will ensure that HR resources are deployed where they add the most value.

The same author mentions that general managers set expectations for HR departments, practices and professionals. When general managers demand value from HR investments and how to apply proper time management, they set high standards. These standards communicate aspirations and shape how HR professionals act.

Ulrich (2006:68) furthermore says that general managers should continually follow up on standards to ensure that HR measures up. This follow-up engages them in HR issues and holds HR professionals accountable for them. When general managers are aware of the value that HR produces for them and for their organisation, they encourage and advocate HR actions.

#### **2.9.4 Value driven human resources**

Ulrich (2006:68) states that to have value driven HR in any organisation, the general manager should recognise the impact of HR on investor, customer business and employee results. This awareness should show up in talks and presentations both inside and outside the organisation.

It means that HR issues should be part of every manager's performance scorecard. It also means that general managers need to accept ownership for the efforts of HR by personally referring to them as his work, not HR work. It means that organisation capabilities, applying time management and individual abilities are not mere rhetoric, but action (Ulrich, 2006:67).

Horwitz (2006:65) remarks that all organisations have a strategy – some take the form of a recovery plan, some are plans for achieving growth while others are aimed at restructuring the organisation. But, whatever form a strategy takes the difference between being able to implement it or not devolves on the people involved.

The same author also says that this should be a particular concern to South African organisations as there is a great shortage of public skills, including key groups such as engineers, technicians and public servants. This poses the question: how can local organisations ensure the wheels of strategy turn and so avert crippling failures and losses?

The answer lies in the willingness of organisations to learn and adopt new ways to attract, motivate and retain human capital – especially intellectual. And this is where HR management can play a powerful role (Horwitz, 2006:48).

The first big step for organisations is to strengthen the link between human resources and organisational performance. In South Africa, HR has tended to be more concerned with procedural and maintenance issues than with the strategic plan for the organisation. This role needs to grow if local communities are to have the human capital to implement their plans and be competitive (Horwitz, 2006:48).

Horwitz (2006:49) asserts that the goal of the strategic HR approach is to achieve a status of "strategic readiness" within the organisation. This is a state where people – thereby skills, talent and specialist knowledge – are fully powered up to be the engines of organisational strategy.

This status of strategic readiness should be complemented by readiness in two other areas: the information capital of the organisation – the networks, databases, information systems and technical infrastructure, as well as the organisational capital – the company culture, its leadership, its core values and the ability of people to share knowledge (Horwitz, 2006:48).

Horwitz (2006:45) concludes his argument by stating that in recognising intangible assets such as people and knowledge as powerful forces regarding competitiveness, strategic HR practices offer a way to address this challenge in South Africa. The time has come for HR managers to step forward as HR leaders – failing to do so may result in our organisations and growth targets failing to meet their key objectives.

Roodt (2006:41) is of opinion that local HR departments in general do not meet the demands of HR's support for their organisations' strategic objectives. It appears that the gap between the market leaders and the tail-enders with regard to strategic support is growing. He wants to know what can be done to close this gap or to prevent HR from becoming the dinosaurs of a next era.

This author provides the suggestions in this regard, but first one needs to understand the current context of HR.

Singh and Latib, as quoted by Roodt (2006:43), best captured the position in this market with the following quote: "If value of human capital is enormous, potentially running into billions of dollars, why is it that organisational managers and HR executives pay so little attention to it? This is the human capital management paradox."

Or is this because HR has not developed a generally accepted discipline for measuring human capital's contribution to strategic organisational objectives? (Roodt, 2006:50.)

Roodt (2006:51) aptly answers this question by referring to Kelly and Bintliff-Ritchie who state that organisations are increasingly recognising that they spend a sizeable portion of their operating budgets on human capital (recruiting, pay, training, benefits, outsourcing). Yet most organisations cannot measure the value of this asset.

### **2.9.5 Developmental stages of human resource management**

Roodt (2006:52) is of opinion that this clearly portrays the void existing in the discipline, methodology and practice of HR management.

For a clearer understanding of what has led to the current state of affairs, one needs to take a few steps back into history in order to trace the development stages of the HR profession.

Roodt (2006:53) implies that the HR function in general has evolved through a number of development stages. The progression to a next stage does not mean that the previous stage is discarded. In most instances, these stages as key HR roles kept on evolving in terms of technology and sophistication.

Roodt (2006:54) states that:

- The administrative/supportive (personnel management) stage was characterised by keeping records of staff information – usually in the form of hand written records. Since then this has become one of the key functions of HR. This function has now become fully computerised and is in most instances outsourced.
  
- According to the same author it had to do with audits/compliance (the personnel management stage). This has to do with keeping records on all kinds of issues relating to government legislation. In South Africa it relates to employment equity, diversity, employment conditions and so forth.
  
- He furthermore says that HR moved on to the service provider (the HR management stage). HR provided critical support functions for line managers and staff-related issues such as performance management, performance reviews, compensation management, etc. The majority of HR functions are still in this stage, trying to optimise their service levels.
  
- HR evolved into what is known as a strategic business partner (the strategic HR management stage). In this instance HR supported line managers in the achievement of strategic objectives by creating core organisational capabilities and also supported them in managing the required changes for reaching the stated objectives.

Roodt (2006:54) finely declares that "The HR function is not a strategic partner in most organisations, but it would like to be." In South Africa only a small number of HR functions have evolved to this stage. He, however, wants to know what would be the next stage for HR to develop. He refers to Cantrell, Ballow and Gerkin who state that in many organisations, though, there is a significant gap between the stated objectives of an HR department and the methods it has used to measure its effectiveness.

Cantrell, Ballow and Gerkin, as quoted by Roodt (2006:55), clearly state that HR departments are tasked with building a committed, dedicated, highly skilled team that gives the organisation a competitive advantage. Yet few of the measures they have historically used can be linked to these results.

#### **2.9.6 Performance measures for human resources**

Even professional HR consultants will admit that few clearly defined performance measures currently exist for HR. As a result, the overall knowledge within HR is uneven. Many HR departments are limited regarding the kinds of analyses they can perform (Cantrell, Ballow and Gerkin, as quoted by Roodt, 2006:51).

Roodt (2006:53) wants to know whether employees are merely a cost item, and he also wants to know how HR responded to the raised challenges and the increased pressure to improve organisational performance. Because most of them were lacking the technical or functional skills, their first response as a kind of defence mechanism was a tactical, evasive (political) one. For many years, HR practitioners effectively applied the excuse that "we are different and therefore we should be treated differently" and they got away with it.

Roodt (2006:54) concludes his argument by stating that the core message is: HR has to bootstrap itself – no one is going to do it on its behalf. HR is therefore challenged to explore, develop and urgently find solutions to the mentioned issues in order to become key role players in organisations or alternatively face the risk of becoming extinct.

#### **2.9.7 Benchmarking**

Witepski (2006:24) remarks that one may think that one's organisation has all the answers when it comes to human resource best practice, but she wants to know how it compares with its competitors. She reminds the reader that in today's organisational environment there is no weapon more powerful than an effective, efficient and happy staff member. Therefore she says that a sound HR strategy is the ultimate battle plan.

Unfortunately, organisational efforts to initiate a comparative study are frequently thwarted by the fact that most benchmark studies originate overseas and therefore are not always applicable in the South African context.

Moreover, Witepski (2006:25) states:

- That unless one is monitoring one's own activities against a company similar in terms of industry sector, employee size, revenue growth and geographical region, one is not really comparing apples with apples;
- that the Corporate Research Foundation of South Africa has joined forces with Accenture, a South African company to launch the South African HR Benchmark, the first tool of its kind in the country. With a wealth of experience and expertise in South African organisations, not to mention the learnings of its international sister companies, the Corporate Research Foundation (CFR) was positioned to initiate the country's first benchmark; and
- that the CFR with its publications have proved a useful tool for many South African organisations; they have taken their research one step further by collecting and collating empirical data regarding the HR practices of the country's leading organisations.

Smith, as quoted by Witepski (2006:27), explains that, in developing the CFR South African HR Benchmark, the focus will be on two angles: research and technical aspects. "This scope ensured that we understood precisely what is happening in the HR arena, not only globally, but also in the South African context," says Smith.

Smith, as quoted by Witepski (2006:28), remarks that by taking the above matters into account, the benchmark investigates practices related to sourcing and retention strategy, education, training and development, total rewards, the role of HR, ethics and compliance, diversity, corporate responsibility, corporate governance, legislation, knowledge management and methods/mediums of instruction during training such as lectures, conversations, group work or a variety of combinations of these methods/mediums.

It sounds good, but what is in it for us? Very much, agree Turner and Smith, as quoted by Witepski (2006:28), "at present the most widely used benchmarking tool is the Saratoga Benchmark. However, having been developed in the USA, it does not consider scenarios that typify our own organisational environments such as the presence of strong unionisation," Smith observes.

What is really important from our perspective in the field of training, education and development regarding traffic officers in Potchefstroom is that the spin-offs are significant: participants in the benchmark are issued with a benchmark report, comparing their organisational practices with those of their peer group – selected by the organisation itself – as well as the industry average.

Witepski (2006:29) remarks that, what is more, the HR Benchmark is set to become an annual exercise. By participating annually, organisations will be provided with an accurate assessment of their organisation's progress, allowing them to track their performance effectively.

Also important is the fact that, until now, HR has not received the attention it warrants in South Africa (Witepski, 2006:29). Although a crucial component of overall organisational strategy in countries such as the UK and the US, it is only recently that South African HR directors have been invited to sit on organisational boards.

Tools like these aim at changing this situation, bringing HR in South Africa in line with international trends. Organisations participating in this study can therefore be assured that they are following a world-class precedent.

The last word in this regard goes to Turner, as quoted by Witepski (2006:30), when he says it is always difficult to assess precisely where your organisation stands. The CRF South African HR Benchmark is an invaluable tool, removing the guesswork and providing the objective information one needs to establish whether one's organisation is an HR leader.

Price (2006:61) refers to an article in the Harvard Business Review by Sirota, Misckind and Meltzer in which they remark that there are several ways that management unwittingly demotivates employees and diminishes, if not outrightly destroys, their enthusiasm.

Many organisations treat employees as disposable. At the first sign of business difficulty, employees – who are usually routinely referred to as “our greatest asset” – become expendable (Price, 2006:62).

Management makes it difficult for employees to do their work. Excessive levels of required approvals, endless paperwork, insufficient training, failure to communicate, infrequent delegation of authority and a lack of a credible vision contribute to employees’ frustration (Price, 2006:62).

Ulrich (2006:67) remarks that HR also needs to be an employee advocate, caring for employees, being its voice in the organisation and nurturing talent. He also states that the reality in many organisations is that the human resources executive experiences a credibility problem. Traditionally, HR has not played a strategic role in the organisation. It rarely had a seat on company boards and, if it did, it was often not taken seriously.

### **2.9.8 Credibility of human resource contributions**

For HR to make the kind of contribution it needs to, it has to narrow that credibility gap. The easiest way to do that is to produce organisational results. It also has to have effective relationships within the firm and provide effective communication (Ulrich, 2006:10).

Furthermore, HR needs to make a strategic contribution to the organisation by managing the culture of the organisation by managing the culture of the business effectively, managing change, being part of the strategic decision-making process and having market driven connectivity (Ulrich, 2006:10).

Finally, Ulrich (2006:11) is of opinion that to assure the professionalism of HR, it has to invest in its own development by reading, listening, observing and practising. Leading thinkers, admired organisations and respected managers converge on issues central to HR. Good to great organisations, leaders who execute, organisations with reputations as best places to work and leaders in management's hall of fame all exist because of the people and organisation practices that are put in place.

## **2.10 OUTCOMES-BASED EDUCATION AND THE ROLE OF ORGANISATIONS**

Meyer (2000:1) remarks, as we are all aware, that the new educational training development system in South Africa requires an outcomes-based approach to learning, while others see it as a superficial system which does not differ much from traditional education and training in the sense of identifying work-related needs and shortcomings when training is the order of the day.

Olivier (2005:210) defines outcomes-based learning as learning based on intended end-results. Opposed to traditional input-based learning, it is based on what learners intend to achieve and then work backwards to determine what is needed to achieve outcomes. It does not negate the input part of learning, instead it emphasises the importance thereof, but within a specific context. Outcomes-based learning is based on the same methodology that is formally and informally applied in the world of work to achieve outcomes.

Meyer (2000:2) remarks that the National Qualifications Framework (NQF) makes provision for an outcomes-based education (OBE) system. One of the main objectives of the NQF is to create an integrated framework for learning achievements and to facilitate access and progression in Education, Training and Development (ETD). OBE focuses on what the learner is able to do, in other words each learning programme must have a particular outcome in terms of what the learner can do in the workplace.

Meyer (2000:2) furthermore states that the South African Qualifications Authority Act of 1995 provides for the development and implementation of the NQF. The NQF removes unnecessary constraints to entry and progression within the learning system and creates measures for quality control. NQF principles and structures are applicable to all organisations in South Africa, including the National Department of Transport. Reference should also be made of the new Act in relation to the South African Qualifications Authority, No. 101 of 1997 (signed in August 2006 – also known as the higher Education Qualifications Framework Act gazetted by the end of 1997). These principles and structures will have a fundamental effect on ETD in South Africa. Currently most role-players are battling to understand the implications of this outcomes-based learning system on workplace education and training.

Organisations can no longer do what they want to do when designing and implementing training programmes. They have to be involved in the process of NQF alignment if they wish to have their learning programme recognised by SAQA (Meyer, 2000:2).

In reviewing the characteristics of outcomes-based education, there appears to be a paradigm shift towards learning rather than informing. There is a move from normative, paper-based examinations towards outcomes-based assessment as reflected in national standards. This change is not only intended to meet the needs of industry more effectively, but also to create "empowered" individuals who can take control of their own learning and their lives. As such, outcomes-based education has presented an opportunity to widen opportunities for learning or attending classes (enrol with a driving school) for a fixed (or extended) period of time (Olivier, 2005:60).

Meyer (2000:3) contends that OBE necessitates that training staff should go back to the basics as far as the professional application of the ETD process is concerned. However, the transformative nature of OBE in an evolving system of SAQA structures and standards require a major paradigm shift on the part of ETD staff. Not only will the training approach be changed, but altogether new structures and systems will have to be developed to ensure that organisations deliver quality training to its members. These changes require a pragmatic approach to OBE alignment.

National developments provide guidelines that can be accessed and implemented immediately to raise the standard of education and training in South Africa. However, the significance, scope and depth of the changes required mean that management should be actively involved in OBE and NQF alignment. In fact, an OBE and NQF implementation plan is needed to ensure that the necessary NQF processes and systems are implemented effectively. The ultimate goal is to provide effective training to ensure an operational and productive organisation to meet the needs of its employees and the broader South African community (Meyer, 2000:12).

It may be possible that, from the previously mentioned authors and personal interviews with high-ranking traffic officers, as was noted earlier (refer to Chapter 1), the lack of education, training and development among traffic officers may be one of the many reasons why frustration in the workplace may lie at the root of stress and conflict in this environment.

## **2.11 STRESS AND CONFLICT IN THE WORKPLACE**

### **2.11.1 Stress in the workplace**

According to Van Graan (2005:45), stress is energy; nothing more and nothing less. Stress is defined as raw, pulsating human energy. If one wants to understand stress, one has to understand energy.

Van Graan (2005:46) is convinced that we are all pure energy, experiencing a human form in a moment in time. When we die we become energy again, losing the generator and container. All generators generating electrical energy are designed to generate one type of energy, electricity. The human generator, on the other hand, generates different types of energy. Although these types are quite distinct, they are absolutely interrelated, constituting the personality of the individual.

The first type is *physical energy*. The body provides the container and the vehicle for the generator. By means of metabolism, the body is able to generate energy for autonomous functions, activities and behaviours. Energy application is solely focused on establishing and maintaining the need to survive and to live. That is why we have to care for our body, because if it dies the generator dies. If it becomes ill, it will affect the other energies.

The second type is *mental energy*. This refers to the power to think, perceive, reason and solve problems. This energy operates on logic and analysis and will want to establish objective decision-making criteria. This energy is occasionally seen as detached and "clinical". It is objective, likes analysis and clarity and will focus on the task at hand. Although this energy is "strong", it is also "weak" as it is limited to and confined by the laws of logic and sensibility.

The third type is *psychic energy*. This energy refers to emotions, passion, feeling, enthusiasm, motivation, drive and resilience.

The fourth type is *religious or spiritual energy*. This is the purest form of energy and creates an environment of vibrancy. It is all-encompassing and creates an environment for the human generator to optimise its capacity.

Van Graan (2005:47) contends that, in essence, our generators operate like a business. If more energy flows back than flows out, we are making a profit. If more energy flows out than flows back, we are making a loss. If the same amount of energy that flows out, flows back, we are in balance and are starting to stagnate. Obviously, like any business, if we constantly make a loss, we will go bankrupt – and that, he believes, is stress at its peak/burnout.

Often we feel controlled by massive and even hostile forces beyond our control. For instance, an individual may think that his/her personal training needs are not dealt with appropriately during in-service training interventions. We feel helpless, a victim of fate. Make peace with and forgive those that wronged us. Hatred and resentment force the energy in a negative spiral and drain massive amounts of our energy (Van Graan 2005:47).

Pellissier (2006:19) wants us to become competent — knowing what to do and how one has to do it to make things much easier. She believes that one of the most basic fears of any employee is being weighed and found wanting. To admit incompetence and to say “I don’t know” is almost unthinkable.

On the other hand, she says, to become competent needs energy. If all our energy is being used pretending competence we will have none left to become competent. Therefore she says to employees: admit, even if it is to yourself, incompetence and do everything in your power to gain the competence you need. Admitting incompetence is embarrassing at the least, but it releases the energy you use to deny it. Admitting incompetence will also open oneself up to communication of others.

Pellissier (2006:20) concludes her argument by saying that the person who pretends competence will listen to others by focusing on what is wrong with what the other person is saying, while the person who admits incompetence will open up to others to learn and to gain something from the communication.

Theron (2005:55) links up beautifully with what Pellissier (2006:21) has been attempting to explain about negative energy in the lives of employees. Theron (2005:56) remarks that the face of the workplace is changing rapidly. The greatest changes occur in the way information is accessed. The rate at which new information becomes available more than doubles every two years – people can simply not catch up with it all.

Society is increasingly exposed to immense technological advances causing new levels of deconstructive stress that take their toll on people’s health and interpersonal relationships with co-workers and other people along the way every day (Theron, 2005:56).

Needham, as quoted by Theron (2005:56), highlights two types of stress to be consciously managed:

- Physical stress is experienced through the body – muscular pain, headaches, ulcers and sleeplessness.
- Psychosocial stress is the result of poor interpersonal relations and inadequate or inappropriate social interactions that typically result in aggression and anger.

Jones (2006:16) is of opinion that it is unfortunate that not many people know how to manage stress effectively, thereby preventing it from becoming deconstructive. Deconstructive stress refers to negative responses to stress resulting in the body's immune system being suppressed.

Theron (2005:57) warns that deconstructive stress, characterised by an everlasting negative attitude, leads to an all prevailing sense of despondency and purposelessness which most certainly sets the stage for conditions such as cancer, heart disease, strokes and depression. Ultimately these affect performance and productivity in the workplace.

This author also wants one to consider the cost of replacing an employee who has died of a stroke or a heart attack. Add medical expenses, the loss of expertise as well as the cost of recruiting and training someone as a replacement.

Jones (2006:17) mentions that empowerment is one of the buzzwords of our time. In recent years we have encountered very young, intelligent and dynamic individuals, moving rapidly up the corporate ladder. These "youngsters" are typically between ages 25 and 30 and in highly responsible executive positions. They are popularly referred to as Generation X.

Technically Generation X individuals are extremely well qualified. However, the risk is that they lack exposure to dealing with people dynamics. Sound personal and interpersonal skills are key to the successes of any individual.

Theron (2005:59) further says that we (employees) are programmed to deliver all products and services with speed and flexibility. Due to rapid changes in the external environment, we need the ability to rapidly change direction. This calls for a quick recovery speed, robust change management processes and, more importantly, the ability to cope with change. A noble thought, the author says, but how many employees can cope with change as a result of speedy delivery and flexibility simultaneously?

Another issue related to stress, as mentioned by De Bono (2006:6), is the modern emphasis on diversity. Women have increasingly moved into positions of greater responsibility. Many women (like in traffic safety) are already in traditionally masculine positions. This has resulted in the roles of men and woman changing. This, if not managed carefully, may contribute to role confusion, causing additional stress in the workplace.

Probably one of the most underrated contributors to stress and burnout, according to Theron (2005:59) is the changes people experience in their lives that they do not deal with effectively. Such changes are the death of a spouse or close family member, divorce or separation, illness or injury, changes in employment, changes in the workplace and demands of daily performance in one's workplace. These and many more play a huge role in causing burnout.

Theron (2005:59) then ultimately mentions that the most interesting contributor to stress among employees in organisations is one's personality. The very basic classification of personality types is types A and B. The characteristics of personality A are a huge amount of drive, energy, a competitive spirit, passion, focus, punctuality, impatience with self and others and being very good at applying pressure on themselves and others.

In direct contrast, a type B personality is laid back, relaxed, patient, easy going and not very ambitious. This classification is very simplistic and many individuals fit somewhere in between.

However, the theory is very useful to show how type A personalities tend to be more prone to stress and burn out as a result of their driving nature. The key to managing stress in a type A personality is to have a high level of self-awareness of this fact and to consciously manage thinking patterns that cause unnecessary pressure in the workplace.

