

**THE EFFECTIVENESS OF TRAINING RECEIVED BY SOUTH AFRICAN POLICE
OFFICERS AND ITS IMPACT ON JOB PERFORMANCE**

by

ABDUSSALAM SALEM

**Thesis submitted in partial fulfilment of the requirement for the degree of
Master of Technology: Public Administration
Faculty of Business and Management Sciences
Cape Peninsula University of Technology**

Supervised by: Dr Stan Cronje

**Cape Town
June 2019**

CPUT copyright information

The thesis might not be published either in part (in scholarly, scientific or technical journals) or as a whole as a (monograph) unless permission has been obtained from the University

DECLARATION

I, Abdussalam Salem, declare that, the contents of this thesis represent my own unaided work, and that the thesis has not previously been submitted for academic examination towards any qualification. Also, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

Signed

2019

Date

ABSTRACT

Training is a strategic mechanism used for the achievement and deliverance of efficient and proficient public security. It is also used as a measure to observe the performance of the organisation, whereby fully trained and skilled employees will be capable of returning to the workplace providing optimal service within a safe and well-organised manner. However, there is a lack of effective quality training into the SAPS (South African Police Service) procedures offered to its officers. The poor training quality has negatively impacted South African police officers' performance, which in return has opened a road to corruption and poor quality of police investigations and work ethic. The quantitative approach was used to determine the effectiveness of training presented to South African police officers and its impact on job performance.

The research finds that SAPS' method of training selection procedures are done unfairly; SAPS training programs are neither efficient nor effective. The research also finds a lack of needs assessment before officers are deployed to training facilities. It was recommended that to effectively level the current state of its training programs, SAPS should properly address its strategies and should concentrate on selecting the right people for the right training program. The research concluded that there will not be an amelioration within police officers' work performance unless action and certain strategies are taken to adjust SAPS' training programs. To do so, there is a need to consider strategies such as building trust among trainees, giving flexible learning options, inspiring police officers, starting with the basics and selecting experienced instructors.

ACKNOWLEDGEMENTS

I would like to thank:

- My parents, brothers and sisters for their full support during my studies and the strength to finish this master's degree.
- Dr Stan Cronje for his guidance and help through the course of this thesis.
- Also, to all friends who supported me to succeed. Special thanks to Ibrahim El Busifi.

DEDICATION

I dedicate this thesis to my father, Mr. Sahal Mohamed Salem, for his undivided support throughout my life.

TABLE OF CONTENTS

DECLARATION.....	i
ABSTRACT	ii
ACKNOWLEDGEMENTS.....	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF FIGURES.....	viii
LIST OF TABLES	ix
ABBREVIATIONS	ix
CHAPTER ONE	1
INTRODUCTION TO THE RESEARCH.....	1
1.1. Introduction.....	1
1.2. Overview of the research.....	1
1.3. Background to the research problem.....	2
1.4. Statement of the research problem.....	3
1.5. Research Aim	3
1.6. Research questions and objectives	3
1.7. Rationale of the research.....	4
1.8. Research design and methodology	5
1.9. Significance and contribution of the research	5
1.10. Delimitation of the research	5
1.11. Outline of the thesis structure	6
1.12. Summary	6
CHAPTER TWO.....	7
LITERATURE REVIEW	7
2.1. Introduction.....	7
2.2. Policing	7
2.3. Training and development theories.....	8
2.3.1. Human capital theory.....	8
2.3.2. Social exchange theory	9
2.3.3. Goal setting theory.....	9
2.3.4. Andragogic theory.....	9
2.4. Description and comparison of the legislative framework for training in international and South African police services	12

2.4.1.	The international legislative framework for policing	12
2.4.2.	Legislative framework for training in SAPS	14
2.5.	The Constitution of the Republic of South Africa	16
2.5.1.	SAPS Act.....	16
2.5.2.	Skills Development Act	16
2.5.3.	Skills Development Levies Act.....	18
2.6.	Safety and security sector education and training authority.....	18
2.7.	Approaches to training and development	19
2.8.	Requirements of systematic police training	20
2.9.	Common challenges in police training	22
2.10.	Guidelines for Effective Training.....	25
2.11.	Summary	31
CHAPTER THREE		32
RESEARCH METHODOLOGY		32
3.1.	Introduction.....	32
3.2.	Logical assumption of the research	32
3.3.	Descriptive research.....	33
3.4.	Quantitative research.....	33
3.5.	Advantages and disadvantages of the quantitative approach.....	33
3.6.	Population type	34
3.7.	Sample size	34
3.8.	Sampling techniques	34
3.9.	Data collection	35
3.9.1.	Questionnaires.....	35
3.9.2.	Questionnaire design.....	36
3.10.	Data analysis	36
3.11.	Validity and Reliability of the Research.....	37
3.12.	Delimitation of the research	37
3.13.	Ethical considerations of the study	37
3.14.	Summary	38
CHAPTER FOUR		39
DATA ANALYSIS AND FINDINGS.....		39
4.1.	Introduction.....	39
4.1.1.	Section One: Respondents' background	39
4.1.2.	Section Two: SAPS training and its effectiveness	43