De Bono (2006:8) also asserts that emotional intelligence reflects the ability to read behaviour and human dynamics effectively and respond correctly to these cues. Sometime individuals with a very high level of intelligence lack emotional intelligence.

They are able to solve complex technical problems, but lack the ability to effectively interact with people. This is a huge stumbling block in organisations. It causes great frustration in work places, as these individuals are not able to grasp why others cannot cope in the workplace. Training, according to him, which does not deal with personal training needs of individuals also contributes to a build-up of frustration and stress.

Interesting to know, according to Golembiewski (2006:4), is that, in the US, managers are increasingly being held accountable in state courts or workers compensation actions for the hazards of employee over-exposure to ongoing stress in the workplace.

### **2.11.2 Conflict in the workplace**

Flanagan and Finger, as quoted by Zide (2005:36), state that conflict is inevitable in any organisation. When dealing with properly, it can contribute significantly to personal and organisational health, better understanding and innovative solutions to problems. When handled poorly, however, it leads to hurt feelings, damaged relationships and low staff morale. Managers must be able to minimise hostility between themselves and their staff members. The best way to manage such harmful conflict is to prevent it from ever arising.

Zide (2005:37) remarks that we all experience conflict in our everyday working lives. It may occur on the way to work in traffic or it could start with a confrontation at work with a colleague. In some situations whole departments or groups of people are engaged in conflict over a perceived course of action or the dispersal of scarce resources. Occasionally, these confrontations may culminate in physical violence. The author also remarks that training of how to handle conflict should not be addressed once or twice a year but regularly, which may defuse conflict and stress situations that may arise sooner or later.

Conflict at work is relatively easy to recognise, says Zide (2005:37), though not necessarily easy to resolve. It is on the basis of this assertion that conflict needs to be managed. Conflict can thus show itself through enmity between individuals or in disputes between organised groups of people.

Macdonald, as referred to by Zide (2005:38), distinguishes between two types of conflict – constructive and destructive conflict.

- *Constructive conflict*

Conflict is not a tangible process of organisations that can always be objectively described. It lies in the perceptions and minds of people who are engaged in it.

However, notwithstanding the assertion made, conflict can in certain instances become more tangible when it shows itself in arguments or other forms of communication. In a collaborative culture, constructive conflict is welcomed and even encouraged as it seeks to resolve a problem, resolve disagreements, envisage new breakthroughs, improve services, help people meet the challenges of change, increase and widen involvement, help create a collaborative culture in the workplace help identify problems in personalities and help employees to deal with stress during the performance of their daily tasks.

Zide (2005:38) calls this type of conflict *positive conflict* when a situation that leads to a better understanding between parties also enhances the ability to work together – a conflict situation that leads to changes with positive results for both parties.

- *Deconstructive conflict*

Healthy organisations need conflict, but if that conflict is not recognised or managed, it can become destructive. Destructive conflict will lead to a similar end as with the group without any conflict, though perhaps at an even faster pace. Conflict becomes destructive when it obscures the real source of problems, prevents decisions, promotes the wrong decision for personal ends, diverts energy from important activities or issues, leads to a misuse of resources, destroys the morale of employees, divides people into warring groups, confuses clients and destroys stakeholder confidence.

Zide (2005:39) calls this type of conflict *negative conflict* when a situation in which there is ongoing tension and hostility leads to a moving apart of the parties. This is a situation in which the differences are not dealt with. This type of conflict reveals itself in a body language that clearly shows there is no love lost between the two contending parties.

Zide (2005:39) adds a third type of conflict, namely *Latent conflict* that is a situation where parties have different interests, but display "acceptable" behaviour. It is very easy for open conflict to develop where one of the parties uses unacceptable behaviour, e.g. where a supervisor behaves aggressively towards an employee or the employee conducts him or herself in a manner that is unacceptable to a supervisor.

De Bono (2006:18) refers to two ways in which conflict is handled internationally. The first, he states, is the traditional approach that conflict is undesirable and must be avoided. The second is the modern approach which is the recognition that conflict is unavoidable and should be managed and resolved. Conflict is not always negative. In fact, conflict is natural in the workplace because of the imbalance of power and the competition for, among others, scarce resources or perhaps the methodology regarding the execution of specific tasks and operations.

Although some people view conflict as disruptive and dangerous, there are, however, those who argue that it is positive and functional. For example, it can have a group-binding function or act as a safety valve. This realisation can only come to fruition if there could be an acceptance of the existence of conflict from the contending parties, such as in the case of cultural differences that may exist in a community or in a workplace (Zide, 2005:40).

At another level, Venter (2006:41) recently published a monograph, *Conflict and Governance: NEPAD (New Economic Plan for African Development), South Africa and Africa*. The overarching objective of the monograph is to support the implementation of the NEPAD plan of action in order to help reduce or eliminate the different kinds of conflict that arise from political and socio-economic circumstances where clashes of interest and an unequal distribution of scarce resources and resultant competition hinder the effective implementation of good governance and often lead to the abuse of human rights.

Venter (2006:42) concludes his monograph by saying that governance (in our case management) mitigates conflict. Good governance and the ability to design own economic programmes depend on each other. Good governance furthermore implies that a country itself takes the initiative in reforming institutions and policies and that a country implements sound programmes and policies at provincial and local levels.

As far as conflict is concerned, the monograph refers to a finding by the 2005 Commission for Africa that the most effective way to tackle conflict is by building the capacity of African states and societies to prevent and manage conflict (Venter, 2006:43).

That means using aid more constructively to tackle the cause of conflict. It means improving the management of government and local communities' incomes from natural resources and international agreements on how to control the "conflict resources" which fuel or fund hostilities (Venter, 2006:43).

Of critical importance, says Venter (2006:44) in this regard, is the engagement of civil society in fair and transparent decision making in partnership with reformers in the executive, the legislature and the judiciary.

However, Pellissier (2006:44) mentions that gaps often exist between policy formulation and policy implementation. Such gaps have become noticeable in recent times in South Africa, particularly at local government level.

This failure of local governments to deliver led to a three-day *lekgotla* in July 2005 where President Mbeki met ministers and senior government officials following nation-wide protest against the log-jam in the delivery of basic services at municipal level. These early warnings can be defined as an act of alerting a competent authority to the threat of new or renewed conflict or even more serious conflict (that may even get out of hand) in advance for preventive action to be considered (Venter, 2006:42).

## **2.12 WORKPLACE EDUCATION, TRAINING AND DEVELOPMENT**

It is a personal view that there is no magic in making workplace learning an absolute success story and why workplace education, training and development may probably result in a noteworthy degree of the reduction of stress and conflict among employees in the workplace. However, ongoing effort and participation by all employees in order to discover the most acceptable method of learning in their specific workplace is perhaps the recipe. People are not stupid. They want answers to their questions, they are quick to spot inconsistencies, and if they sense something less than the truth, are quick to distance themselves from whatever bosses are trying to do to them (refer to Chapter 2.4).

Human resource developers and human resource managers need to listen to the stories and conversations of employees in work places; and only then will they be able to locate those stories within a proper learning context to be incorporated in that workplace in a specific organisation – as a method of coming up with a workable learning programme.

Argyris et al. (1994:36) stress that the role of learning will in future become even more important, not only because of competitiveness in the corporate world, but because information technology makes what we do or do not do very obvious to the observers. He identifies two types of learning in the workplace: The one is learning around routines – how to change things when you see an error (i.e. changing behaviour). The other type of learning results differ from the first, in that employees will become critical (double-loop learning) especially at managerial level and ask important questions about their workplace and how to up performance (refer to Chapter 2.5).

Bellman, as quoted by Argyris (1994:37), says: Stop being reactive in the workplace. Do not allow the changing world to force us to subject to it – rather let us influence it as Human Resource professionals. We should challenge management to think of new ways of using human talents. We should learn to begin to think critically and not just follow like good people. We should not be scared of the unknown and to challenge new concepts rather than to bask in the safety of what was good in the past.

Blanchard, as quoted by Argyris (1994:38) warns that Human Resource professionals will have to move away from their comfort zone – in his company they are doing impact studies in order to establish what the impact is of what they do and to gear their training towards outcomes that companies need. Again the idea of critical analysis emerges as it did with the latter-mentioned two authors!

Block, as quoted by Argyris (1994:39), attests that learning and performing will become one and the same thing. Everything one says about learning will be about performance. The difficult part will be to connect training and learning. Managers will more and more be faced with learning and less with watching over employees.

The Human Resource person will be the trainer, the occupational development person, a quality control person and a re-engineering person. In-service training will also have to focus on identifying problems regarding an employee's own personality that would need to be addressed during training interventions (refer to Chapter 2.6).

Deane, as quoted by Argyris (1994:40), maintains that training and development in the workplace has the potential to mould the corporate world and also to save a society. More training should be aimed at the non-elites. Human Resource professionals should move away from the office function and rather become like agents managing a pool of human talent – even moving workers from department to department not only to benefit the departments, but also for the effect it will have on society and on employees themselves.

Jeuchter, as quoted by Argyris (1994:41), holds that a mind shift is what is needed to make a difference when training in the workplace is considered. Employees must be guided to stop believing that the old ways are always better than the new ones; if that can be achieved, learning in the workplace will start making sense, it will become sensible and it will lead to higher levels of performance in such a workplace.

Wheatley, as quoted by Argyris (1994:51), asserts that in workplaces in the future, learning will be unavoidable, constantly challenging and even chaotic at times. She says that learning will be a description of how we live – the difference between our survival and our downfall. The demands for new knowledge and skills will be constant – the essential factor in determining organisational survival for the future where employees will have to realise that workplace learning has become their constant and predominant work.

Billet (2002:52) explains that any workplace allows for learning to occur through participation. It either takes place through formalism, which is formal, or through social practice, which is informal. Opportunities ought to be established by workplaces to accommodate such opportunities for participation.

Employees will then be able to form part of goal-directed activities and secure direct and more indirect kinds of guidance (they can then observe and listen).

- Learning in the workplace is not informal, according to Billet (2002:53). He also says that teaching and learning are not synonymous or at least associated. Learning in workplaces where there are no qualified teachers involved is surely not inferior to that occurring in educational institutions.
- Billet (2002:53) furthermore believes that it is also wrong to describe workplace-learning experiences as “unstructured” or “informal”. Workplace norms and practices definitely provide structure to what constitutes performance in workplaces and bases for judgments about performance.

Billet (2002:54) also mentions that, although workplace learning may perhaps not have a syllabus, it surely provides for engagement in tasks of increasing accountability and complexity. Workplace learning also reinforces, refines or extends individuals' knowledge regarding a specific organisation.

It is a personal view that South African managers must shy away from simply delegating their task of allowing employees to make learning effective in workplaces – they are the people who should be making the difference, by leading from the front and not simply pushing from behind.

Furthermore, employees in South Africa must begin to “discriminate” between merely being followers on the one hand and being leaders among their peers in the workplace, on the other. They must be taught to reason about workplace learning programmes being beneficial to them and those not being about a greater level of performance, i.e. they must begin to distinguish between the chaff and the corn.

## **2.13 CONCLUSION**

The intention with this chapter was to orientate the reader regarding the nature of training and a number of related issues as stated in the Research Outline of Chapter 1. The focus was mainly on training needs and concepts with specific reference to what is currently the order of the day in the field of education, training and development internationally and domestically. The following chapter will subsequently more specifically focus on the training environment of traffic officers, and an attempt will be made to orientate the reader with a training environment of traffic officers and a number of related issues as was stated in the Research Outline of Chapter 1.

## **CHAPTER 3**

### **3. TRAINING NEEDS AND TRAINING ENVIRONMENT OF TRAFFIC OFFICERS**

#### **3.1 INTRODUCTION**

As seen from a historical perspective, Lesedi (2003:8) asserts that traffic officers were initially trained by a senior traffic officer in the service of a particular municipal traffic department whenever the need for such training arose. The Institute for Traffic Officers was founded in 1936 in an attempt to coordinate traffic officer training at national level. The need for specialised training was immediately felt. A syllabus for the training of traffic officers was compiled and the first examination at local level was written in 1939. The training of traffic officers at provincial level has been in practice since 1951. It was during 1968 that a compulsory national basic course for training all traffic officers was finally decided upon. During 1985, the factors contributing to traffic accidents were recorded in research reports for the first time. It was clear that traffic safety could not contribute to the improvement of the growing problem regarding proper training of traffic officers.

The study conducted by Janse van Nieuwenhuizen (1998:73) stated that the Steyn report of 1981 opened the door for the realisation of the urgency to create a system of training approach in South Africa regarding the training of traffic officers on a standardised basis. It was, however, only in 1988 that a resolution was adopted which confirmed the urgency of a traffic safety system in South Africa. The need for a road traffic quality system resulted in the development of a traffic safety system, for the first time. Only in 1992, a traffic management programme was developed to curb fragmentation of all traffic activities (even the training of traffic officers) in order to make a national traffic safety policy possible.

Lastly, it needs to be mentioned that though most of the sources used in this chapter are relatively current, there are a few that fall outside the ten year bracket of acceptable sources for an academic study such as this. The few sources that were written before 1995 have been used on the merit that the information contained in them are valid and relevant for the present time. As such it is ethical for the researcher to have given recognition to such sources.

## **3.2 DEFINITIONS**

### **3.2.1 Introduction**

It is commonly found in academic circles that a difference of opinion prevails among academics concerning the terminologies that are used. It is therefore important to clarify or to attempt the clarification of the key terms the researcher intends to use in the study. Against this background, the following terms are defined or given working definitions to provide a common understanding within the parameters of the study.

### **3.2.2 Traffic**

“Traffic” as substantive noun means:

- “The coming and going, the movement of pedestrians and vehicles.”
- “Interaction and association among people.”
- “Conduct.” “Traffic” describes the person, in control of a vehicle, and his fleeting interaction and inter-human relationship with his/her fellow human being while in motion (Dreyer et al., 1999:43).

Self-knowledge is of cardinal importance in the traffic situation, so that the person will not only interact with other road users with self-respect and self-control, but that s/he will also execute their driving task with responsibility. Personally, traffic is considered to be the movement and interaction of people or vehicles along road networks, i.e. some people may be pedestrians, others may be drivers or riders of animals or mechanised modes of transport, whereas some people may be passengers (Phiri, 2003:2; Liale, 2003:2).

### **3.2.3 Safety**

According to the Oxford Advanced Learners Dictionary of Current English (OALD, 1995) the term “safe” is described as “free of danger, without danger, at peace, without anxiety”. The command of Our Father is clear, namely: “Thou shalt not kill” as stated in Exodus 20:13 of the Holy Bible (1994:78). No person therefore has the right to behave in such a manner that others will be at risk, or that they will be threatened or injured or by them being put in the position where they are at risk of ending up in an accident or a calamity.

In the South African Road Traffic Act number 93 of 1996 (289-312) the rules of the road are laid down with clear indications of what safe road usage is among road users. It is the desire for harmonious and orderly co-existence. In the traffic situation it will imply the accident-free movement and interaction among the different elements in the traffic setup. Traffic safety thus implies: "road traffic without any traffic incidents and collisions (Dreyer, 1999:42).

### **3.2.4 Training**

According to the OALD (1995), the concept *training* points to enabling persons to be trained for particular occupations. In this concept regarding training is encapsulated the idea of occupational training, in one form or another, rather prominently. Training has to do with the education of concepts that may be directly applied to a work area. When one thinks of the training of traffic officers, it may be described as the preparation through education, practical practice as well as refining adults for a specific task, profession or occupation. Training therefore implies to train adults, by means of theoretical and practical education, to perform a specific duty. Training thus is "the deliberate, ongoing and systematic development of employees at all levels, with regard to knowledge, skills and attitudes that contribute to productivity and job satisfaction" (refer to Chapter 2.4, 2.5, 2.6 and 2.12).

Education, in the broad context, is more than a background of occupational concepts. The educated person possesses knowledge on a variety of subjects that stretches beyond the range of his occupation. The ideal is to place the accent on both education and training. The wider the instructor of traffic officers' background is regarding traffic law enforcement, the better s/he as a trainer and an individual will be able to make appropriate decisions (Dyomfana, 2004:10).

In the case of instructors, it will mean that the education and training of traffic officers will enable the latter to perform a specific task, such as law enforcement, that will also be done more professionally in respect of the environment and traffic. Education thus provides training opportunities (Dyomfana, 2004:10).

### **3.2.5 Road traffic**

Road traffic is an integral part of modern society. Road traffic is described as:

- the entirety of the road and environment, namely streets, roads and intersections with the different road signages and road users;
- a social system within which a variety of social processes and human actions take place; and
- a social reality: traffic forms an extensive and even complex communication network, traffic is road transport, the unfair division of the road surface, energy consumption and air pollution (Molefe, 2004: 9; Dreyer et al., 1999:44).

In view of these realities, as noted in the previous paragraph, the task of the traffic officer is fast escalating in importance, and therefore the quality of training that s/he receives to perform their task becomes even more of a priority.

### **3.2.6 Traffic officer**

The provisions of the Road Traffic and Road Transportation Legislation number 93 of 1996 describe exactly who the traffic officer is, where s/he functions and to what extent their powers allow them to perform their duties. No societal connection, in particular the traffic officer as servant of the state within the traffic management system, can function properly without the necessary powers. With the powers vested in him/her, as “empowered official”, they should not only provide service, but also curb evil and maintain order. It defines the traffic officer as an “empowered official”, meaning that s/he is “an inspector of licences, investigator of vehicles, testing official for driving licences or traffic officer. The power of the traffic officer in his/her delivery of services is power derived from the state; they therefore have to bear the concerns of the state with pride and dignity during the execution of their duties.

### **3.2.7 Traffic instructor**

A traffic instructor is a person who teaches another person, regardless of age or occupational position, how and when to do an assigned duty and what to do in such a manner that this activity will comply with what is considered satisfactory and legal according to the Road Traffic and Road Transportation Act number 93 of 1996.

Education and training imply the involvement of one that educates, acting in a particular relationship to the one that has to be educated. In traffic training the traffic officer has to be trained in improving safe traffic on the road and also in performing traffic policing according to the Road Traffic Act. It is within this spectre, at traffic training colleges, that all training that occurs is conducted by traffic instructors (CENETS: 2003:15).

### **3.2.8 The role of the state**

The South African Constitution states that every person has the right to Further Education and Training and that the state has to make it more and more accessible to everybody (Jacobsz, 2004:122). The state is a primary societal establishment within which the public authorities have the authority to express the rule of law and also to maintain the law among individuals, and among individuals and groups, and among groups or connections within a specific territorial area.

The state sustains non-statutory responsibilities by being directly and indirectly involved with a variety of institutions that are concerned with traffic safety education. The Department of Transport is progressively committed to upgrading the training of traffic officers. The Directorate Traffic Safety, a fully fledged state department, is the organisation in South Africa that strives after traffic safety over a broad spectre. Provincial and local authorities are responsible for safe traffic of road users on the roads and in towns and cities of South Africa respectively (Anon, 1993a:18).

Jacobsz, (2004:127) attests that trainers should bear the following in mind:

- All training must be "credit-worthy": an employer is supposed to recognise training (in the form of credits) that a previous employer has provided.
- Qualifications have shelf-life spans. A qualification that was acquired during 2004 in a field such as computer programming may be obsolete in 2006. This is the main reason why all qualification- and skills programmes must be constantly updated on a regular basis.

### **3.2.9 Road user**

Lesedi (2005a:18) describes the road user as any person from birth up to grey old age who dares to go onto the road. Different categories of road users are distinguished according to their development phases. Each phase is mainly classified into three groups, namely:

- pedestrians;
- drivers of vehicles;
- passengers; and
- cyclists.

It is the task and the responsibility of the road user to use the road network in obedience to the laws of the country, to use the road network in such a way that his/her own safety and that of other road users will not be jeopardised. Man is the developer, user and maintainer of traffic.

### **3.2.10 Traffic training college**

South Africa has six traffic training colleges (refer to Chapter 1.2.6), (Kelly, 2004:20).

According to Kelly (2004:20), each of these traffic training colleges displays the attributes that are in agreement with the Council for Scientific and Industrial Research's (CSIR) structure for non-formal education. Although these attributes are generally also found in the different forms of non-formal education, these attributes are specifically applicable to traffic training colleges regarding

- having specific aims that lead to immediate results;

- the duration of training which stretches over a shorter term (six months);
- the training which is not directed at particular age groups, although particular admission requirements are set;
- the learning material content, which is directed at a specific target group (traffic officers) and is focused on specific changes among learners;
- the training, which does not only concern theoretical knowledge, but is also practical and measurable;
- the training, which is directed at particular clientele, namely the traffic departments of local authorities and provincial authorities; and
- traffic training colleges, which function autonomously in respect of control.

Basically, these traffic training colleges and their training interventions are training courses that combine theory with relevant practice on the job. There is no qualification if there is no on-the-job practice. The idea is that traffic officers really learn the “ins and outs” of their profession by practicing all its aspects under the watchful eye of an experienced and qualified instructor/trainer (Anon, 2003:1).

In order to become qualified themselves, learners are assessed against occupational standards (which have been registered on the National Qualifications Framework) that have been agreed in advance by traffic-related stakeholders. Traffic officers also accumulate credits awarded on the successful completion of these standards, and achieve a nationally recognised qualification that will signal their “qualified” status (Anon, 2003:1).

### **3.3 TRAINING NEEDS OF TRAFFIC OFFICERS**

#### **3.3.1 General overview**

Training and development is the basis for the actions of every person. A person can only go as far as s/he is allowed by his knowledge. This is true for both the traffic officer and the member of public. Most of the problems may be ascribed to a lack of knowledge among all those involved in the traffic situation (Thomas, 2005:62).

### **3.3.2 Training needs**

By using the job descriptions of each level of the traffic officers appointed by the Traffic Department of the Potchefstroom district, the researcher was able to determine the processes that traffic officers used to fulfil their duties. This also gave the researcher a picture of what the individual responsibilities of the particular job classifications were. A comprehensive analysis allowed the researcher to specify the level of training that was needed for each level at which traffic officers were performing their duties. The Chief Traffic officer also provided input on his subordinates regarding their knowledge, skills and abilities.

During the analysis of the different levels/ranks, i.e. their job description, currently employed by the Traffic Department of the Potchefstroom district, a number of training needs were identified that need to be addressed during the training of the traffic officer corps. Further training regarding training needs to be addressed ought to be directed at quite a number of competencies found to be lacking among these traffic officers, namely interpersonal communication skills, decision-making skills, basic supervisory skills, team building skills, productivity improvement skills, human behaviour skills, employee appraisal skills, general office procedure skills, stress management skills, time management skills, financial management skills, written communication skills, telephone skills, labour relations related skills and delegation skills.

### **3.3.3 Basic training of Traffic Officers**

Lundi (2006:6,7) attests that training mainly wants to convert the knowledge, skills and attitude of the traffic officer by means of education, discipline conditioning, learning, indoctrination, orientation inception and introduction so that the person in question can adhere to the pre-determined aims of the profession. At the level of ethics, it means person shaping, i.e. the development of higher human characteristics such as steadfastness of character and the maintenance of moral values. These values include the forming of virtues such as a feeling of responsibility, safe career exercise and community service that are raised to ethical norms – labour ethics therefore becomes a moral code.

Lundi (2006:6) is convinced that this process is begun with the intake of the newly selected traffic officer into this profession until the day his/her term of service expires. Knowledge therefore has to be added on a never ending basis throughout the person's life. Traffic officers are seemingly satisfied with the formal training they receive, the guidance provided by seniors and their academic training. The high premium that is placed on the education regarding human relations is an indication that this facet of their training is neglected. It is thus proposed that all forms of training – even concerning the content – should be reconsidered so that it (the training) will at least be in line with standardised minimum objectives.

- Basic training ought to be centralised and every traffic officer must at least undergo a minimum training period of intensive training prior to his/her become involved in active service. There is more to traffic policing than simply a booklet on traffic offences and proposed fines. The result of thoughtless and impulsive actions under these conditions, when talking of human relations with the intention of creating a safe traffic situation, may rather lead to disadvantage than advantage (Lundi, 2006:65).

#### **3.3.4 Academic training**

It is a personal suggestion by the current Minister of Transport that, regardless of the fact that entry requirements ought to be raised, a coordinating body such as the Institute of Traffic Officers of Southern Africa will have to coordinate its programmes to such an extent that the acquirement of higher education qualifications will also become part of their programmes. Much is currently being done in this regard, but much more will have to be done to further upgrade this profession. Each traffic officer ought to professionalize himself more every day in relation to his/her profession, own pride, and own career identification. Functional training alone cannot achieve this. Academisation has a determining role to play in this regard to advance the training of traffic officers at the six training colleges of traffic officers at national level (Radebe, 2004:11).

The advantages a better trained career practitioner has are manifold – in the sense of improved remuneration and career expectancy, better service provision and the higher esteem that is related to that specific career (Lundi, 2006:7).

### **3.3.5 Public involvement**

Auret (2004:16) is of opinion that selfishness, disregard of the rights of others, a lack of knowledge of rules of the road, inability to handle vehicles properly, little comprehension of the problems of traffic officers and a lack of appreciation for the services they provide and a lack of willingness to assist, are all indicators of a lack of knowledge on the part of members of public. Traffic safety can definitely not be ensured and maintained in this condition as experienced currently in our country of disturbed relations between traffic officers and members of public. Everything possible must be put into action to get rid of these very obvious shortcomings.

### **3.3.6 Improvement of relations**

National Road Traffic Safety Foundation (1998:31) holds that traffic safety cannot be maximised with the current condition of separation as it is. No programme, however good the intentions are, can be of any substantial value if it is not supported by all the relevant stakeholders. Overall relations must first be addressed between traffic officers and all other road users to guarantee the success of programmes to be envisaged. If not done, it literally becomes the situation of putting the cart before the horses.

## **3.4 TRAINING ENVIRONMENT AT TRAFFIC TRAINING COLLEGES**

### **3.4.1 Background**

The absence of effective traffic control and traffic policing will negatively impact on road, transport and traffic safety to such an extent that recklessness, traffic criminality and traffic disorder will be the order of the day. Some factors that will enhance proper traffic control and traffic policing are:

- Standardised law enforcement at national level.
- Appropriate scientific training of all traffic officers.
- A positive image of the traffic officer (Van Rooyen, 1989:7, 8).

To be successful, traffic law enforcement has to be focused. Clear and unambiguous aims ought to be set by law enforcement institutions and should also appropriately be regarded by all road user public (Botha, 2005:4). To create a positive image of the traffic safety profession, all traffic officers on admission will have to be carefully screened, selected and thoroughly trained, especially also in view of the categories of ranks to be possibly held by such traffic officers even prior to admission, i.e. rather invest in quality personnel of the future than be greatly disappointed in poorly selected human capital right from the start. With the drafting of the curriculum of training of traffic officers the focus should not only be on what the training needs of traffic officers are, but also what their educational needs are.

An educationally justified curriculum brings into contention particular determinants that steer the content, range and level of curricularisation, particularly with regard to training- and education needs and demands regarding the applicability of the curriculum. Universal components within all contexts can be determined, namely principles and criteria that determine the curriculum design. Principles here point to fundamental points of departure such as the person-, world-, knowledge-, scientific-, education- and social points of view. Criteria regarding determinants are coexistent factors that are to be accounted for in the curriculum (Carl, 1995:123).

Along the paragraphs to follow, the determinant aspects that influence the curriculum will be highlighted.

### **3.4.2 Determinants that determine a training programme**

#### **3.4.2.1 Human power**

Escalating automisation and technological development result in a road transport system that is expanding in size. The number of vehicles of all types is growing by the day. Together with this there is also an escalation in the number of traffic collisions, damage of possessions and the loss of lives. This contributes to unproductiveness and unsafe road usage (Radebe, 2004:7).

In view of the paragraph above, it becomes all the more urgent to regulate traffic effectively and preventatively and to control it through an expanding and more effectively trained traffic officer corps. The changing society with its contemporary demands and needs determine to a large extent the nature and size of the task of the traffic officer and how effectively s/he should be functioning (Radebe, 2004:9).

Knowledge regarding the reality is growing by the day, in depth and size. There is a growing realisation of the value of well-trained and qualified employees. Broader insight and understanding is created through education and training, and consequently a higher expectation is created regarding services provided (Ulrich, 2005:24-26).

Research indicates that the demands that are set in accordance with the traffic officer during the execution of his/her duties are growing as the education level of the population is rising (Lesedi, 2005b:6). Qualified ladies in uniform are used not only as traffic officers, but so that they also contribute to planning, research, training, community relations and public information. They are furthermore less aggressive than their male counterparts in uniform and this again leads to less aggressive reactions from the road user fraternity. Ladies are already involved with point duties, traffic regulating and the writing of fine tickets and are very effective in administrative duties. In this way male staff can be used more effectively regarding other duties and services (Lesedi, 2005b:8).

Human power demands do not only point to quantity, but also to quality. Traffic policing in a community is personal service at the highest level, "requiring sterling qualities in the individual who performs it". The quality of personnel, and the author says the quality of staff provision of a department is its greatest asset and traffic officers from top to bottom on the ladder determine the standard of service provision. He concludes that the cornerstone of success when trained to perform traffic policing lies in the selection and training of the individual traffic officer. Police entrance qualifications must be geared to the demands of the traffic control function. Traffic management requires a superior calibre of personnel. All the way from age, height, intelligence, educational background, robust physical and mental health to emotional stability and character that is unassailable, the man/woman in uniform must be of a high grade of human material.

Human material to be trained is actually the vantage point for all training. The author says "an authorised officer must be a fit and proper person to be registered as an officer, somebody with no criminal offences, and above all, someone who obeys the rules of the road in his personal capacity (Muller, 2001:1-5).

### **3.4.2.2 Need for training**

The concept *education* implies that the traditional and stereotype function, namely the preparation and formal education of the youth should be considered too narrow – that there should be a mind shift towards wider, broader and a more encompassing concept, namely education being a "lifelong being busy" life curriculum (Department of Education, 2001).

The revolutionary high technological development, the fast tempo at which it occurs, the short life cycles on services and products and the accompanying problems regarding traffic safety will all lead to a greater need for a more scientific and effective solution of traffic problems. It implies that more advanced, more specialised and more scientific training of traffic officers will be needed (Banks, 2004:892).

The current training comprises of staff that are recruited and appointed by local authorities or Provincial Administration. Admission requirements are as follows:

- Grade 12.
- 18 years and older.
- Driving licence.
- No previous convictions.
- Language, race and gender do not form part of selection (Kelly, 2004:20).

With consideration of new techniques and the already-mentioned demands, there is a growing demand for further and in-service training with the intention of increasing the effectiveness and quality of the services to qualify for promotion (Botha, 2005). The question now arises: Who is trained and by whom? Therefore two more prominent elements that form part of training briefly need be to look into, namely the instructors that are supposed to provide training and the students or traffic officers who are to be trained (refer to Chapter 2.4, 2.5, 2.6 and 2.12).

### **3.4.2.3 Traffic training instructor**

The role of the traffic training instructor, in the field of adult education, must not be underestimated in the quest for training. If there is a focus on the needs of the students, the instructor is not only a source of knowledge but also a facilitator or mentor who has to lead and motivate the student. This is so much part of this particular area of education and training, which also has to do with learning processes, personality development and the changing of the student, interpersonal skills, individual values and attitudes. It is furthermore suggested that instructors should have more knowledge of the principles underlying human behaviour (Botha, 2005).

The above-mentioned thus implies that instructors should not only have a proper practical background as traffic officers, but that their personalities and skills in terms of pedagogic-didactical qualities should also stand out. It is therefore not implied that good traffic officers will necessarily be good instructors. Likewise it is also rather impossible for a person to be a good instructor unless he is a good operational traffic officer. To provide scientific training, education in system technology, strategic planning, managerial skills and healthy human relations to student traffic officers will also require a high standard of preparation and practical experience (Banks, 2004:892).

### **3.4.2.4 Traffic officer**

No other professional group is in closer contact with the complex problems of society than the careers that are responsible for law enforcement. Law enforcement directly has to do with the public and is even linked closer to social, psychological, sociological and political sciences, different from what was earlier believed, namely that it is only rooted in empirical sciences. The pressure from society, which constantly demands better skills and effectiveness of the traffic officer as law enforcer, is the product of economical, social and personal problems that the total traffic public encounters every day (Road Traffic and Road Transport Legislation, 1996).

It seems possible that approximately 60% of the work day of the traffic officer is consumed by law enforcement. These demands touch directly on the quality of training the traffic officer has undergone. More than merely being a law enforcer and that s/he should have a well-founded knowledge of the Traffic Act, they are also expected to behave in a sensitive, intelligent and disciplined manner (Kelly, 2004:20-21).

Based on a very thorough research project that was undertaken by Das in the USA and which still has full relevance until the present day (Das, 1987:123), it was evident that "those humane roots failed to thrive because of a lack of police training".

Categories of subjects named "police human relations" suggested the following:

- police-ethics, which includes: ethical, moral and professional values;
- variant behaviour and the handling of persons with abnormal behaviour, drug- and alcohol-related problems;
- crisis- and conflict handling (refer to Chapter 2.11.2);
- community relations;
- family- and domestic problems;
- stress;
- human behaviour;
- communication skills;
- *group conduct and behaviour*;
- relations with different groups of people;
- dealing with drivers of vehicles;
- dealing with pedestrians;
- dealing with cyclists; and
- challenges encountered on a daily basis in this profession.

From the above it is clear that human relations are not limited to one specific area of traffic policing; traffic policing is human relations. Training of a high standard is thus necessary with regard to every phase and section of traffic policing. Through training it is endeavoured to change the knowledge, skills and relations of the traffic officer i.e. the development of human characteristics such as higher moral values and character forming.

Social standards and virtues such as responsibility, safe occupational practice and community service is also high on the priority list (Kelly, 2004:20).

Kelly (2004:21) further holds that the task and the need for education and training are based on

- the individual personally developing to the maximum;
- the fact that s/he will be able to apply products and processes of science and technology (i.e. traffic science and technology) to their own benefit and to the benefit of the community; and
- their ability to let themselves be more effective in all forms of human relations.

From the above it is clear that one inferior person, who does not meet the demands and who cannot handle an emergency situation, will jeopardise the reputation of the entire corps.

Ronald (2004:5) maintains that power does not corrupt men; fools, however, if they secure a position of power, corrupt power. He further says that violence does not evolve from too much authority, but rather from a lack of authority. An educated and properly trained traffic officer with clearly defined aims will know how and when to enforce the law and not to misuse the authority granted him through the uniform s/he wears.

Generally spoken, it means that these two target groups, namely traffic training instructors and student traffic officers, will have to do a proper audit when compiling a curriculum.

#### **3.4.2.5 Target groups**

The following paragraphs will only serve as a formal introduction to the target groups when discussing the design of a curriculum for the training of traffic officers.

There is a clear division between primary target groups, i.e. traffic officers and instructors, and the secondary target group, namely the members of public.

### **3.4.2.6 Primary target groups**

#### **3.4.2.6.1 Traffic officers**

Traffic officers are divided into two groups, namely:

- Students who are trained according to the latest curriculum for the training of traffic officers; and
- members of different categories of traffic occupations who are already appointed and who are to be brought in line through in-service training programmes and courses related to refreshing. This relates to in-service training courses and courses regarding basic, specialised and advanced training (Kelly, 2004; Lesedi, 2005b & Botha, 2005).

#### **3.4.2.6.2 Instructors**

Instructors as a target group are categorised according to qualifications, experience in practice as well as experience as instructor:

- The qualifications of instructors vary from basic training up to the acquirement of Institute of Traffic Officers Qualifications, i.e. ITO I, ITO II, ITO III, ITO IV with or without instructor classification;
- also with regard to previous and other experience that has relation to or that may not be related to the traffic profession (Kelly, 2004; Lesedi, 2005b & Botha, 2005).

#### **3.4.2.7 Secondary target group**

Secondary target group as used in this study implies members of public.

Research has indicated that the public does not only project a negative attitude towards traffic officers, but that the attitude in relation to road safety, a lack of knowledge and appropriate legal obedience is the order of the day. The traffic officer must, through his training, be furnished to such an extent that s/he will not only be able to handle the traffic situation and to control it and to enforce the law, but also, through his actions and dealings with road users, be able to educate the public.

By doing so, s/he may be able to have a favourable influence on the secondary target group and their general attitude and behaviour. Members of public are generally affected by the actions, manner of communication (verbal and non-verbal) of the traffic officer. The success or failure of a traffic department is closely related to the enthusiasm of the staff, especially zeal to be part of the service provision function that also includes law enforcement – and education (Lesedi, 2005b).

Rightly, Botha (2005:9) says that the chain of the organisation is just as strong as its weakest link, and the stupid, blundering individual, who by his conduct can bring discredit to an entire organisation, becomes the public measuring stick for the entire department. To prevent this, positive building on the image of the traffic officer must be done through quality training on a never ending basis.

#### **3.4.2.8 Logistical considerations**

A high standard of training requires:

- Well qualified and motivated training personnel.
- A thorough exposition of aims.
- Structures, learning contents and practice directed learning opportunities.
- Practice related evaluation.
- Quality time or duration of training.
- High standard equipment and apparatus.
- Institutions that can adhere to the requirements set through reality, namely the traffic situation as it is currently experienced on South African roads (Van der Merwe, 1994:31).

As indicated previously, the need for properly trained traffic officers has been identified. In his anticipation of the future, Radebe (2004:10) does not foresee dramatic personnel and financial problems. Financial provision for the implementation of the Road Transport Quality system will be made available.

### **3.4.2.9 Duration of training courses**

The time awarded for the training of traffic officers is an important aspect (Kelly, 2004:20).

Most traffic officers in California and Arizona hold university qualifications. The initial training in these cities stretches over 20 weeks for gentlemen and 21 weeks for ladies, which is then followed by a 12 months trial period before permanent appointment is considered (Grimbeek, 2006). Intensive selection is conducted in view of the quality of the students who are considered for appointment as traffic officers.

### **3.4.2.10 Levels of curriculum development**

It was found by Bigge et al. (1999:284) that levels at which curriculum design is considered may be approached from two angles, namely:

- **Managerial level**

At managerial level, the control is rather fragmented and segmented, e.g. provincial and local authorities. A shortage of coordinated collaboration is experienced at national and regional levels between local and provincial authorities. It is also well-known that managerial skills are almost non-existent at the latter-mentioned levels, which is still true for this day in time:

- Levels of curriculum development
- Levels of curricularisation to be started, or to put it differently: the entry level of the student as a point of departure for training.

Although students display physical adulthood, the uniqueness of variables among students must be brought into contention during the development of curricula with regard to the entry levels and the contexts in which learning contents are presented. In his/her basic presentation of learning material there are points of departure that the instructor has to be bear in mind.

They must know

- who the students are;
- what the student's entry level is supposed to be, so that everyone can be reached, and they must be very well prepared;
- the venture and the environment;
- the subject to be presented, and be in control of the learning material; and
- what the aims and objectives are and strive after reaching them  
(Bigge et al., 1999:284).

An instructor ought to also consider the following variables among his students, namely their level of knowledge, attitude towards work, study techniques as well as -habits, learning problems, cognitive style, intelligence, language proficiency, tempo of learning, social behaviour, motivation, independence, self-image, creativity and physical condition. The instructor must not only be an expert in his subject matter, but also an educator (Bigge et al., 1999).

#### **3.4.2.11 Cultural diversity**

Carl (1995:127) rightly mentions that education, culture and curriculum are inseparably interwoven. The curriculum will to a large extent be shaped by the culture of the community in which the traffic official is functioning. As a result, because of differences in culture, it may lead to interpersonal or intercultural conflict, which on its part may perhaps lead to resistance or defensive behaviour between the traffic officer and the public or among different road users. In literature, much emphasis is laid on communication skills through which instructors may better handle interpersonal and inter-group conflicts in contrast to those officers who do not possess proper communication skills.

#### **3.4.2.12 Coordination**

The Road Traffic and Road Transport Legislation number 93 of 1996 & Regulations gives executive power to the government decision on central policy drafting and legislation (Radebe, 2004:18).

All road traffic disciplines pertaining to the implementation of the act and together with it, the promotion of the Road Traffic Control System, i.e. road safety education, traffic engineering science, traffic policing and traffic administration, ought to be coordinated through planning to provide in the needs of road users. There are still many loopholes regarding the coordination of the standard of training in particular.

Coordination means a more extensive degree of coordination of subject disciplines, subject specialists, curriculum experts and the CSIR (Council for Scientific and Industrial Research) as coordinating body. In view of the future, a training programme for the training of traffic officers ought to be drafted that will cater for the needs arising from the community. That will eventually result in everybody in the community being able to function effectively as a law-abiding citizen, law enforcer or traffic educator. A minimum of two years of training will possibly expose students to different attitudes and values, and a fully integrated traffic police personality will subsequently be shaped through a process of practised sensitivity as well as intellectual and academic discipline (Kelly, 2004:21).

#### **3.4.2.13 Differentiation**

Differentiation should be brought into contention at the admission level of students (i.e. in particular the point of departure for training), the scope of the learning content, the cultural background of the student, gender and language and finally the specialisation scope for a category traffic officer (Allan, 2005:1).

Owing to the fact that each student is unique, s/he differs from the next student regarding one or more of the following criteria: level of education, language, culture, religion and socio-economical status. These in particular demand a differentiated training programme to meet the student at the start of the programme and afterwards with the intention to shape him/her and to provide the best opportunities to attain the greatest degree of success and to enable them to make the best of their future career as traffic officers (Allan, 2005:2).

The presentation of specialisation alignment is another form of differentiation, where the student can make a choice regarding his interest in a specialised unit in a department, e.g. law enforcement or perhaps the prevention of collisions. The development of specialists demands a high level of skill and development of specific abilities in contrast to the training in general task execution (Allan, 2005:3).

In conclusion it can be assumed that differentiation occurs in three areas, namely

- differences among persons;
- differences in career paths; and
- differences in career levels (Van der Merwe, 1994:39).

### **3.4.3 Purpose of traffic training**

With the implementation of the Road Traffic and Road Transport Legislation number 93 of 1996 & Regulations, a primary aim is set, namely to create a safe and fair cargo and passenger transport system in South Africa. The eventual and long-term plan is to achieve

- standardised training of traffic officers at all the different training colleges; and to
- attain a high standard of training through the use of uniform syllabuses/curricula (Omar, 2003:4).

Carl (1995:221) also states that the question then arises: According to what criteria does the curriculum have to be evaluated?

This author briefly mentions five criteria as mentioned in literature and research:

- The broad social area can be addressed with the question "Why?" This will force the evaluator to ask about the purpose of traffic policing and what the future corps ought to look like after 2000. Specifically, questions about the nature of the social community, the basic needs and values and the areas where change is taking place at a fast pace will have to be formulated.
- Training may be evaluated in terms of reaching organisational aims such as policy-making. By formulating a healthy policy, one may be able to give expression to aims, ethical norms, the image that is striven after with regard to the traffic officer and the latter's life– and world view.

- The actual work at operational level can be evaluated. This demands duty analysis as seen by employees of the department within the organisation and in particular the persons in charge and control of those who perform the task.
- Evaluation can be undertaken regarding the individual himself/herself: evaluation of his skills, knowledge and attitude needed to be in order to cope with the table.
- The training itself. Consideration and evaluation of training- and education procedures that enable the learner to perform his/her task, with observance of levels of skills, as well as knowledge of and attitude regarding the role of the heads in their departments and also in the community.

From the remarks above it is clear that both long-term and short-term objectives are borne in mind.

Short-term objectives include training traffic officers and setting in place in-service training programmes. The end results of the short-term objectives will eventually culminate in the long-term objective, namely a safe and fair cargo and passenger transportation system in South Africa.

#### **3.4.4 Curriculum expertise with regard to Traffic Training Instructors**

Bearing in mind that the specific nature and needs during the training of traffic officers and the ever growing demands of the road traffic milieu made on the traffic officer, it is clear that s/he is not only an enforcer of the law, but that their tasks stretch over a much wider range, and that their career requires a particular professionalism (Carl, 1995:221).

Curriculum design/subject curriculum design is the first phase in modernising a curriculum and/or subject curriculum. The concept *curriculum* points to the fact that it is compiled in a specific and scientific manner and that it is instrumental in the realisation of didactical-pedagogic aims (Carl, 1995:222).

There are few persons in South Africa who are specialised regarding the field of curricularisation, and it is expected of many other persons to advise and to make decisions in relation to curricularisation, and mostly not on the grounds of their expertise, but rather because of their administrative tasks, of which curriculum forms but a part. A sound curriculum policy should be structured so that curriculum decisions are based on research done by persons with the necessary expertise in such matters (Carl, 1995:225). It would be a deplorable day if curriculum functions are assigned to people and institutions on the grounds of their administrative or executive status, rather than on their expertise and their familiarity with curriculum design and development.

### **3.5 SYSTEM APPROACH**

#### **3.5.1 Traffic system**

The OALD (1995) explains the term system as: "Group, parts of things that are combined into a whole that together forms an organised, coherent unit. The concept *system* is "the interdependent functioning of all the elements, subsystems, components and sectors that form an entirety." The transportation system may be regarded as the umbrella system that consists of land, sea and air traffic/transport. The Traffic Management System (TMS) is an integral sub-system of the transportation system. The TMS is an open system, and together with the national policy on traffic safety, works the synergy among the different disciplines, namely engineering science, education, traffic law enforcement and logistical support (Pretorius, 1993:1).

There is a distinct difference between an open system and a closed system. Each organisation forms part of a milieu and the total of its activities does not occur in isolation from the other. There is an in-depth interaction between an organisation and its environment. This principle is applicable to training as a subsystem within the macro-methodology (Pretorius, 1993:1).

### **3.5.2 Closed systems**

According to the Wikipedia (2006), a closed system is one that is not penetrated by energy from the outside and which also does not deliver an output to the environment. This means that it is an encapsulated case in respect of its aid resources and environment.

### **3.5.3 Open systems**

An open system is one “through which energy (inputs) flows. In other words energy (inputs) enters the system, is transformed by the system and is fed back into the environment (outcomes) in the form of a product that again serves as a source of energy for the next cycle of activities” (Industrial Filter Manufacturing Limited, 2006).

Every system receives inputs from the environment in terms of

- labour (road traffic);
- facilities (road and environment); and
- material (vehicles and road traffic act).

On its part, the system also has demands such as

- quality of employees (instructors and traffic officers);
- facilities (colleges);
- training options (training of instructors and traffic officers); and
- funding and provision of staff.

The inputs received from the system environment (traffic environment) and their interaction between elements within the system are processed and fed back as outcomes in term of training instructors and traffic officers as well as legislation and law enforcement (Wikipedia, 2006; Industrial Filter Manufacturing Limited, 2006).

### 3.5.4 Traffic Management System

The Traffic Management System (TMS) is an integral consequence (outcome) of the road traffic safety system. It is a complex and extensive system and plays an important role in the traffic situation of South Africa. To perform traffic safety from one specific discipline only, for example from the discipline of the juridical, is not only ineffective, but also impossible. It therefore requires a multi-disciplinary systems management approach (Lesedi, 2003:7).

The traffic management system is not only a system that manages “traffic and transportation”, but it also has the aim to curb fragmentation and strives after the optimal application of existing financial and manpower resources, technology, equipment and traffic expertise. Traffic activities must be integrated and managed in a coordinated manner. Eleven functional areas are identified that deliver inputs into the totality of the traffic system.

**Table 3.1: The eleven functional areas of Road Safety in South Africa are divided into four main disciplines, as seen below**

Discipline	Functional area
Engineering science	<ul style="list-style-type: none"> <li>▪ Road environment</li> </ul>
Education	<ul style="list-style-type: none"> <li>▪ Traffic safety education</li> <li>▪ Driver training</li> <li>▪ Marketing and mass communication</li> </ul>
Law enforcement	<ul style="list-style-type: none"> <li>▪ Legislation</li> <li>▪ Traffic control and traffic policing</li> <li>▪ Adjudication</li> </ul>
Logistics	<ul style="list-style-type: none"> <li>▪ Research, Development, Implementation</li> <li>▪ Registration and licensing</li> <li>▪ Traffic information</li> <li>▪ Emergency services</li> </ul>

(Lesedi, 2005b:60).

During the training of traffic officers, these functional areas form an integral component of each of the other ten areas, e.g. traffic control and traffic policing are supported by research, development and implementation of information at different levels. The traffic officer should not only have a sound knowledge of the road and the environment, but also the effect of factors on the road and the environment during an accident investigation that needs to be brought into contention. Furthermore, traffic safety education has a tangent point in each of the areas as well as in traffic control and traffic policing, and traffic officers are also incorporated with different education programmes, *inter alia*, those of the Directorate Traffic Safety. Driver training directly has a link with the work of a traffic officer. It is necessary that the services and products of all these mentioned areas will be brought under the attention of road users.

Each of the functional areas listed on Table 3.1 includes a marketing element, namely the marketing of traffic expertise in general, service provision and the image and status of the profession. Legislation, registration and licensing and adjudication are a basic foundation on which this occupation rests, and the traffic officers should be well-trained in these functional areas. They also have a further task to fulfil through emergency services, while traffic information will in future play even a greater role in traffic policing. In this way, each of the areas and their interdependency can be determined (Anon, 1993b:4-9).

In conclusion it can be stated that the training of traffic officers, and in an intensified degree their instructors, lies embedded in the functional areas, Traffic Control and Traffic Policing. The traffic management system includes the implementation of the Road Traffic Act No. 93 of 1996. This Act also provides for the training of personnel in this sector.

### **3.6 CONCLUSION**

The intention with this chapter was to orientate the reader with regard to the training environment of traffic officers and a number of related issues as stated in the Research Outline of Chapter 1. The focus was mainly on training needs and concepts with specific reference to what is currently the order of the day in the field of education, training and development in the traffic department of the Potchefstroom district. The following chapter will consequently more specifically focus on the empirical research conducted among the traffic officer corps of the Potchefstroom Traffic Department in relation to education, training and development.

## **CHAPTER 4**

### **4. EMPIRICAL INVESTIGATION**

#### **4.1 INTRODUCTION**

This chapter of the research deals with the empirical investigation that was conducted by means of a questionnaire. Links are made between empirical data and the determinants that may possibly address the training needs referred to in Chapter 1.

#### **4.2 RESEARCH METHOD**

Information was collected by means of questionnaires as more clearly defined in paragraphs 4.2.1, 4.2.2, 4.2.3 and 4.3, and as determined below.

##### **4.2.1 Questionnaire**

One questionnaire was used during this investigation. All the traffic officers associated with the Traffic Department of the Potchefstroom District completed this questionnaire (Annexure A).

The questionnaire was designed in such a manner that it would supply the researcher with information that would fulfil the aims of the research upon completion of the individual questionnaires by the respondents. Clear indications were supplied prior to handing out the questionnaires.

##### **4.2.2 Compilation of the questionnaire**

The questionnaire was compiled along the following lines:

The questionnaire to traffic officers (Annexure A) was compiled on the grounds of a literature study that was conducted in Chapters 2 and 3. Questionnaires that were used in previous studies, which focused on the training of traffic officers, were taken as a model.

Further questions were developed in relation to specific requirements of the traffic officer when performing his/her daily task and their specific needs that came to the fore regarding further training of traffic officers in as far as it was applicable to the task and career development of these people.

During the compilation of the questionnaire, the researcher attempted to set questions that would supply him with valid and reliable information.

#### **4.2.3 Aim of the questionnaire**

The aim of the questionnaire was to determine the:

- general demographic information regarding traffic officers;
- current state of the qualifications of traffic officers;
- gaps in the training needs of traffic officers; and
- gaps in the future training of traffic officers.

With the questionnaire it was furthermore intended to determine among traffic officers at local level, what

- the attitude of traffic officers is regarding further training;
- the expectations among traffic officers are regarding further training; and
- the needs of traffic officers are in relation to further training.

#### **4.3 ADMINISTRATIVE PROCEDURES**

The questionnaires underwent the following steps before they were finally considered ready for distribution:

- The questionnaires were prepared and controlled for computer processing to determine future training needs.
- The proper changes were made, as suggested, and the encoding of questions was completed.
- A programme was written for processing the data.

### **4.3.1 Pilot investigation**

In order to ascertain that the proper terminology was used and that the respondents understood it, a pilot investigation was launched. One copy of the questionnaire was completed in collaboration with the Director of Public Safety of the Potchefstroom district. This Director had more than 30 years of experience in the field of Public Safety. The other copy was completed in collaboration with the Manager of the Southern Region Traffic Control of the North West Province who also had more than 30 years of involvement and experience.

It was specifically requested that attention be focused on

- terminology;
- language usage;
- clear setting of questions;
- clarity regarding the layout of the questionnaire – do they know what is expected of them?
- general interpretation and respondent-friendliness.

Recommendations were welcomed in order to improve the user friendliness and overall quality of the questionnaires. Minor changes were made and resubmitted for comments. No further suggestions for changes were made. The questionnaire was clear and complied with all the recommendations as mentioned above.

## **4.4 POPULATION**

### **4.4.1 Population for questionnaire investigation**

After consultation with the Statistical Consultancy Services of the North-West University (Potchefstroom Campus), the entire population (30 persons) of traffic officers employed in the Potchefstroom district was involved with the empirical investigation. The entire population completed the questionnaire and the response received was 100%.

#### **4.4.2 Candidates for questionnaires**

Respondents for filling in the questionnaires had to comply with a number of requirements. They were expected to be

- involved in the career of a traffic officer; in other words they were expected to have a sound background knowledge of traffic control and traffic policing;
- experienced at municipal level with regard to traffic, traffic legislation and traffic-related matters;
- properly knowledgeable regarding the training and requirements of traffic officers;
- experienced with regard to the effectiveness of training provided by traffic training colleges; and
- acquainted with training at local level as provided in their local traffic department.

The entire population of traffic officers (30 persons) was identified since they all adhered to these requirements.

#### **4.5 STATISTICAL TECHNIQUES AND PROCEDURES**

##### **4.5.1 Statistical analysis**

The Statistical Consultancy Service of the North-West University (Potchefstroom Campus) took the completed questionnaires for statistical analysis. Data was subsequently processed with the aid of the SAS programme (Windows release 6.12.1996). Inferential and descriptive techniques were used to process the data obtained.

Research is always dependent upon measurement. Two important constructs in measurement are validity and reliability (Lincoln & Guba, 1985:290-301). Validity refers to the extent to which an instrument measures what it is supposed to measure (Leedy, 1997:32). Reliability, on the other hand, is the extent to which a measuring device is consistent in measuring whatever it measures. In Guba's model for reliability he mentions four aspects that contribute to reliability, namely truth value, applicability, consistency and neutrality (Lincoln & Guba, 1985:290-301).

Various statistical tests were conducted which included tests on reliability (Cronbach-Alpha) validity (factor analysis) and d-values. In relation to statistical techniques:

- *Frequency analysis* is used where the researcher needs percentages – that is when discreet data is used and where one value occurs often.
- *Effect sizes* refer to the instance where a researcher deals with an available population – to determine whether differences or connections in practice are noteworthy (Steyn et al., 1998). The practically significant differences between respondents will be determined using the *d-value* of Cohen (Steyn, 2005:22) *Cohen d-values* refers to a situation in which the researcher deals with specific effect sizes as mentioned above (Steyn et al., 1998).
- *Averages per question* refers to the case where a researcher deals with continuous variables, for example physical lengths where almost any person has a different length, for example 1,8 metre or 2 metre.

Frequency analysis of biographical data (Section A) was conducted. Tests on reliability (Cronbach-Alpha) and validity (factor analysis) were done on the Managerial skills, Social skills, Methods of Training, Law Enforcement and In-service Training constructs (the term *constructs* refers to clustered questions), relevant to the construct topics. D-values of Cohen (Ellis & Steyn, 2003) were used to indicate whether there were any significant differences between the responses of the study populations.

#### **4.5.2 Determining frequencies**

Frequencies were determined on all questions for all traffic officers. The purpose was to obtain an overview of the responses of all the traffic officers and to determine the areas in which these officers feel especially strong about an issue or issues.

## 4.6 COLLECTING THE RELEVANT DATA IN RELATION TO THE QUESTIONNAIRES

The data that were acquired by means of the questionnaires that were completed by participating traffic officers will be discussed and interpreted in the paragraphs to follow.

It ought to be noted that Questions 1–5 dealt with biographical data and that Question 6 specifically dealt with training at local level, focussing on identified needs of traffic officers.

**Table 4.1: Questionnaire items related to specific aim(s) of the study**

Sections under which the research aims of the study were stated. (Chapter 1.)	Distribution of questionnaire items per research aim(s).
<p><u>Research Aim 1:</u> (See paragraph 1.4.1.) To determine by means of a literature study, the characteristics and scope of training needs.</p>	1 – 20.
<p><u>Research Aim 2:</u> (See paragraph 1.4.2.) Determine the training needs among traffic officers in the Potchefstroom district.</p>	7, 8, 9, 10.
<p><u>Research Aim 3:</u> (See paragraph 1.4.3.) Ascertain whether training needs and identified shortcomings are addressed along the course of in-service training among traffic officers in the Potchefstroom district.</p>	11, 12, 13, 14, 15.
<p><u>Research Aim 4:</u> (See paragraph 1.4.4.) To determine whether additional human related needs are addressed during in-service training.</p>	16, 17, 18, 19, 20.

#### 4.6.1 Tests on reliability and validity

Tests on reliability (Cronbach-Alpha) (factor analysis) were done on the five constructs as referred to in Table 4.18. According to Cronbach (1970:309), factor analysis is a systematic method for the examination of the meaning of a test by studying its correlation with other variables and the basic idea is to that of simple correlation itself. A factor analyst introduces composite variables also known as factors that can be interpreted, and describes the test by its relation to key variables.

#### 4.6.2 Questionnaire: Traffic Officers Potchefstroom Traffic Department

According to the aims of the study (compare 1.4.1 to 1.4.4), a Cronbach-Alpha analysis was followed on data in the different ranks or age groups or construct groups, namely Construct Group 1: Managerial skills; Group 2: Social skills; Group 3: Methods of training; Group 4: Law enforcement; Group 5: In-service training. These data are represented in Tables 4.19 - 4.23. Data with regard to biographical information, identifying training needs, addressing training needs and shortcomings as well as addressing human-related needs in relation to training for all respondents would therefore be interpreted as follows:

#### 4.6.3 SECTION A: Biographical information

The aim of this section was to collect biographical data regarding gender, age, highest school qualification, highest professional qualification and current ranks held by traffic officers.

##### 4.6.3.1 Question 1: Gender (refer to 2.3.4, 2.8.13 and 3.4.2.2.3).

The aim of this question was to determine the number of males and females in the Potchefstroom Traffic Department separately.

Table 4.2: Gender

	Frequency	%
1. Male	24	80
2. Female	6	20
<b>Total</b>	<b>30</b>	<b>100</b>

The result of the questionnaire reveals that 24 respondents were males and 6 were females. Although 80% of the appointed traffic officers are still masculine, the female presentation of 20% is, however, not representative of the international trend, which requires a greater number of female representations.

#### 4.6.3.2 Question 2: Age (refer to 2.3.7).

The aim of this question was to categorise employed traffic officers into different age groups.

**Table 4.3: Age**

Age	n	%
18 – 29	2	6,67
30 – 39	23	76,67
40 – 49	4	13,33
50 – 59	0	0
60+	1	3,33
<b>Total</b>	<b>30</b>	<b>100</b>

Most respondents (76,67%) were between 30 and 39 years of age, 13,33% were between 40 and 49, whilst 6,67% were between 18 and 29 years and only one respondent fell within the 60+ years age group.

The assumption can thus be made that exactly 90% of the currently appointed traffic officers in the Potchefstroom district are between ages 30 and 49.

Taking the above into consideration, one may be of opinion that the majority of traffic officers are young.

The Potchefstroom Traffic Department is rather fortunate to have such a core of young traffic officers and should therefore in future invest in further education and training through training interventions with the intention to benefit from the return on their investment – all to the advantage of the Traffic Department at local level and the community at large.

**4.6.3.3 Question 3: Highest school qualification** (refer to 2.4.1).

The aim of this question was to determine how many traffic officers were in possession of Std 10 certificates and who had lower school qualifications.

**Table 4.4: Highest school qualification**

	Frequency	%
Std 8	0	0
Std10 or equal	30	100
<b>Total</b>	<b>30</b>	<b>100</b>

All the respondents hold Std 10 or an equal qualification. During a survey that was conducted in 1994 it was found that 78,7% of the traffic officers countrywide held Std 10 certificates (Van der Merwe, 1994:84). However, during this survey in review all the respondents indicated that they were in possession of a Std 10 certificate or an equal academic qualification at secondary school level.

Locally it would be to the benefit of appointed traffic officers to be considered for advanced and professional training courses that are based on the minimum academic qualification, namely NQF4, when further education, training and development interventions are considered on their behalf.

**4.6.3.4 Question 4: Highest professional qualification** (refer to 3.3.4).

The aim of this question was to categorise traffic officers into different highest professional qualification groups.

**Table 4.5: Highest professional and academic qualifications**

	Frequency	%
ITO of SA I	5	16,67
ITO of SA II	8	26,67
ITO of SA III	13	43,33
ITO of SA IV	1	3,33
BA Pol (UNISA)	0	0
BTech	3	10,00
<b>Total</b>	<b>30</b>	<b>100</b>

(ITO refers to Institute of Traffic Officers, Diploma.)

The majority of respondents indicated that they were in possession of the ITO III certificate, i.e. 43,33%, whereas almost one third, 26,67%, of them held the ITO II certificate, and newly appointed traffic officers, i.e. 5, 16,67% of them, had recently done the basic course, ITO of SA level I.

From the above it is clear that there is a good distribution of 86,67% of traffic officers who fell into the training group between ITO I and ITO III as far as their professional qualifications were concerned. Also to be noted is that BA (Pol) UNISA and BTech are academic qualifications that are not commonly held by a large number of traffic officers at local level.

At local level in the Potchefstroom district, this clearly indicates that there is a positive inclination among traffic officers to hold their appointments and also to further their training by entering for advanced courses presented at national level. This is also a good cornerstone for future promotion and motivation among these officers at local level and even when they should consider moving along to other positions in this profession in other municipal districts.

#### 4.6.3.5 Question 5: Current rank (refer to 3.3.2.2, and 3.4.1).

The aim of this question was to categorise traffic officers into different ranks of current positions held in the local Traffic Department.

**Table 4.6: Current rank**

	N	Freq	%
Chief traffic officer		0	(Temporary post)
Ass Chief Officer		0	(Temporary post)
Snr Superintendent		5	16,67
Ass Superintendent		2	6,67
Traffic Officer Gr I (Highest rank)		13	43,33
Traffic Officer Gr II (Higher rank)		4	13,33
Traffic Officer Gr III (Lowest rank)		6	20,00
<b>Total</b>	<b>30</b>	<b>30</b>	<b>100</b>

Most respondents indicated that they were on the Traffic Officer Gr I ranked scale (43,33%). Of the remaining 56,63% were either higher ranked, i.e. 13,33% and the remaining 20,00% were ranked among the lower two categories of Traffic Officer Grades II and III.

It ought to be mentioned that, although the local traffic department of the Potchefstroom district is currently managed by a Chief Traffic Officer and an Assistant Chief Officer, both these positions are at present held by acting traffic officers, as had been the case for the past four years.

Decision-making and executive powers are without doubt hampered and restricted by top managerial positions held by acting staff. The Potchefstroom City Council should really realise this problem and speedily appoint permanent managers in these positions.

#### **4.6.4 SECTION B: Identifying training needs of traffic officers in the Potchefstroom district (refer to 2.3, 2.4, 2.5 and 2.6).**

The aim of this section was to identify the opinion of respondents on issues related to training needs of traffic officers.

##### **4.6.4.1 Question 6: To what extent are you of opinion that, when training is presented to you at local level, it focuses on identified needs?** (Refer 3.1.2, 3.4.2.2.2 and 3.4.2.2.4.)

Kindly note that although Question 6 in the Questionnaire had formed part of the biographical data, it has now become part of Section B for purposes of analysis and interpretation.

- The following scale was mainly used when respondents had to exercise their options in relation to the items in the questionnaire:

**1. = Not at all      2. = Small extent      3. = Reasonable extent      4. = Large extent**

The results on question 6 are reflected in Table 4.7

**Table 4.7: Focus on identified training needs**

Total	n	Options	Freq	%
		Not at all.	1	3,33
		Small extent.	21	70,00
		Reasonable extent.	5	16,67
		Large extent.	3	10,00
	<b>30</b>		<b>30</b>	<b>100,00</b>

Considering this question, 22 respondents, i.e. 70% of the population, indicated that current training presented to them at local level focused on identified needs only to a small extent.

Only 16,67%, i.e. 5 respondents, indicated that current training focused on the identified need to a reasonable extent, and 10%, i.e. 3 persons, indicated that it was dealt with to a large extent.

**4.6.4.2 Question 7: To what extent are you of opinion that the following items should receive attention during the training of traffic officers?**

Refer to previous commentary on the scale that was used in relation to the table below.

**Table 4.8: Items to receive attention during training of traffic officers**

		n	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%
7.1	Coordination of traffic officer work, regarding daily performance	30	1	0	0	2	6	20,00	3	10	33,33	4	14	46,67
7.2	Professional training of traffic officers	30	1	1	3,45	2	3	10,34	3	6	20,69	4	19	65,52
7.3	Practical guidance by seniors	30	1	1	3,33	2	2	6,67	3	13	43,33	4	14	46,67
7.4	Clear orders of what to do when performing your duties	30	1	1	3,33	2	7	23,33	3	6	20,00	4	16	53,33
7.5	Maintenance of discipline in the traffic department	30	1	1	3,33	2	5	16,67	3	8	26,67	4	16	53,33
7.6	Cooperation among traffic officers	30	1	1	3,33	2	5	16,67	3	6	20,00	4	18	60,00
7.7	Cooperation with National Department of Transport in relation to the traffic department	30	1	3	10,00	2	5	16,67	3	6	20,00	4	16	53,33

**4.6.4.2.1 Question 7.1: Coordination of traffic officer work, regarding daily performance** (refer to 2.7.1 and 3.4.2.12.2).

Not a single respondent indicated that no attention should be paid to the issue at hand. Six respondents, i.e. 33,33%, felt that a reasonable extent of training should be devoted to this issue. Most respondents, 14 of them, i.e. 46,67%, indicated that they were of opinion that the coordination of traffic officer work regarding daily performance should receive attention to a large extent.

**4.6.4.2.2 Question 7.2: Professional training of traffic officers** (refer to 2.7.2).

Only one respondent, i.e. 3,45%, was of opinion that no attention was to be paid to professional training. Three, i.e. 10,34%, indicated that they were of opinion that professional training was needed to a small extent. Six, i.e. 20,69%, felt to a reasonable extent, while 19 respondents, i.e. 65,52%, indicated that professional training needed attention during the training of traffic officials to a large extent.

It is clear that the majority of the respondents are of opinion that attention needs to be paid to professional training of traffic officials.

**4.6.4.2.3 Question 7.3: Practical guidance by seniors** (refer to 2.7.3).

One officer, i.e. 3,33%, indicated that no training should receive attention in this regard. Two officers, 6,67%, indicated that training was needed to a small extent. Thirteen officers, i.e. 43,33%, felt that training was needed to a reasonable extent, whereas 14, i.e. 46,67%, felt that training was needed to a large extent.

The high response among the last two groups clearly points out the value placed among younger officers on the practical guidance by their senior staff who will have many years of experience and practical application with regard to problems encountered among the younger group of traffic officers on a regular basis.

The mean of 3,3 from a four-point scale is clearly an outcry among the younger generation of traffic officers to receive the assistance and training in practical problems encountered from their senior traffic officers, and for that matter their management team, during training interventions at local level.

**4.6.4.2.4 Question 7.4: Clear orders pertaining to what to do when performing your duties** (refer to 2.7.4).

The response was as follows:

One respondent indicated that no training attention in this regard was needed at all. Seven, i.e. 23,33%, indicated that training was needed to a small extent. Six, i.e. 20%, indicated that training was needed to a small extent, whilst 16 respondents, 53,33%, indicated that training was needed to a large extent.

The mean of 3,2 from a four-point scale is without doubt sure that training on clear orders when performing one's duties is needed when thinking of training at local level.

**4.6.4.2.5 Question 7.5: Maintenance of discipline in the traffic department** (refer to 2.8.5).

A single respondent indicated that no training attention was needed at all regarding this issue. Five were convinced that training was needed to a small extent. Eight officers, i.e. 26,67% indicated that training was needed to a reasonable extent, whereas 16 respondents, 53,33%, indicated that training was needed in this regard to a large extent.

Without any doubt, the mean of 3.3 from a four-point scale indicates that training on the maintenance of discipline in the traffic department is needed.

#### **4.6.4.2.6 Question 7.6: Cooperation among traffic officers**

(refer to 2.8.3).

Respondents indicated that only 3,33% wanted no training attention at all on cooperation among their corps, 16,67% desired training to a small extent, 20% wanted a reasonable extent of training and 60% indicated that they desired training to a large extent on this issue.

The mean of 3,3 from a four-point scale indicated that they wanted to see training at local level to focus on the cooperation among traffic officers.

It was evident that more than 80% of the responding traffic officers realised that cooperation, and for that matter group work, is a prime factor if their traffic department wished to see the results they were striving after whilst performing their daily tasks.

#### **4.6.4.2.7 Question 7.7: Cooperation with National Department of Transport in relation to the traffic department (refer to 2.8.6).**

Although 53,33% of the respondents indicated that they wanted training at local level to receive attention to a large extent in this relationship between the local traffic department and the National Department of Transport, it was almost a shock to realise that the remaining 46,67% were not too eager to collaborate with their national counterpart. Ten percent wanted no training on this relationship, 16,67% wanted training to a small extent and 20% wanted training to a small extent and 20% wanted training to a reasonable extent.

The above is simply indicative of the relationship between the local traffic department and their national support system that has been deteriorating over the past decade. More emphasis is currently focused on local traffic departments and their relationship with their provincial head office.

It is a personal opinion of the researcher that a stringent attempt should be made to restore this relationship and cooperation between the National Department of Transport and traffic departments at local level in order to avoid a possible motion of no confidence at a large scale nationally in relation to the highest authority losing its impact among those who are performing at ground level, i.e. at local level of law enforcement and daily contact with all road users in South Africa.

**4.6.4.3 Question 8: To what extent are you of opinion that a traffic officer should receive training in relation to the following during his/her training at local level?**

Refer to previous commentary on the scale that was used in relation to the table below.

**Table 4.9 Items to receive training during training of traffic officers at local level**

		n	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%
8.1	Communicate with other people	30	1	0	0,0	2	1	3,33	3	8	26,67	4	21	70,00
8.2	Make decisions	30	1	1	3,33	2	1	3,33	3	7	23,33	4	21	70,00
8.3	Perform basic supervisory skills	30	1	1	3,33	2	2	6,67	3	7	23,33	4	20	66,67
8.4	Assist in team building	30	1	1	3,33	2	1	3,33	3	7	23,33	4	21	70,00
8.5	Improve productivity methods	30	1	0	0,0	2	2	6,67	3	3	10,00	4	25	83,33
8.6	Improve human behaviour skills	30	1	1	3,33	2	1	3,33	3	6	20,00	4	22	73,33
8.7	Assist with employee appraisals	30	1	1	3,33	2	3	10,00	3	7	23,33	4	19	63,33
8.8	Assist with general office procedures	30	1	2	6,67	2	2	6,67	3	9	30,00	4	17	56,67
8.9	Deal with stress management	30	1	2	6,67	2	3	10,00	3	6	20,00	4	19	63,33
8.10	Apply time management	30	1	0	0,0	2	3	10,00	3	9	30,00	4	18	60,00

**4.6.4.3.1 Question 8.1: Communicate with other people (refer to 2.8.11).**

Most respondents, namely 70%, indicated that this issue should receive attention during their training interventions at local level, 26,67% indicated that they felt that it should receive attention to a reasonable extent, 3,33% felt that it needed attention a small extent and not a single respondent felt that it was not needed at all.

The mean of 3,6 from a four-point scale indicated that they supported the need of training in this regard. They most clearly were of opinion that, without proper communication skills to be acquired, they would or probably have experienced problems among their own ranks, traffic management superiors and even probably during their contact with different categories of road user public on a regular basis.

#### **4.6.4.3.2 Question 8.2: Make decisions (refer to 2.8.13).**

In reaction to whether “decision-making” should be covered during the training of traffic officers, the majority, 70%, indicated that training in this regard was needed to a large extent, 26,67% indicated that they wanted to see training to a reasonable extent, 3,33% desired training in this instance to a small extent and no one felt that it should not receive any attention at all.

The mean of 3,6 from a four-point scale is strong evidence that traffic officers really wish to be part of decision-making processes and that they want to be exposed to further training in this regard.

#### **4.6.4.3.3 Question 8.3: Perform basic supervisory skills (refer to 2.8.16).**

Responses were as follows: 66,67% wanted training in the “performance of supervisory skills” during their training a large extent, 23,33% wanted reasonable attention to be focussed on this issue, 6,67% thought that attention on this issue should be considered to a small extent and only one person, i.e. 3,33%, wanted no attention at all to be considered.

It may at this stage be noted that only a single respondent has regularly indicated that no attention, no inputs and no focus at all was needed in relation to further training. The possibility may exist that this person may be rather self-assured or well acquainted with all the issues at hand, or that this single person was not honest at all when responding or even that this single person preferred not to reveal the current shortcomings of the local traffic department.

With a mean of 3,5 (which is a very high average) from a four-point scale it is, however, clear to the researcher that most respondents wanted to see further training in this regard.

#### **4.6.4.3.4 Question 8.4: Assist in team building** (refer to 2.9.1).

As had been mentioned in the response to Question 8.3, only a single person again indicated that no training at all was needed regarding assisting in team building, only one person thought that attention was needed to a small extent, 23,33% wanted attention to a reasonable extent and 70% of the population of respondents wanted attention to be focused on this issue during their training to a large extent.

The mean of 3,6 from a four-point scale undoubtedly reveals that these traffic officers are of opinion that team building is an important factor for proper performance in their local traffic department, and that further attention in this regard should rather be stepped up than be neglected during their training.

#### **4.6.4.3.5 Question 8.5: Improve productivity methods** (refer to 2.9.2).

Not a single respondent indicated that no training in this regard was needed, 6,67% felt that attention was needed to a small extent, 10% felt that attention was needed to a reasonable extent and 83,3% wanted to see attention focused on the improvement of their productivity methods to a large extent.

With a mean of 3,7 (which is a high average) from a 4-point scale, one may definitely assume that there is a rather large amount of enthusiasm among traffic officers in this regard that improvement of productivity methods should be dealt with to a large extent.

#### **4.6.4.3.6 Question 8.6: Improve human behaviour skills** (refer 2.9.2.2).

Two respondents indicated that little (3,33%) and no training (3,33%) should be paid to improving human behaviour skills during training at local level, six (20%) felt that training should be focused on this issue to a reasonable extent and 22 (73,33%) indicated that training should be focused on the issue at hand to a large extent.

It is rather pleasing to the observer to note that the majority of these traffic officers are inclined to receive training on improving their own human behaviour skills, which is also indicative of their realisation that this aspect is never to be considered complete or that there is not room for improvement in relation to one's behaviour for the better.

**4.6.4.3.7 Question 8.7: Assist with employee appraisals** (refer to 2.9.2.3).

Most traffic officers, i.e. 63,33%, indicated that they wanted to be trained on appraising other colleagues, 23,33% felt that attention in this regard should be focused to a reasonable extent, 10% indicated that they wanted a small extent of attention to be focused on this issue and finally only one indicated that no attention at all should be focused on this.

The assumption may be possible that the majority of traffic officers may be of opinion that, by appraising other colleagues, they may perhaps be able to remedy that which might not be so sound in their own personalities or performance of their daily duties.

**4.6.4.3.8 Question 8.8: Assist with general office procedures**  
(refer to 2.9.2.3 and 2.9.3.3).

Some respondents (56,67%) desired training on assisting with general office procedures during their training at local level to a large extent, 30% wanted attention to a reasonable extent, 6,67% wanted attention to a small extent and 6,67% wanted no attention at all to be focused on this issue.

One may assume that 86,67% (i.e. the sum of 56,67% plus 30%) of these officers are rather eager to form part of administrative duties to be performed in their local offices, or that they would be willing to be trained at local level on what exactly goes on in their local traffic department regarding general office procedures they are not often involved in.

#### **4.6.4.3.9 Question 8.9: Deal with stress management (refer to 2.9.3.7).**

The responses in this regard were as follows:

Two officers, i.e. 6,67%, were of opinion that no training at all was needed in this regard. Three officers, i.e. 10%, wanted to see training to a small extent. Six officers, 20% indicated that training was needed to a reasonable extent, whilst nineteen, i.e. 63,33%, indicated that training was needed during their training at local level in relation to stress management to a large extent.

It may be assumed that more and more traffic officers are of opinion that further training at local level in their traffic department is needed to assist their coping with and handling stress in their lives. The increasing levels of stress encountered by these officers on a daily basis eventually lead to increased levels of aggression, frustration, twisted interpersonal relationships among traffic officers, in relation to members of public and even at a personal level with their own family members.

#### **4.6.4.3.10 Question 8.10: Apply time management (refer to 2.9.3.10 and 2.9.4.2).**

No respondents indicated that no training at all should be directed at the issue at hand. Ten percent, i.e. three, were of opinion that this issue should receive training to a small extent. Nine respondents, i.e. 30%, felt that a reasonable extent of training should be allocated to the issue. Eighteen, i.e. 60%, indicated that they wanted training at local level to focus on this issue to apply time management regarding a more productive and professional level during their performance, on a daily basis.

#### **4.6.4.4 Question: 9: To what extent are you of opinion that the following items form part of your daily work experience?**

Refer to previous commentary on the scale that was used in relation to Table 4.10.

**Table 4.10: Items that form part of daily work experience**

		n	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%
9.1	Law enforcement	30	1	0	0,0	2	1	3,33	3	1	3,33	4	28	93,33
9.2	Dealing with drivers of vehicles	30	1	0	0,0	2	1	3,33	3	2	6,67	4	27	90,00
9.3	Dealing with pedestrians	30	1	2	6,67	2	9	30,00	3	7	23,33	4	12	40,00
9.4	Dealing with cyclists	29	1	3	10,34	2	7	24,14	3	10	34,48	4	9	31,03
9.5	Every day has its own challenges	30	1	1	3,33	2	0	0,00	3	9	30,00	4	20	66,67

**4.6.4.4.1 Question 9.1: Law enforcement** (refer to 3.4.2.4.1, 3.4.2.4.2, 3.4.2.4.5, 3.4.2.4.7, Table 3.1, and 3.4.2.4.1).

Some of the respondents (93,33%) were of opinion that law enforcement formed part of their daily work experience to a large extent. Only one felt that it formed part of his/her daily routine to a reasonable extent and only one felt that it was dealt with to a small extent and no one indicated that it was not dealt with at all.

It may be possible that the person who dealt with law enforcement to a small extent on a daily basis could have been the traffic chief or his second in command simply because they were more involved with managerial issues or administrative duties related to the traffic officers under their supervision.

**4.6.4.4.2 Question 9.2: Dealing with drivers of vehicles** (refer to 3.4.2.4.4 and Table 3.1).

Not less than 90% of the respondents indicated that dealing with motorists on a large scale formed part of their daily work experience. Only 6.67% indicated that it formed part of their daily work to a reasonable extent, and 3,33% dealt with this issue to a small extent. No one indicated that they did not deal with this issue at all on a daily basis.

#### **4.6.4.4.3 Question 9.3: Dealing with pedestrians**

(refer to 3.4.2.4.4, 3.2.2.1 and 3.2.2.2).

Significantly, 40% of the traffic officers pointed out that they dealt with pedestrians to a large extent on a daily basis, 23,33% dealt with them to a reasonable extent, 30% to a small extent and in conclusion only 6,67% did not deal with pedestrians on a daily basis at all.

The lesser percentages in this regard is significant of the fact that most of the contact with pedestrians on a daily basis is at present absorbed by the additional 21 traffic wardens who serve as a support base to the 30 responding traffic officers who formed part of the empirical study and who are at present more involved with law enforcement in relation to the vehicle driving population they encounter on a daily basis.

#### **4.6.4.4.4 Question 9.4: Dealing with cyclists (refer to 3.4.2.4.4 and 3.2.9).**

Results regarding responses were as follows:

10,34% indicated no dealing with cyclists at all on a daily basis, 24,14% indicated contact to a small extent, 34,48% indicated contact to a reasonable extent and 31,03% indicated that cyclists were dealt with to a large extent on a daily basis. A single respondent, i.e. 3,33%, did not respond to this item at hand.

#### **4.6.4.4.5 Question 9.5: Every day has its own challenges (refer to 3.4.2.4.4).**

A majority of 66,67% chose this option, namely that every day had its own challenges to traffic officers to a large extent, 30% indicated the reasonable extent option, 0% indicated to a small extent and 3,33% was of opinion that each day did not have its own challenges at all.

**4.6.4.5 Question 10: To what extent are you of opinion that the following methods/mediums must be used during training sessions at local level?**

Refer to previous commentary on the scale that was used in relation to the table below.

**Table 4.11: Methods/mediums to be used during training sessions at local level**

		n	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%
10.1	Lectures	30	1	1	3,33	2	5	16,67	3	11	36,67	4	13	43,33
10.2	Conversations	30	1	0	0,00	2	3	10,00	3	11	36,67	4	16	53,33
10.3	Group work	30	1	1	3,33	2	2	6,67	3	6	20,00	4	21	70,00
10.4	A combination of all three methods above	30	1	0	0,00	2	1	3,33	3	3	10,00	4	26	86,67

**4.6.4.5.1 Question 10.1: Lectures (refer to 2.9.7.5).**

43,33% of the respondents indicated that they wanted lectures to form part of the methods/mediums of their training at local level to a large extent, 36,67% wanted it to be used to a reasonable extent, 16,67% to a small extent and 3,33% did not want this method/medium to be used at all.

**4.6.4.5.2 Question 10.2: Conversations (refer to 2.9.7.5).**

Not a single traffic officer did not want this method/medium to be used during training at local level at all, 10% indicated that they wanted it to be used to a small extent, 36,67% were of opinion that it had to be used to a reasonable extent and finally 53,33% wanted it to be used to a large extent.

That just over 50% of the respondents opted for a less formal method/medium of training at local level, may be a possible assumption.

**4.6.4.5.3 Question 10.3: Group work** (refer to 2.9.7.5).

Considering this question, 70% beyond doubt proves that most respondents wanted the group work method/medium to be considered during their training at local level, 20% indicated their preference to a reasonable extent, 6,67% preferred it to a small extent and 3,33% did not want the use of this method at all.

**4.6.4.5.4 Question 10.4: A combination of all three methods above** (refer to 2.9.7.5).

From the information in the table above it is clear that 86,67% traffic officers indicated that they wanted to be exposed to a combination of the three methods/mediums mentioned to be used during their training sessions at local level to a large extent. Ten percent indicated that they wanted the combination option to a reasonable extent, 3,33% wanted this combination option to a small extent and no one was of opinion that it was not to be considered at all.

**4.6.5 SECTION C: Addressing training needs and shortcomings of traffic officers in the Potchefstroom district**

The aim of this section was to determine whether the training at local level was addressing the training needs and shortcomings of traffic officers.

**4.6.5.1 Question 11: Did the in-service training presented to you at local level address all your work-related needs?** (Refer to 2.9.7.14 and 3.2.6.)

Refer to previous commentary on the scale that was used in relation to the table below.

**Table 4.12: Focus on identified training needs**

	n	Freq	%
Yes		5	16.67
No		25	83.33
<b>Total</b>	<b>30</b>	<b>30</b>	<b>100</b>

The vast majority of respondents, 83,33%, indicated that their training at local level had not addressed their work-related needs. The remaining 16,67% were of opinion that it had been dealt with.

From the responses above it is quite evident that training interventions at local level, regarding work-related needs most definitely have to address these training needs rather speedily.

**4.6.5.2 Question 12: To what extent has the in-service training presented to you at local level addressed your work-related needs and shortcomings?**  
(Refer to 2.9.2.4.)

**Table 4.13: Work-related needs and shortcomings during training at local level**

	n	Options	Freq	%
		1	3	10,00
		2	8	26,67
		3	17	56,67
		4	2	6,67
<b>Total</b>	<b>30</b>		<b>30</b>	<b>100,00</b>

56,67% of the traffic officers were of opinion that their work-related needs and shortcomings had been addressed to a reasonable extent during in-service training at local level. Only 6,67% felt that it had been addressed to a large extent, 26,67% indicated the small extent option and 10% indicated the not at all option.

**4.6.5.3 Question 13: To what extent have the following needs been addressed during your in-service training at local level?**

Refer to previous commentary on the scale that was used in relation to Table 4.14.

**Table 4.14: Needs addressed during in-service training at local level**

		n	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%
13.1	Communicate with other people	30	1	15	50,00	2	6	20,00	3	2	6,67	4	7	23,33
13.2	Make decisions	30	1	17	56,67	2	7	23,33	3	2	6,67	4	4	13,33
13.3	Perform basic supervisory skills	30	1	19	63,33	2	4	13,33	3	4	13,33	4	3	10,00
13.4	Assist in team building	30	1	18	60,00	2	2	6,67	3	6	20,00	4	4	13,33
13.5	Improve productivity methods	30	1	18	60,00	2	4	13,33	3	4	13,33	4	4	13,33
13.6	Improve human behaviour skills	30	1	18	60,00	2	4	13,33	3	6	20,00	4	2	6,67
13.7	Assist with employee appraisals	30	1	15	50,00	2	9	30,00	3	4	13,33	4	2	6,67
13.8	Assist with general office procedures	30	1	10	33,33	2	13	43,33	3	2	6,67	4	5	16,67
13.9	Deal with stress management	30	1	18	60,00	2	8	26,67	3	2	6,67	4	2	6,67
13.10	Apply time management	30	1	5	16,67	2	17	56,67	3	5	16,67	4	3	10,00

**4.6.5.3.1 Question 13.1: Communicate with other people** (refer to 2.8.11 and 2.8.3).

50% of the respondents indicated that no training at all had been focused on their communication skills with other people during their in-service training at local level. 20% felt that it had been dealt with to a small extent, 6,67%, while 23,33% indicated that it had been dealt with to a large extent.

**4.6.5.3.2 Question 13.2: Make decisions**

(refer to 2.6.7, 2.8.13, 2.11.2.8, 3.2.4.2 and 3.4.4.3).

The data obtained shows that 56,67% officers indicated that none of their training needs had been addressed during their in-service training at local level, 23,33% noted that it had been addressed to a small extent, 6,67% to a reasonable extent and 13,33% to a large extent.

**4.6.5.3.3 Question 13.3: Perform basic supervising skills** (refer to 2.8.5).

According to the table above, 63,33% officers were of opinion that none of their performance of basic supervisory skills had been addressed during their in-service training at local level, 13,33% chose the small extent option, 13,33% for the reasonable extent and 10% for the large extent.

It may be possible that more than 60% traffic officers are never afforded the opportunity to perform basic supervisory skills and that it may negatively impact in future if they had never been given the opportunity to have been exposed to some extent at least to have acted in such capacity.

**4.6.5.3.4 Question 13.4: Assist in team building** (refer to 2.9.1.1 and 3.3.2.2).

60% of the respondents indicated that they had not been trained in assisting in team building at all at local level. 6,67% had been exposed to this type of training to a small extent, 20% to a reasonable extent and 13,33% to a large extent.

**4.6.5.3.5 Question 13.5: Improve productivity methods**

(refer to 2.9.1.2, 2.11.1.16, 3.2.4.1 and 3.3.2.2).

In this case, 60% of the respondents indicated that no training at all figured in their local level with regard to improving their productivity methods. 13,33% noted that they had experienced training in this regard to a small extent, 13,33% to a reasonable degree and 13,33% to a large degree.

**4.6.5.3.6 Question 13.6: Improve human behaviour skills**

(refer to 2.9.2.2 and 3.3.2.2).

Sixty percent of traffic officers were of opinion that their improvement of human behaviour skills had not been addressed at all during local training sessions. The remaining categories, namely to a small extent, was chosen by 13,33%, to a reasonable extent by 20% and to a large extent by 6,67%

**4.6.5.3.7 Question 13.7: Assist with employee appraisals** (refer to 2.9.2.4).

Fifty percent responded by noting that no training at all had been directed at their assisting with employee appraisals. Thirty percent mentioned that it had been addressed to a reasonable extent, 13,33% to reasonable extent and 6,67% to a large extent.

It is to be mentioned that the practice of allowing either children or adults to appraise their peers or colleagues has always added value to the developmental skills of those who were involved at the level of appraising, either to improve their own selves, or to be aware that they themselves may one day be appraised by their fellow-workers as well.

**4.6.5.3.8 Question 13.8: Assist with general office procedures**

(refer to 2.9.3.3).

According to the table above, 33,33% of the responding traffic officers had been receiving assistance with general office procedures at no stage whatsoever, during their in-service training at local level. 43,33% noted that they had received training to a small extent, 6,67% to a reasonable extent and 16,67% to a large extent.

**4.6.5.3.9 Question 13.9: Deal with stress management**

(refer to 2.9.3.7, 2.11.1.14, 2.11.1.15, 2.11.2.6 and 3.3.2.2).

It is almost unbelievable that 60% of these traffic officers indicated that they had not received any training at local level at all regarding the issue of dealing with stress management. 26,67% had received training in relation to stress management to a small extent, 6,67% to a reasonable extent and 6,67% to a large extent.

**4.6.5.3.10 Question 13.10: Apply time management**

(refer to 2.9.3.10, 2.9.4.2 and 3.3.2.2).

16,67% of the respondents indicated that they had not been exposed to assistance regarding the application of time management at all during their in-service training at local level. 56,67% had been trained to a small extent in this regard, 16,67% to a reasonable extent and 10% to a large extent.

**4.6.5.4 Question 14: Do you think that, for you as an individual, your personal training needs to be addressed during in-service training at local level are dealt with appropriately?**

(Refer to 2.11.1.8, 2.12.7, 3.4.2.2.4, 3.4.2.6.1 and 3.4.3.4).

**Table 4.15: Focus on identified training needs**

	n	Freq	%
Yes		9	30
No		21	70
<b>Total</b>	<b>30</b>	<b>30</b>	<b>100</b>

70% of the responding traffic officers indicated, that their individual training needs were not addressed during in-service training at local level. 30% indicated that this issue had been dealt with appropriately.

**4.6.5.5 Question 15: How often has your personal training, meaning for you as an individual traffic officer, been addressed during in-service training presented to you so far? (Refer to 2.11.1.8 and 2.11.1.26.)**

Refer to previous commentary on the scale that was used in relation to the table below.

**Table 4.16: Individual needs addressed during in-service training at local level**

	n	Freq	%
15.1 Not addressed at all		5	16,67
15.2 Once a year		5	16,67
15.3 Twice a year		16	53,33
15.4 More than three times per year		4	13,33
<b>Total</b>	<b>30</b>	<b>30</b>	<b>100</b>

Respondents reacted as follows: 16,67% indicated that their individual training had not been addressed at all. 16,67% indicated that it had been addressed once a year, 53,33% noted that it had been addressed twice a year, whereas 13,33% indicated that it had been addressed more than three times a year.

**4.6.6 SECTION D: Addressing human related needs of traffic officers in the Potchefstroom district**

The aim of this section was to determine whether training at local level addressed human-related needs of traffic officers.

Refer to previous commentary on the scale that was used in relation to Table 4.17.

**Table 4.17: Addressing human-related needs**

		n	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%	Opt	Freq	%
16.	To what extent are you of opinion that your in-service training at local level addresses your own personality issues?	30	1	10	33,33	2	11	36,67	3	6	20,00	4	3	10,00
17.	To what extent are you of opinion that your in-service training at local level addresses the personality issues of members of public that you deal with daily?	30	1	13	43,33	2	4	13,33	3	11	36,67	4	2	6,67
18.	To what extent do you want in-service training at local level to focus on identifying problems regarding your own personality?	30	1	3	10,00	2	1	3,33	3	6	20,00	4	20	66,67
19.	To what extent would you want in-service training at local level to focus on how to deal with stress during the performance of your daily task as a traffic officer?	30	1	1	3,33	1	1	3,33	3	2	6,67	4	26	86,67
20.	To what extent would you want in-service training at local level to focus on cultural differences in the community during the performance of your daily task?	30	1	1	3,33	2	1	3,33	3	6	20,00	4	22	73,33

**4.6.6.1 Question 16: To what extent are you of opinion that your in-service training at local level addresses your own personality issues?**

(Refer to 2.12.7.)

Ten of the participants, i.e. 33%, indicated that no attention at all was devoted to their in-service training at local level regarding their own personality issues, 36,67% indicated that they were exposed to a small extent, 20% to a reasonable extent and only 10% indicated the large extent option.

**4.6.6.2 Question 17: To what extent are you of opinion that your in-service training at local level addresses the personality issues of members of public that you deal with daily? (Refer to 3.4.2.7.1)**

It was almost unthinkable that 43,33% of the responding traffic officers indicated that no training at local level had been directed at addressing the personality issues of members of public at all. 13,33% indicated that it had been addressed to a small extent, 36,67% to a reasonable extent and 6,67% indicated it was covered to a large extent.

In this day and age of South African history it would really be wise for the local traffic department to take preventative steps by acquainting their traffic officer corps with the psychology and personalities of members of public in relation to traffic safety, law-enforcement and even levels of aggression.

**4.6.6.3 Question 18: To what extent do you want in-service training at local level to focus on identifying problems regarding your own personality?**

(Refer to 2.11.2.6 and 2.11.27.)

66,67% of the responding traffic officers indicated that they wanted to see training at local level to focus on identifying problems regarding their own personalities. 20% wanted it to be looked into to a reasonable extent and 10% did not want any training regarding this issue at all.

It is almost with glee that the researcher was able to determine that a majority of traffic officers were willing to receive training on how to deal with their personalities and of course how they were supposed to identify personality problems in their own instance.

**4.6.6.4 Question 19: To what extent would you want in-service training at local level to focus on how to deal with stress during the performance of your daily task as a traffic officer? (Refer to 2.11.1.21, 2.11.1.23 and 3.3.2.2.)**

No less than 86,67% of the respondents indicated that they wanted in service-training at local level to focus to a large extent on how they were supposed to handle stress during the performance of their daily task as traffic officers. 20% indicated that training in this regard was needed to a reasonable extent, 3,33% indicated it was needed to a small extent and 3,33% (one person) indicated it was not at all needed.

Stress management among employees is dealt with to a large extent in Chapter 2.10 under the caption "stress and conflict in the workplace", specifically in relation to the problems encountered in the workplace that have direct bearing on stress.

**4.6.6.5 Question 20: To what extent would you want in-service training at local level to focus on cultural differences in the community during the performance of your daily task? (Refer to 2.11.2.12 and 3.4.2.11.1.)**

In relation to this issue, the responses were as follows: 73,33% of participating traffic officers indicated that they wanted in-service training at local level to focus to a large extent on cultural differences in the community during the performance of their daily tasks. 20% wanted it to be addressed to a reasonable extent, 3,33% to a small extent and 3,33% (one person) wanted no focus on the issue at hand at all.

It was clear to the researcher that more than 70% of the respondents wanted to be trained at local level in relation to the cultural differences in this multi-racial community. The assumption may be that they are well aware of pro-active steps to be considered to defuse possible conflict situations that were referred to in Chapter 2 under the caption "stress and conflict in the workplace".

**4.7 CONSTRUCT (Cronbach-Alpha) RELIABILITY**

The most common index of reliability is known as Cronbach's coefficient alpha ( $\alpha$ ). The coefficient alpha will be zero if there is no true score, but only an error in the items. In this case the variance of the sum will be the same as the sum of variances of the individual items. If all items were perfectly reliable and measure the same thing (true score), the coefficient alpha is equal to 1 (StatSoft, 2004).

The Cronbach's Alpha reliability coefficient testing was performed on all constructs by the Statistical Services of the North-West University and results are recorded in Table 4.18. It can be confirmed that the research carried out complied with the requirements, as described, for validity and reliability.

**Table 4.18: Constructs, linked items and Cronbach-Alpha value**

<b>CONSTRUCT:</b>	<b>QUESTIONS</b>	<b>Cronbach-Alpha Coefficient (<math>\alpha</math>)</b>
Managerial skills as part of the training of traffic officers at local level.	7.1; 7.3; 7.4; 7.6; 7.7; 8.3; 8.4; 8.5; 8.7; 8.8; 8.10	0.86
Social skills to form part of the training of traffic officers at local level.	7.5; 8.1; 8.2; 8.6; 8.9; 16; 17; 18; 19; 20	0.74
Methods of training to form part of the training of traffic officers at local level.	10.1; 10.2; 10.3; 10.4; 10.5; 10.6; 10.7; 10.8; 10.9; 10.10	0.64
Law enforcement to form part of the training of traffic officers at local level.	9.1; 9.2; 9.3; 9.4; 9.5	0.69
In-service training to form part of the training of traffic officers at local level.	13.1; 13.2; 13.3; 13.4; 13.5; 13.6; 13.7; 13.8; 13.9; 13.10	0.96

From Table 4.18 it can be derived that:

- Managerial skills as part of the training of traffic officers at local level as construct: The Cronbach-Alpha reliability coefficient measure is 0.86 and it may therefore be deduced that this construct is reliable in the context in which it is used.
- Social skills to form part of the training of traffic officers at local level: The Cronbach-Alpha reliability coefficient measure is 0.74, and it may therefore be deduced that this construct is reliable in the context in which it is used.
- Methods of training to form part of the training of traffic officers at local level: The Cronbach-Alpha reliability coefficient measure is 0.64, and it may therefore be deduced that this construct is reliable in the context in which it is used.
- Law enforcement to form part of the training of traffic officers at local level: The Cronbach-Alpha reliability coefficient measure is 0.69, and it may therefore be deduced that this construct is reliable in the context in which it is used.
- In-service training to form part of the training of traffic officers at local level: The Cronbach-Alpha reliability coefficient measure is 0.96, and it may therefore be deduced that this construct is reliable in the context in which it is used.

The researcher furthermore wanted to determine practical significant differences between two age groups in relation to identified constructs.

Refer to the heading below as well as commentaries following each of the respective five constructs.

#### 4.8 COMPARISON OF DIFFERENCES BETWEEN CONSTRUCTS

The practical significant differences between groups will be determined using the d-value of Cohen (Steyn, 2005:22) with the aid of the following statistical formula:

$$d = \frac{\bar{X}_1 - \bar{X}_2}{\text{Maximum}}$$

Where  $\bar{X}$  = Mean and SD = Standard deviation

The effect sizes were determined according to the following criteria

(Ellis & Steyn, 2003): Small effect size:  $d = 0,2$  Medium effect size (^):  $d = 0,5$

Large effect size (\*):  $d = 0,8$

According to Ellis and Steyn (2003:4), data with  $d \geq 0,8$  should be considered practically significant, since it is the result of a difference having an equal or large effect.

The researcher attempted to determine whether a practically significant difference in average values of constructs exists for the following age groups - between the group 40-60 year old in contrast to the group 18-39 year old (refer Table 4.19 – Table 4.23).

The differences will be discussed as follows:

**Table 4.19: The differences between the responses of age groups, ages 40-60 as a group and ages 18-39 as a group on managerial skills as a construct**

CONSTRUCT	n	GROUP	MEAN (X)	STANDARD DEVIATION (SD)	d - VALUE
Managerial skills as part of the training of traffic officers at local level	5	Age Group (40-60)	3.58	0.05	0.40
	25	Age group 18-39	3.39	0.57	

In this case, Table 4.19, there is a small to medium effect size ( $d=0,40$ ) between the responses of younger traffic officers (18-39 years of age) and older traffic officers (40-60 years of age) on the extent to which managerial skills should receive attention during the training of traffic officers.

This means that the younger group and the older group might differ of opinion with regard to the extent to which managerial skills should receive attention during the training of traffic officers. The older group seems to agree more about the importance of managerial skills as part of the training of traffic officers at local level.

**Table 4.20: The differences between the responses of age groups, ages 40-60 as a group and ages 18-39 as a group on social skills as a construct.**

CONSTRUCT	n	GROUP	MEAN (X)	STANDARD DEVIATION (SD)	d - VALUE
Social skills	5	Age Group (40-60)	3.30	0.10	0.10
	25	Age Group (18-39)	3.25	0.50	

In this case, Table 4.20, there is a small effect size ( $d=0,10$ ) between the responses of younger traffic officers (18-39 years of age) and older traffic officers (40-60 years of age), on the extent to which social skills should receive attention during the training of traffic officers. This means that the younger group and the older group do not differ in practice about their opinion with regard to the extent to which social skills should receive attention during the training of traffic officers. There is therefore no practically significant difference between the two groups on the extent to which social skills should receive attention during the training of traffic officers.

**TABLE 4.21: The differences between the responses of the age groups, ages 40-60 as a group and ages 18-39 as a group on methods of training as a construct**

CONSTRUCT	n	GROUP	MEAN (X)	STANDARD DEVIATION (SD)	d - VALUE
Methods of training	5	Age Group (40-60)	3.60	0.22	0.21
	25	Age Group (18-39)	3.49	0.53	

In this case, Table 4.21, there is a small effect size ( $d=0,21$ ) between the responses of younger traffic officers (18-39 years of age) and older traffic officers (40-60 years of age), on the extent to which methods of training should receive attention during the training of traffic officers. This means that the younger group and the older group do not differ in practice about their opinion with regard to the extent to which methods of training should receive attention during the training of traffic officers. There is therefore no practically significant difference between the two groups on the extent to which methods of training should receive attention during the training of traffic officers.

**Table 4.22: The differences between the responses of age groups, ages 40-60 as a group and ages 18-39 as a group on law enforcement as a construct.**

CONSTRUCT	n	GROUP	MEAN (X)	STANDARD DEVIATION (SD)	d - VALUE
Law enforcement	5	Age Group (40-60)	3.46	0.36	0.23
	25	Age Group (18-39)	3.44	0.52	

In this case, Table 4.22, there is a small effect size ( $d=0,23$ ) between the responses of younger traffic officers (18-39 years of age) and older traffic officers (40-60 years of age), on the extent to which law enforcement should receive attention during training of traffic officers. This means that the younger group and the older group do not differ about their opinion with regard to the extent to which law enforcement should receive attention during the training of traffic officers. There is therefore no practically significant difference between the two groups on the extent to which law enforcement should receive attention during the training of traffic officers.

**TABLE 4.23: The differences between the responses of age groups, ages 40-60 as a group and ages 18-39 as a group on in-service training as a construct.**

CONSTRUCT	n	GROUP	MEAN (X)	STANDARD DEVIATION (SD)	d - VALUE
In-service training	5	Age Group (40-60)	1.16	0.09	0.46
	25	Age Group (18-39)	1.99	0.93	

In this case, Table 4.23, there is a medium effect size ( $d=0.46$ ) between the responses of younger traffic officers (18-39 years of age) and older traffic officers (40-60 years of age), on the extent to which in-service training should receive attention during the training of traffic officers. This means that the younger group and the older group might differ of opinion with regard to the extent to which in-service training should receive attention during training of traffic officers. The younger group seems to agree more about in-service training and that it should receive attention during the training of traffic officers.

It was evident that all the d-values regarding the five constructs had been small to medium size – therefore the researcher furthermore wanted to look into specific questions in relation to the questionnaire.

## **4.9 INTERPRETATION OF RESULTS DUE TO EFFECT SIZES**

### **4.9.1 Introduction**

It ought to be noted that the target population was the entire population of traffic officers in the Potchefstroom Traffic Department and that respondents were not selected randomly in any event in relation to the questionnaires.

The focus now, regarding effect sizes, will only be on medium and large d-values, in relation to two age groups and two differently ranked groups of traffic officers. The age variable was divided into two groups, as follows: Group 1 (25 respondents) formed part of the age group 18–39 years, and Group 2 (five respondents) formed part of the age group 40–60 years

It is clear from the five constructs above with their small effect sizes between the responses of the older and the younger traffic officers that there are no differences of real significance between the two groups in relation to the constructs.

#### **4.9.2 Effect size in relation to age**

In the following Table, namely 4.24, the researcher wished to determine what the responses of the two age groups had been in relation to individual questions as they formed part of constructs and to determine any practical significant differences in the opinions between the older group and the younger group in relation to the only two constructs to follow where effect sizes were from medium to large effect. These two constructs were those dealing with managerial skills and in-service training.

**Table 4.24: Effect size in relation to age**

Construct	n	Group	Mean	Std	Questions	Effect size (d)
<b>Managerial skills</b>						
	25	1	3.04	1.10	B 7.7	.69 Medium
	5	2	3.80	0.45		
	25	1	3.44	0.82	B 8.3	.68 Medium
	5	2	4.00	0.00		
	25	1	3.44	0.71	B 8.10	.51 Medium
	5	2	3.80	0.45		
<b>In-service training</b>						
	25	1	2.24	1.27	C 13.1	.98 Large
	5	2	1.00	0.00		
	25	1	1.92	1.12	C 13.2	.83 Large
	5	2	1.00	0.00		
	25	1	1084	1.11	C 13.3	.76 Medium
	5	2	1.00	0.00		
	25	1	2.04	1.21	C 13.4	.86 Large
	5	2	1.00	0.00		
	25	1	1.96	1.17	C 13.5	.82 Large
	5	2	1.00	0.00		
	25	1	1.88	1.05	C 13.6	.84 Large
	5	2	1.00	0.00		
	25	1	1.88	0.97	C 13.7	.80 Large
	5	2	1.20	0.45		
	25	1	2.16	1.11	C 13.8	.51 Medium
	5	2	1.60	0.55		
	25	1	1.72	0.94	C 13.9	.80 Large
	5	2	1.00	0.00		
	25	1	2.28	0.89	C 13.10	.54 Medium
	5	2	1.80	0.45		

No attention was paid to small effect sizes. Only medium and large significant effect sizes were focused on during the following interpretations because of the fact that the researcher was able to more practically interpret differences between the two groups mentioned prior to Table 4.24.

**4.9.2.1 Interpretation of two constructs that were identified in relation to d-values. In other words differences between item questions that had formed part of the two constructs to follow**

- **Item questions related to the Construct: Managerial skills**

**4.9.3 SECTION B: Identifying training needs of traffic officers in the Potchefstroom district**

**4.9.3.1 Question 7.7: Cooperation with National Department of Transport in relation to the local traffic department**

The effect size  $d$  was 0.69, as viewed in Table 4.24. This medium effect size indicates that the difference between the two groups had been practically significant in the sense that the older group indicated that they wanted to have less contact with their national counterparts than their younger colleagues.

**4.9.3.2 Question 8.3: Performance of basic supervisory skills**

The effect size  $d$  was 0.68, as viewed in Table 4.24. This medium effect size indicates that the difference between the two groups had been significant in the sense that the older group indicated that they wanted to receive more training at local level on how to perform supervisory duties, than their younger colleagues.

**4.9.3.3 Question 8.10: Apply time management**

The effect size  $d$  was 0.51, as viewed in Table 4.24. This medium effect size indicates that the difference between the two groups had been significant in the sense that the older group indicated that they wanted training at local level to be focused on how to apply time management, more than their younger colleagues.

- **Item questions related to the Construct: In-service training**

#### **4.9.4 SECTION C: Addressing training needs and shortcomings of traffic officers in the Potchefstroom district**

##### **4.9.4.1 Question 13: To what extent have the following needs been addressed during your in-service training at local level?**

###### **4.9.4.1.1 Question 13.1: Communicate with other people (refer to 2.8.11 and 2.8.3).**

The difference between Group 1's mean of 2.24 and Group 2's mean of 1.00 (the effect size  $d$  was 0.98) as viewed in Table 4.24: This large effect size indicates that the difference between the two groups had been rather significant.

As a result of the fact that Group 1's mean was larger than Group 2's, it was clear that Group 1 rated the value of the issue at hand to a larger extent. Group 1 respondents were of opinion that their in-service training in this regard really neglected the development of their skills to communicate with other people. In contrast, Group 2 respondents differed from Group 1 in the sense that they were of opinion that they received sufficient training in this regard at local level.

According to the means it is determined that the older group of respondents, i.e. Group 2, have over time seen and experienced more development to communicate with other people and that they probably think they know enough, whereas Group 1 respondents lack experience or perhaps a larger degree of willingness to be exposed to this type of training.

###### **4.9.4.1.2 Question 13.2: Make decisions (refer to 2.8.13 and 3.4.4.3).**

The difference between Group 1's mean of 1.92 and Group 2's mean of 1.00 (the effect size  $d$  was 0.83): This large effect size clearly portrays that the differences between Group 1 and Group 2 had been practically significant.

Group 1's mean was larger than Group 2's, therefore Group 1 rated the value of the issue at hand to a larger extent. Group 1 respondents were of opinion that their in-service training in this regard neglected the development of their skills in making decisions. Group 2, on the other hand, indicated that they were of opinion that they received sufficient training in this regard at local level.

Group 1 who have had far less exposure to decision-making situations while performing their daily tasks clearly indicated in their responses that they had seen little or almost no training in this regard. They were possibly thinking of days in future when they would be expected to make decisions regarding daily work-related tasks and their fellow colleagues who might then be their subordinates.

Group 2 (the older group by age), on the other hand, thought that they had been exposed to sufficient training in this regard – one might even assume that they are a little selfish in this regard.

#### **4.9.4.1.3 Question 13.3: Perform basic supervising skills** (refer to 2.8.5).

The effect size  $d$  was 0.76, as viewed in Table 4.24. This medium effect size indicates that the difference between the two groups had been practically significant in the sense that the older group indicated that they wanted to have less contact with performing basic supervising skills than their younger colleagues.

#### **4.9.4.1.4 Question 13.4: Assist in team building** (refer to 2.9.1.1 and 3.3.2.2).

The difference between Group 1 (2.04) and Group 2 (1.00) indicated an effect size of 0.86. This large effect size indicates that the difference between the two groups had been practically significant.

Owing to the fact that Group 1's mean was larger than Group 2's, it was clear that Group 1 rated the value of the issue at hand to a larger extent than Group 2. Group 1 were of opinion that their in-service training at local level neglected the development of their skills to assist in team building. Group 2, on the other hand, thought that they received sufficient training in this regard at local level.

An effect size of 0.86 in this regard clearly indicates that the younger group of respondents, Group 1, are clearly of opinion that this issue is not addressed too well during their in-service training at local level. It could be deduced that they may even want to indicate that they are very often not even part of team building processes, and that they would possibly be part of a more collective approach in this regard.

Group 2 (older respondents), who may be the ones who normally draft teams and who may possibly not even consider inputs by the younger traffic officers, did not really consider team building as a point to be dwelt upon.

#### **4.9.4.1.5 Question 13.5: Improve productivity methods** (refer to 2.9.1.2 and 3.3.2.2).

With reference to Table 4.24, it is indicated that the difference between Group 1's mean of 1.96 and Group 2's mean of 1.00 (the effect size  $d$  was 0.82): This large effect size is indicative of a strong difference between the two groups of respondents.

Group 1 clearly were of opinion that the issue of training them to improve their productivity skills during local training sessions was neglected. This may also perhaps imply that they are well aware of the fact that their productivity is not up to scratch and that they would be more than willing to be exposed to training in this regard on a regular basis.

The respondents in Group 2, on the other hand, being older and more experienced, have over time "developed" the ability as individuals to be more productive in relation to their daily tasks and assignments – which may be an explanation why they were not of opinion that they needed more training in this regard.

#### **4.9.4.1.6 Question 13.6: Improve human behaviour skills** (refer to 3.3.2.2).

The difference between Group 1's mean of 1.88 and Group 2's mean of 1.00 (the effect size indicates that the difference between the two groups of respondents had been rather significant to a large extent).

One may assume that Group 1 respondents, being the younger traffic officers, indicated that they were considering the issue of training to improve their human behaviour skills that were neglected during their local training sessions to be of concern to them - possibly this is an outcry on their part to improve this so badly needed skill, possibly an indication that they felt that interpersonal relationships among their own corps and even with members of public needed attention when they were trained.

Group 2, on the contrary, might be thought of as "old dogs not wanting to be taught new tricks" – possibly a culture of human behaviour skills they picked up from their predecessors that might at large not have been conducive to acceptable and decent treatment of subordinate traffic officers and even occasionally the members of public.

#### **4.9.4.1.7 Question 13.7: Assist with employee appraisals (refer to 2.9.2.4).**

The difference between Group 1's mean of 1.88 and Group 2's mean of 1.20, the effect size  $d$  was 0.80: This large effect size clearly indicates that the difference between the respondents of Group 1 and Group 2 in relation to the issue at hand is practically significant to be of concern yet again to the respondents of Group 1 much more than those in Group 2.

Group 1 respondents may possibly want to be exposed to training at local level on how they may assist management in their corps when one talks about employee appraisals. This group may perhaps be of opinion that they themselves will be able to be more productive when performing their daily tasks if they had been part of decision-making processes in collaboration with management, rather than to merely be part of their plan, instead of being part of our plan.

Group 2 respondents (older group) may possibly feel that inexperience on the part of Group 1 is really not needed when appraisals of traffic officers are done. To Group 2, appraisals are simply another paperwork trail – something that is part of their duties assigned by city council via the Human Relations department and Labour Relations.

#### **4.9.4.1.8 Question 13.8: Assist with general office procedures**

(refer to 2.9.3.3).

The effect size  $d$  was 0.51, as viewed in Table 4.24. This medium effect size indicates that the difference between the two groups had been practically significant in the sense that the older group indicated that they wanted to have less contact in assisting with general office procedure than their younger colleagues.

#### **4.9.4.1.9 Question 13.9: Deal with stress management**

(refer to 2.11.1.14 and 3.3.2.2).

In reference to Table 4.18, the difference between Group 1's mean of 1.72 and Group 2's mean of 1.00, the large effect size of 0.80 in this instance definitely points to a strong difference in the respondents' consideration of this issue at hand.

Group 1 respondents clearly were of opinion that training in relation to their dealing with stress management was a need and a shortcoming they identified during their training sessions at local level. It may possibly be an indication among Group 1 respondents that, seen from the point of a fast changing transport environment, more and more demands by both their superior officers and city council as well as the demands of their own private lives, members of public and the media, they are exposed to a vast amount of stress. This may perhaps be an early warning to their trainers at local level to sincerely and honestly recognise this identified shortcoming among their fellow colleagues and also to take pro-active measures in this regard to help the younger generation of traffic officers in dealing with stress management.

Group 2 (older respondents) possibly considered stress management training to be of lesser importance and perhaps not even a shortcoming during training interventions at local level.

#### **4.9.4.1.10 Question 13.10: Apply time management**

(refer to 2.9.3.10, 2.9.4.2 and 3.3.2.2).

The effect size  $d$  was 0.54, as viewed in Table 4.24. This medium effect size indicates that the difference between the two groups had been practically significant in the sense that the older group indicated that they wanted to have less contact with applying time management than their younger colleagues.

#### **4.10 CONCLUSION**

At this stage it was clear to the researcher that his research objectives had been supported by his questionnaire responses as had been proposed in his research aims (refer to Chapter 1.1.4 up to Chapter 1.4.4).

It was evident that training at local level in the Potchefstroom district is regarded as a high priority issue among a vast majority of the responding traffic officers.

To be mentioned in conclusion is that the entire population of traffic officers had been involved in the research questionnaire and that all 30 of them had clearly indicated the need for training at local level to focus on identified shortcomings that will be addressed more extensively in the following chapter.

The following chapter will be devoted to findings that were identified during the research and the resulting recommendations based on those findings.

## **CHAPTER 5**

### **5. FINDINGS, CONCLUSIONS, SHORTCOMINGS, LIMITATIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The problem underlying the research was clarified in Chapter 1. The rationale and problem statement were posed (refer 1.2) and the research aims were formulated in accordance therewith (refer 1.4). The research plan was then explained and the basic points of departure and terminology to be focused on were subsequently introduced.

The nature of training in relation to the current situation versus the desired situation was described in Chapter 2 to a large extent, based on an extensive literature study. Thereafter a number of priorities of importance were identified in tandem with the causes of performance problems and opportunities when one talks about training in general.

Chapter 3 was used to focus on training needs and the training environment of traffic officers, in accordance with yet another literature study. Terminology was also dealt with, as noted in the first paragraph of this introduction.

Chapter 4 focused on the empirical research. The implementation of the questionnaire was discussed and the results were addressed. The results of the questionnaire were, when applicably brought in line with the determinants affecting the training needs of traffic officers in the Potchefstroom district.

The rest of this chapter will be devoted to conclusions that were drawn during the research and to the resulting recommendations based on the findings.

## **5.2 FINDINGS AND CONCLUSIONS FROM THE LITERATURE STUDY IN RELATION TO AIM 1**

To determine by means of a literature study, the characteristics and scope of training means.

The findings and conclusions are linked to the aims of this research (refer to Chapter 1.4.1).

- Training needs analysis needed to compare the current situation versus the desired situation in the local traffic department as a workplace environment (refer to 2.1.1).
- Identifying the causes of performance problems among traffic officers (refer to 2.1.1).
- The speed of change in the workplace in this time and age requires attention to ensure that traffic officers at local level are keeping abreast with other professions (refer to 2.2.8).
- Emphasis on individual learning and gender differences has to really be considered burning issues of importance to contribute to a more representative profession which has for so long been male dominated (refer to 2.2.9).
- The lack of clarity concerning who should focus on training has to be critically scrutinised in the local traffic officer environment (refer to 2.3.2).
- That trainers have a moral imperative, which implies that they need to develop the skills of those employees who welcome further training (refer to 2.4.4).
- Gender and individual differences differ from one organisation to another when training is at stake (refer to 2.2.9).
- Age is surely an issue when further training is considered with perhaps more focus on the younger generation of traffic officers who are really crying out for further training (refer to 2.3.7).
- Professional and academic qualifications are determinants that are crucially sought after by mainly the younger age group of traffic officers (refer to 3.3.4.1).
- Current ranks held by traffic officers are indicative of the need for further training to be considered so that future promotions of traffic officers and personal competence levels will be a consideration by the local traffic department (refer to 3.3.2.2 and 3.4.1).

- Training, when conducted, has to focus on identified training needs to ensure that education, training and development will not merely be buzz words in the local traffic department, having a pleasant ring to them instead of being a necessity (refer to 2.3, 2.4, 2.5 and 2.6).

### **5.3 FINDINGS AND CONCLUSIONS IN RELATION TO AIM 2**

To determine the training needs among traffic officers in the Potchefstroom district.

#### **5.3.1 Questionnaire: Questions 7 – 10 (26 items)**

##### **5.3.1.1 Question 7.1: Coordination of traffic officer work regarding daily performance (refer to 2.7.1 and 3.4.2.12.2).**

- It was seemingly felt by respondents that coordination of daily tasks had to receive attention during local training sessions.
- Respondents overwhelmingly want training at local level to focus on this aspect, which may possibly lie at the root of daily friction among traffic officers between the lower ranks and management.

##### **5.3.1.2 Question 7.2: Professional training of traffic officers (refer to 2.7.2).**

- Respondents indicated at a rate of 85% that they needed more training at local level in their professional training issues.
- Professionalism is clearly sought after by local traffic officers in their daily contact with all members of the corps, management and members of public.
- It may be a sincere need among traffic officers at local level – they are regularly instructed by higher ranks to be professional, but on the contrary, they are perhaps never professionally trained to be so-called professionals.

**5.3.1.3 Question 7.3: Practical guidance from seniors (refer to 2.7.3).**

- Younger traffic officers place high value on the guidance from more experienced senior staff.
- Younger staff members clearly need the inputs and practical guidance on practical problems encountered on a daily basis, which they possibly consider their older colleagues had over time been exposed to.

**5.3.1.4 Question 7.4: Clear orders regarding what to do when performing your duties (refer to 2.7.4).**

- A need for further training exists on how to provide clear orders when traffic officers are expected to perform their duties.
- It may be an indication that clear orders are not all that clear as to what has to be done on a daily basis when traffic officers are performing their duties.
- It is evident that traffic officers at local level realise the problem of training in this regard. The younger respondents may possibly feel that training in this regard may diminish or curb unnecessary problems that arise while they are performing their duties.

**5.3.1.5 Question 7.5: Maintenance of discipline in the traffic department (refer to 2.8.5).**

- It was evident that discipline and the maintenance thereof are regarded as an issue to be addressed during local training.
- The urgency of discipline within the corps of traffic officers and the maintenance of it needs to be an aspect to be addressed on a regular basis.

#### **5.3.1.6 Question 7.6: Cooperation among traffic officers**

(refer to 2.8.3).

- Cooperation, in this instance, is closely related to the ability to work together as a team.
- Individuality has to be side-lined. Training on how to work together as a team is needed and not simply to be taken for granted.
- Training in this regard is compulsory – traffic officers, as is the case in any profession, need to be trained on how cooperation can be achieved, what to avoid as team members and what to strive after as a team.

#### **5.3.1.7 Question 7.7: Cooperation with National Department of Transport in relation to the traffic department (refer to 2.8.6).**

- The National Department of Transport still has an impact on traffic departments at local level – even in the Potchefstroom district.
- Respondents realise that executive powers are still delegated to local traffic departments.
- Training on how a local traffic department and the national “big brother” can cooperate better is needed, according to respondents.

#### **5.3.1.8 Question 8.1: Communicate with other people (refer to 2.8.11).**

- Communication skills among traffic officers at local level, be it among their own ranks or members of public, need to be addressed during in-service training.
- Clearly there is a need for improved communication among traffic officers. Training at local level might result in an improved level of communication and even an increase in performance levels among traffic personnel.

**5.3.1.9 Question 8.2: Make decisions** (refer to 2.8.13).

- Traffic officers desire training in this regard to a large extent.
- The researcher could clearly see the message of “we want to be part of decision making”.
- Respondents want to make collective inputs, so that they will be able to say “our plan” instead of “their plan”.

**5.3.1.10 Question 8.3: Perform basic supervisory skills** (refer to 2.8.16).

- Training is needed in this instance at local level.
- Traffic officers, who are thinking of a career path and possibly promotion, realise that they currently need training in supervisory skills.
- Training in the performance of basic supervisory skills has to acquaint traffic officers with the manner in which to deal with such situations one day, perhaps sooner than later.

**5.3.1.11 Question 8.4: Assist in team building** (refer to 2.9.1).

- Team building is a buzzword among most professional people nationally and internationally.
- Respondents are in agreement that they want to be trained in how to build competent and strong teams at local level.
- There is a realisation among traffic personnel that team building is crucial and should not be ignored.

**5.3.1.12 Question 8.5: Improve productivity** (refer to 2.9.2).

- More than 80% of the respondents agreed that training in this regard was of the essence.
- Traffic officers are aware that there are methods to improve their individual and group productivity.

- Training among respondents in improving on current productivity is sought after.
- It is indeed a training need to be looked into rather soon and also to be focused upon regularly.

**5.3.1.13 Question 8.6: Improve human behaviour skills** (refer to 2.9.2.2).

- A resounding indication was detected that respondents wanted to see training at local level in improving their own human behaviour skills.
- Respondents are willing to be trained and are willing to be exposed to perhaps performing a personal assessment on what aspects might be annoying to others and to remedy by conforming to change and improvement of their own behavioural skills.

**5.3.1.14 Question 8.7: Assist with employee appraisals** (refer to 2.9.2.3).

- The indication was clear that traffic officers were of opinion that they wished to be exposed to training in this regard.
- Assistance with employee appraisals requires training in the methodology and procedures to be applied.
- Training in this regard is required to acquire the skills in assisting management.

**5.3.1.15 Question 8.8: Assist with general office procedures**

(refer to 2.9.3.3).

- Respondents want to be trained in this regard, perhaps to be more versatile and multi-skilled.
- Being mainly involved with law enforcement activities only on a daily basis stimulates interest in other activities in the local traffic department that may be of interest to traffic officers.

**5.3.1.16 Question 8.9: Deal with stress management** (refer to 2.9.3.7).

- Training in this regard is seen as a much needed and very topical issue among traffic officers.
- The demands of on the job performance, the interaction with colleagues, the interaction with members of the public the possible demanding situations at home requires stress management skills and dealing with conflict management training on a regular basis.

**5.3.1.17 Question 8.10: Apply time management** (refer to 2.9.3.10 and 2.9.4.2).

- Training in this instance is also required.
- Respondents indicated that they acknowledged this aspect to be at fault and they possibly feel that further training in coping is required at local level.
- Smooth operations on a daily basis when performing daily duties is not to be taken for granted – experience and training by older traffic officers may be beneficial to the younger generation of officers.

**5.3.1.18 Question 9.1: Law enforcement** (refer to 3.4.2.4.1, 3.4.2.4.2, 3.4.2.4.5, 3.4.2.4.7, Table 3.1 and 3.4.2.4.1).

- More than 90% of the respondents indicated that this aspect should form part of their daily work experience, to a large extent.
- Law enforcement is without doubt the number one duty to be performed by a traffic officer.
- If fewer traffic officers indicated this aspect to be a priority, one could have felt something was seriously wrong in the local traffic department.

**5.3.1.19 Question 9.2: Dealing with drivers of vehicles** (refer to 3.4.2.4.4 and Table 3.1).

- Dealing with motorists and mobilised road traffic make up the lion's share of traffic officers' daily work at local level.
- The assumption may be made that further training in this regard should never be neglected during training interventions at local level.

**5.3.1.20 Questions 9.3: Dealing with pedestrians** (refer to 3.4.2.4.4 and 3.2.2.1).

- Close contact between traffic officers and pedestrians on a daily basis during the performance of their task is most definitely not experienced to a large extent.
- Further training at local level ought to be focusing on the interaction between traffic officers and pedestrians, given that so many pedestrians constitute road related deaths in the Potchefstroom district.

**5.3.1.21 Question 9.4: Dealing with cyclists** (refer to 3.4.2.4.4 and 3.2.9).

- This is clearly not high on the priority list among traffic officers while performing their daily tasks.
- Further training at local level to a reasonable extent has to be considered, however, in view of the fact that Potchefstroom is one of the few cities in South Africa to have started separate demarcated service lanes and Traffic signage for cyclist traffic.

**5.3.1.22 Question 9.5: Every day has its own challenges** (refer to 3.4.2.4.4).

- More than 66% of the respondents indicated that this statement was true of their daily tasks performed at local level on a daily basis.
- Monotony most certainly is not the order of the day when traffic officers are performing their duties at local level on a daily basis.

**5.3.1.23 Question 10.1: Lectures** (refer to 2.9.7.5).

- Lecturing is not found to be the favourite method/medium of training at local level.
- Perhaps respondents have become rather fed up with this “ancient” or let’s rather say hackneyed method or medium of training at local level.
- Note has to be taken of considering a combination of different training options in relation to the method/medium of instruction.

**5.3.1.24 Question 10.2: Conversations** (refer to 2.9.7.5).

- This informal method/medium, when one talks about training presentation, was favoured by more respondents.
- This type of instruction, when one considers training, perhaps needs to be put to use more regularly.

**5.3.1.25 Question 10.3: Group work** (refer to 2.9.7.7).

- Seventy percent of the respondents preferred this method/medium of instruction during training sessions at local level.
- Group work is currently preferred by most employees when new skills are to be acquired or learning material has to be dealt with, not only in Potchefstroom but in most workplaces nationally and internationally.

**5.3.1.26 Question 10.4: A combination of all three methods mentioned above**  
(refer to 2.9.7.5).

- Variety is the spice of life, in the sense that more than 86% of the respondents indicated that they preferred training at local level to incorporate a combination of different methods of presenting training materials to them.
- Passive learning, without collective participation by traffic officers during training at local level preferably has to be avoided.

## **5.4 FINDINGS AND CONCLUSIONS IN RELATION TO AIM 3**

To ascertain whether training needs and identified shortcomings are addressed along the course of in-service training among traffic officers in the Potchefstroom district.

### **5.4.1 Questionnaire: Questions 11 -15 (14 items)**

#### **5.4.1.1 Question 11: Did the in-service training presented to you at local level address all your work-related needs? (Refer to 2.9.7.14 and 3.2.6.)**

- A resounding 83,33% of the respondents reacted to this open-ended question that training at local level did not address their work-related needs.
- An alarming response indeed! The question immediately comes to mind: "What does the training at local level then really focus on?"
- Is training at local level just "a nice to have" or is it simply performed because it has been prescribed by some work place policy?"
- Why are the few opportunities in relation to training at local level not used in a fruitful and constructive manner, also springs to mind?

#### **5.4.1.2 Question 12: To what extent has the in-service training presented to you at local level addressed your work-related needs and shortcomings? (Refer to 2.9.2.4.)**

- Just over 56% of the respondents indicated that local training interventions had been addressing their work-related needs and shortcomings to a reasonable extent.
- Indeed not a satisfactory situation, may be concluded, is a personal conviction.

#### **5.4.1.3 Question 13.1: To what extent has communication with other people been addressed during your in-service training? (Refer to 2.8.11 and 2.8.3.)**

- Fifty percent of the respondents were rather negative in their perception when they indicated that no training whatsoever focused on this issue at local level.
- If this response is brought into perspective; does this neglected aspect of training not perhaps lie at the root of many other problems encountered in the local traffic department?

**5.4.1.4 Question 13.2: To what extent has making decisions as a training need been addressed during your in-service training at local level?**

(Refer to 2.6.7, 2.11.2.8 and 3.4.4.3.)

- It was clear that more than 56% of the respondents indicated that no training at all at local level had occurred on this very important aspect.
- One may just wonder how this large number of respondents will in future be able to make noteworthy inputs if not trained in decision-making principles and factors related to this very important aspect of managerial positions they may hold when one considers their career paths a decade from now.

**5.4.1.5 Question 13.3: To what extent has performing basic supervisory skills as a training need been addressed during your in-service training at local level?** (Refer to 2.8.5.)

- More than 63% of the responding traffic officers indicated that they had not been exposed to such training at local level.
- This question, interconnected with the previous question, clearly sends the same message – no exposure currently may have undesired consequences some time in the future.

**5.4.1.6 Question 13.4: To what extent has assisting in team building as a training need been addressed during your in-service training at local level?**

(Refer to 2.9.1.1 and 3.3.2.2.)

- With 60% of the traffic officers admitting that they have not had any training in this regard at local level, one shudders in disbelief that this is the order of the day.
- Team building may be one of the cornerstones in any organisation to guarantee perhaps contented employees and a work place environment conducive to a higher degree of performance and output.

**5.4.1.7 Question 13.5: To what extent has improving productivity methods as a training need been addressed during your in-service training at local level? (Refer to 2.9.1.2 and 3.3.2.2.)**

- According to sixty percent of the responding traffic officers, this issue has not been addressed at all during their training at local level.
- Taken into consideration a fast changing world and the escalating amount of knowledge surrounding us, this aspect of training needs undoubtedly has to receive speedy attention.

**5.4.1.8 Question 13.6: To what extent has improving human behaviour skills as a training need been addressed during your in-service training at local level? (Refer to 2.9.2.2 and 3.3.2.2.)**

- Yet again it was found that 60% of the respondents indicated no training at all at local level in this regard.
- No person is perfect ... it is a personal opinion that further training on human behaviour skills may be beneficial to everybody with whom these traffic officers may come into contact.

**5.4.1.9 Question 13.7: To what extent has assisting with employee appraisals as a training need been addressed during your in-service training at local level? (Refer to 2.9.2.4.)**

- Fifty percent of the respondents had not been exposed to "buddy rating" as it is called in contemporary English.
- It may be a wonderful method/procedure to learn from the mistakes of others when one is trained properly on how these appraisals of colleagues, firstly objectively and secondly professionally.

**5.4.1.10 Question 13.8: To what extent has assisting with general office procedures as a training need been addressed during your in-service training at local level? (Refer to 2.9.3.3.)**

- More than seventy percent of the respondents had not really been involved with training that focused on this rather important segment of their daily tasks.
- One may be a little concerned that this aspect, namely administration and documentation being part of proper and effective official performance, is clearly a need among traffic officers at local level that has to be addressed during in-service training sessions.

**5.4.1.11 Question 13.9: To what extent has dealing with stress management as a training need been addressed during your in-service training at local level? (Refer to 2.9.3.7, 2.11.1.14, 2.11.1.15 and 3.3.2.2.)**

- Clearly, this very important aspect of daily performance in the workplace has not been regarded as important enough to be addressed during training interventions at local level.
- If stress is not managed appropriately in any workplace, the ugly consequence of uncontrolled conflict may rear its head and might result in unwanted friction among employees, and in this case, even when dealing with members of public is encountered on a daily basis.

**5.4.1.12 Question 13.10: To what extent has applying time management as a training need been addressed during your in-service training at local level (refer to 2.9.3.10 and 2.9.4.2).**

- This aspect directly relates to the item preceding it. If a traffic officer is not appropriately trained in properly managing the time available, every single day of his/her life as a private person or as a person in uniform – it will have a direct influence on stress levels rising.

- It is a personal view of the researcher that the inability of a large number of people to apply proper time management in their personal and professional capacity may be one of the main reasons why stress and conflict in workplaces are so unnecessary. Training in this regard will defuse many unwanted situations directly related to “One does not have enough hours in a day to do what is expected of one”.

**5.4.1.13 Question 14: Do you think that, for you as an individual, your personal training needs are dealt with appropriately during in-service training at local level? (Refer to 2.11.1.8, 2.12.7, 3.4.2.2.4 and 3.4.3.4.)**

- In response to this open-ended question, seventy percent of the participating traffic officers noted that they were of opinion that their individual and personal training needs had not been dealt with appropriately at local level.
- This is serious. An in-depth survey among these traffic officers is needed to determine how this current situation can be completely changed for the better.

**5.4.1.14 Question 15: How often has your personal training, meaning for you as an individual traffic officer, been addressed during in-service training presented to you so far? (Refer to 2.11.1.8 and 2.11.1.26.)**

- It really is a deplorable situation that over eighty six percent of the respondents indicated that their personal training had only been addressed from not at all to twice a year.
- With only 30 traffic officers involved in the Potchefstroom district, one can honestly say that this aspect of training really ought to receive more attention and most important, on a regular basis.

## **5.5 FINDINGS AND CONCLUSIONS IN RELATION TO AIM 4**

To determine whether additional training gaps related to human skills might exist at local level.

### **5.5.1 Questionnaire: Questions 16 – 20 (five items)**

#### **5.5.1.1 Question 16: To what extent are you of opinion that your in-service training at local level addressed your own personality issues?**

(Refer to 2.12.7.)

- It was clear that this issue is not dealt with properly at local level during training interventions.
- One realises that unless personality issues are identified (those that negatively impact on other employees in the organisation) and addressed during in-service training, irritating personality traits may eventually perhaps lead to unwanted stress and conflict among co-workers.
- In the same breath, noteworthy personality issues when identified (those that have a pleasing effect on other employees in the organisation) ought to be noted and incorporated during in-service training sessions, so as to reinforce such good personality traits and also to let traffic officers adopt these good traits as part of their own personalities.

#### **5.5.1.2 Question 17: To what extent are you of opinion that your in-service training at local level addresses the personality issues of members of public that you deal with daily? (Refer to 3.4.2.7.1.)**

- Too many respondents, more than forty percent, had not been exposed to this rather important aspect during their training at local level.
- Traffic officers ought to be aware of what to expect in their daily contact with members of public and how they should approach certain individuals displaying certain personality traits when they are encountered during especially law-enforcement interactions.

**5.5.1.3 Question 18: To what extent do you want in-service training at local level to focus on identifying problems regarding your own personality? (Refer to 2.11.2.6 and 2.11.2.7.)**

- Responses in this regard were actually a little disturbing. More than sixty percent of the respondents did not want to be trained in their own identified or others' identified personality problems.
- An awareness that being able to identify problems regarding one's own personality, and being trained in dealing with it in an adult, professional and objective manner may possibly result in more good behaviour than unacceptable behaviours among traffic officers.

**5.5.1.4 Question 19: To what extent would you want in-service training at local level to focus on how to deal with stress during the performance of your daily task as a traffic officer? (Refer to 2.11.1.21, and 3.3.2.2.)**

- It was noted with great contentment that over eighty six percent of the respondents indicated that they were of opinion that training at local level should focus on this aspect to a large extent.
- Stress in the workplace that is not properly managed may lead to "unhealthy" conflict in the organisation as well as with family members and members of public at a moment when it may even end in disaster.

**5.5.1.5 Question 20: To what extent would you want in-service training at local level to focus on cultural differences in the community during the performance of your daily task? (Refer to 2.11.2.12 and 3.4.2.11.1.)**

- Over seventy percent of the responding traffic officers indicated that they wanted to see training in this regard at local level to be focused on cultural differences in the community.

- Unnecessary stress and conflict situations may, to a large extent, be diminished during the performance of daily tasks performed by traffic officers in the Potchefstroom district if this aspect could be attended to.

## **5.6 FINDINGS AND CONCLUSIONS REGARDING EFFECT SIZES IN RELATION TO AGE (SEVEN ITEMS)**

In this instance, mention will only be made to the seven large effect sizes as seen in Table 4.24 and indicated by \* alongside each effect size (d).

It ought to be mentioned that these seven items will be referred to in a collective manner. Significantly, the two groups, namely Group 1 being the younger respondents and Group 2 the older respondents indicated that they (the older respondents), in all the identified items, had been of opinion that they did not regard the seven items, namely further training regarding communicating with other people, making decisions, assisting in team building, improving productivity methods, improving human behaviour skills, assisting with employee appraisals and dealing with stress management to be of real concern.

The younger respondents (Group 1) differed in all seven mentioned items with their older colleagues in the sense that they clearly thought that further in-service training interventions needed to focus on addressing these aspects at local level.

The differences between the two groups is believed to be rooted in the fact that the older group of respondents are those in more senior positions and that they had been exposed to exactly those seven mentioned aspects over many more years, whilst their younger counterparts are "pleading" for more exposure and training in this regard.

It ought to be mentioned that the situation of training needs among traffic officers in the Potchefstroom district was tested in relation to determinants and empirical data. It seems possible that there really is a need for training at local level to address rather a large number of issues, not only because it sounds right, but due to the fact that further training will most times result in a good return on investment.

## **5.7 SHORTCOMINGS**

- Small population of respondents not representative of provincial and national traffic officer corps.
- Findings of this quantitative survey caused the findings therefore not to be generalised to the whole population of active South African traffic officers.
- The survey was conducted only among traffic officers in an urban environment – traffic officers in rural traffic departments might even have responded totally different to the questionnaires that were used in this study.

## **5.8 RECOMMENDATIONS IN RELATION TO THE TRAINING NEEDS OF TRAFFIC OFFICERS IN THE POTCHEFSTROOM DISTRICT**

In view of the conclusions that were drawn in the literature study and the empirical data, a number of recommendations will be made:

### **5.8.1 Recommendations regarding Aim 1**

In relation to the first aim (refer Chapter 1.4.1), related to the literature study (refer Chapter 2 and Chapter 3), the following recommendations are made:

- The current situation in the workplace of the Potchefstroom Traffic Department has to be analysed in order to determine a needs analysis of what has to be considered when one talks about training at local level, so as to move to a desired level.
- Performance problems among traffic officers at local level have to be addressed during training interventions although training may not always be the only solution.
- Fast changes in this particular workplace under scrutiny have to be dealt with in relation to training trends internationally and nationally.
- Gender and individual differences may not be ignored at local level when training is undertaken.
- Training at local level, when presented, has to focus on identified training needs and not merely be seen among trainers involved as a “nice to have” commodity.

### **5.8.2 Recommendations regarding Aim 2**

In relation to the second aim (refer Chapter 1.4.2), namely to ascertain whether training needs and identified shortcomings are addressed along the course of in-service among traffic officers in the Potchefstroom district, the following recommendations are made:

- A training programme has to be developed so that the determinants to which such a programme should adhere will be realised.
- The training programme needs to be coordinated – integrated within the profession of traffic officers currently in service.
- Learning materials and appropriate documentation at local level must be available and upgraded so that local traffic officers will have more sources of information available for reference and to enhance competence of performance among them.

### **5.8.3 Recommendations regarding Aim 3**

In relation to the third aim (refer Chapter 1.4.3), namely to determine whether additional training shortcomings related to human skills might exist at local level, the following recommendations are made:

- The opportunity has to be created for local traffic officers to be trained formally, intensively, during education, training and development interventions at local level.
- Opportunities must be created for further specialised training at local level.
- A career development route has to be created for local traffic officers, whether as a manager, an administrative officer or a specialist law enforcer.
- There should be more intensive coordination among traffic management and traffic officers in lower ranks so that the first-mentioned group will be able to address the training needs and shortcomings of the latter-mentioned group or outsourced.

#### **5.8.4 Recommendations regarding Aim 4**

In relation to the fourth aim (refer Chapter 1.4.4), namely to determine whether additional training shortcomings related to human skills might exist at local level, the following recommendations are made:

- Provision must be made for the inclusion of the fundamental points of departure in reference to human behaviour, stress management and cultural diversity.
- Traffic officers at local level who are dealing with in-service training among their colleagues should first be exposed to, among others
  - the knowledge and insight of the demands of training, the community and what s/he as a trainer should be aware of when training is at stake;
  - knowledge and insight of the methodology that will ensure effective learning among adult learners;
  - how to create a climate conducive to effective learning;
  - how to motivate trainees towards sustained learning;
  - training skills to be exercised that will contribute to optimal learning;
  - how to evaluate the progress of his/her trainees;
  - how to determine and remedy learning and motivational problems of learners;
  - how to guide and act as a mentor for those in training;
  - how to have an inclination towards research. In his profession, one might think of action research;
  - comprehension of how to control training material.

#### **5.8.5 Recommendations for further research**

- The identification of specific training needs in relation to human relations away from mere law enforcement duties of traffic officers at local level.
- Those trainers of traffic officers at local level ought to be trained on how this type of training should be dealt with.
- That one or more tertiary institutions should be involved with the further training of trainees of traffic officers at local level.
- The probability for specialised training of trainers at local level of traffic departments should be the ideal for future training.

## **5.9 SUMMARY**

In conclusion it is proposed that the training programme in relation to the training needs of traffic officers should, as a point of departure, use some of the aspects of concern that were determined during the course of this study – in all humility of course!

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26 July 2006

Mr Grimbeek

**RESEARCH: TRAINING OF TRAFFIC OFFICERS**

This research is undertaken in direct instruction of the Faculty of Education Sciences, by the Centre for Education in Traffic Safety of the North-West University (Potchefstroom Campus).

You are kindly requested to allow the undersignee of this letter:

J F Pienaar (Researcher)

Head: Centre for Education in Traffic Safety (CENETS)

NWU – Potchefstroom Campus

to conduct the research in your department, among every single traffic officer currently in the service of the Potchefstroom City Council: Potchefstroom Traffic Department.

Upon your consent; the completion of research questionnaires will be done over a number of days on your Departmental premises, as agreed upon between you and the researcher.

Your cooperation in this regard is of the utmost importance. Questionnaires are completed anonymously and will be held in confidentiality.

We thank you for your patience and cooperation in this matter of importance to the community and traffic safety at provincial and national level.

Thanking you in anticipation.

Yours sincerely

Hans Pienaar  
Head: CENETS

**CENTRE FOR EDUCATION IN TRAFFIC SAFETY  
FACULTY OF EDUCATION SCIENCES  
NWU – POTCHEFSTROOM CAMPUS**

**QUESTIONNAIRE: TRAFFIC OFFICERS**

**PURPOSE: THIS QUESTIONNAIRE IS DESIGNED TO GATHER INFORMATION ON:**

- training needs of traffic officers in the Potchefstroom district,
- whether training needs and identified shortcomings are addressed during in-service training sessions in the Potchefstroom district, and
- whether in-service training addresses additional human related training needs in the Potchefstroom district.

**QUESTIONNAIRE NUMBER**

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**SECTION A: Biographical information**

**Note:** Questions 1 – 5 - tick (✓) appropriate box/es.

1.	Gender	
	Male	1
	Female	2
2.	Age	
	18-29	1
	30-39	2
	40-49	3
	50-59	4
	60+	5
3.	Highest school qualification	
	Std 8	1
	Std 10 (or equal)	2
4.	Highest professional- and academic qualifications. (Last two are academic qualifications.) (Select only one.)	
	ITO of SA I	1
	ITO of SA II	2
	ITO of SA III	3
	ITO of SA IV	4
	BA Pol (UNISA)	5
	BTech	6
5.	What is your current rank?	
	Chief Traffic Officer	1
	Ass Chief Officer	2
	Snr Superintendent	3
	Ass Superintendent	4
	Traffic Officer Gr 1	5
	Traffic Officer Gr II	6
	Traffic Officer Gr III	7

1. = Not at all      2. = Small extent      3. = Reasonable extent      4. = Large extent  
 Tick only one box.

6. To what extent are you of opinion that, when training is presented to you at present at local level, it focuses on identified training needs?

1	2	3	4

**SECTION B: Identifying training needs of traffic officers in the Potchefstroom district**

1. = Not at all      2. = Small extent      3. = Reasonable extent      4. = Large extent

7. To what extent are you of opinion that the following items should receive attention during the training of traffic officers?

7.1	Coordination of traffic officer work, regarding daily performance	1	2	3	4
7.2	Professional training of traffic officers	1	2	3	4
7.3	Practical guidance by seniors	1	2	3	4
7.4	Clear orders regarding what to do when performing your duties	1	2	3	4
7.5	Maintenance of discipline in the traffic department	1	2	3	4
7.6	Cooperation among traffic officers	1	2	3	4
7.7	Cooperation with National Department of Transport in relation to the traffic department	1	2	3	4

1. = Not at all      2. = Small extent      3. = Reasonable extent      4. = Large extent

8. To what extent are you of opinion that a traffic officer should receive training in relation to the following during his/her training at local level?

8.1	Communicate with other people	1	2	3	4
8.2	Make decisions	1	2	3	4
8.3	Perform basic supervisory skills	1	2	3	4
8.4	Assist in team building	1	2	3	4
8.5	Improve productivity methods	1	2	3	4
8.6	Improve human behaviour skills	1	2	3	4
8.7	Assist with employee appraisals	1	2	3	4
8.8	Assist with general office procedures	1	2	3	4
8.9	Deal with stress management	1	2	3	4
8.10	Apply time management	1	2	3	4

1. = Not at all      2. = Small extent      3. = Reasonable extent      4. = Large extent

9. To what extent are you of opinion that the following items form part of your daily work experience?

9.1	Law enforcement	1	2	3	4
9.2	Dealing with drivers of vehicles	1	2	3	4
9.3	Dealing with pedestrians	1	2	3	4
9.4	Dealing with cyclists	1	2	3	4
9.5	Every day has its own challenges	1	2	3	4

1. = Not at all      2. = Small extent      3. = Reasonable extent      4. = Large extent

10. To what extent are you of opinion that the following methods/mediums must be used during training sessions at local level?

10.1	Lectures	1	2	3	4
10.2	Conversations	1	2	3	4
10.3	Group work	1	2	3	4
10.4	A combination of all three methods above	1	2	3	4

**SECTION C: Addressing training needs and shortcomings of traffic officers in the Potchefstroom district**

		Yes	No
11.	Did the in-service training presented to you at local level address all your work-related needs? Tick only one box.		

1. = Not at all      2. = Small extent      3. = Reasonable extent      4. = Large extent  
Tick only one box.

12. To what extent has the in-service training presented to you at local level addressed your work-related needs and shortcomings?

1	2	3	4

1. = Not at all      2. = Small extent      3. = Reasonable extent      4. = Large extent

13. To what extent have the following needs been addressed during your in-service training at the local level?

13.1	Communicate with other people	1	2	3	4
13.2	Make decisions	1	2	3	4
13.3	Perform basic supervisory skills	1	2	3	4
13.4	Assist in team building	1	2	3	4
13.5	Improve productivity methods	1	2	3	4
13.6	Improve human behaviour skills	1	2	3	4
13.7	Assist with employee appraisals	1	2	3	4
13.8	Assist with general office procedures	1	2	3	4
13.9	Deal with stress management	1	2	3	4
13.10	Apply time management	1	2	3	4

		Yes	No
14.	Do you think that, for you as an individual, your personal training needs to be addressed during in-service training at local level are dealt with appropriately? Tick only one appropriate box.		

15. How often has your personal training, meaning for you as an individual traffic officer, been addressed during in-service training presented to you thus far? Tick only one appropriate box.

15.1	Not addressed at all	1	
15.2	Once a year	2	
15.3	Twice a year	3	
15.4	More than three times per year	4	

**SECTION D: Addressing human related needs of traffic officers in the Potchefstroom district.**

1. = Not at all      2. = Small extent      3. = Reasonable extent      4. = Large extent

16.	To what extent are you of opinion that your in-service training at local level addresses your own personality issues?	1	2	3	4
17.	To what extent are you of opinion that your in-service training at local level addresses the personality issues of members of public that you deal with daily?	1	2	3	4
18.	To what extent do you want in-service training at local level to focus on identifying problems regarding your own personality?	1	2	3	4
19.	To what extent would you want in-service training at local level to focus on how to deal with stress during the performance of your daily task as a traffic officer?	1	2	3	4
20.	To what extent would you want in-service training at local level to focus on cultural differences in the community during the performance of your daily task?	1	2	3	4