4.1.3.	Section Three: The areas SAPS training is facing challenges and current performance	63
4.1.4.	Section Four: Strategies that can be used to raise the current level of SAPS training programs	69
4.2.	Research Findings.....	71
4.3.	Research Discussion	73
4.4.	Comparison of the Research Findings to Existing Research.....	77
4.5.	Summary	79
	CHAPTER FIVE	80
	SUMMARY, RECOMMENDATIONS AND CONCLUSION.....	80
5.1.	Introduction.....	80
5.2.	Summary of the Research Chapters.....	80
5.3.	Addressing the Research Questions	81
5.4.	Limitation of the current research	82
5.5.	Recommendations.....	82
5.6.	Conclusion.....	83
	REFERENCES.....	86
	APPENDIX A: QUANTITATIVE RESEARCH QUESTIONNAIRE	90
	APPENDIX B: LETTERS OF PERMISSION	96
	APPENDIX C: ETHICAL CERTIFICATE	97
	APPENDIX D: PROOF OF REGISTRATION	98
	APPENDIX E: GRAMMARIAN'S CERTIFICATE.....	99

LIST OF FIGURES

Figure 2.1: Training process.....	25
Figure 4.1: Gender demographic.....	40
Figure 4.2: Education level.....	41
Figure 4.3: Respondents' ranks.....	42
Figure 4.4: Working experience.....	43
Figure 4.5: SAPS period of training.....	44
Figure 4.6: Employees' period of training attendance.....	45
Figure 4.7: SAPS training program helpful.....	46
Figure 4.8: SAPS training not done efficiently.....	47
Figure 4.9: SAPS training effectiveness.....	48
Figure 4.10: SAPS training orientation.....	49
Figure 4.11: SAPS training program on skill and performance.....	50
Figure 4.12: Relevance of SAPS training program.....	51
Figure 4.13: Satisfaction with Western Cape training.....	52
Figure 4.14: Motivation to attend SAPS training program.....	53
Figure 4.15: Police confidence in difficult situations.....	54
Figure 4.16: SAPS training assistance to outside career.....	55
Figure 4.17: Areas where SAPS training faced challenges (A).....	64
Figure 4.18: Areas where SAPS training faced challenges (B).....	65
Figure 4.19: Negative impact on performance (A).....	67
Figure 4.20: Negative impact on performance (B).....	68
Figure 4.21: Poor training contribution to corruption.....	69
Figure 4.22: Strategies to raise SAPS training programs.....	70

LIST OF TABLES

Table 4.1: Age demographics.....	40
Table 4.2: Respective police station.....	42
Table 4.3: SAPS training programs and career advancement.....	55
Table 4.4: Training as an important tool.....	56
Table 4.5: SAPS training programs are well planned.....	57
Table 4.6: SAPS' needs assessment for training.....	57
Table 4.7: SAPS training selection.....	58
Table 4.8: SAPS training and employees' satisfaction.....	58
Table 4.9: SAPS training and relevance to adult training.....	59
Table 4.10: SAPS training materials.....	60
Table 4.11: SAPS training equipment.....	60
Table 4.12: Trainers have adequacy and expertise to train.....	61
Table 4.13: SAPS training assessment.....	62
Table 4.14: SAPS post-training evaluation.....	62

ABBREVIATIONS

SAPS	South African Police Service
TP	Training program
POP	Public Order Policing
T&D	Training and development

CHAPTER ONE

INTRODUCTION TO THE RESEARCH

1.1. Introduction

The present research was motivated by the lack of performance in delivering services to the community among SAPS officers. This chapter presents the statement to the research problem, background to the problem, questions and objectives, also the significance of the study including its intended outcomes and contribution.

1.2. Overview of the research

Training is a strategic mechanism used for the achievement and deliverance of efficient and proficient public security. It is also used as a measure to observe the performance of the organisation, whereby fully trained and skilled employees will be capable of returning to the workplace and provide optimal service within a safe and well-organised manner (Haberfeld, 2012:1). Over recent decades, especially since the advent of the elected and democratic government in 1994, there have been major changes within the Republic of South Africa. One of the changes within the post-apartheid era has been the alteration of the ancient SAPF (South Africa Police Force) into a new SAPS (South African Police Service) (Omar, 2007). Furthermore, the author asserted that the public order units of the SAPS have undergone many changes. Each of these changes has meant different chains of command and different training and development (T&D). Additionally, the size and distribution of the crime combating units, and the maintenance of their skills, have been severely eroded.

There is no doubt that crime may be the main motivation behind police force recruitment and enrolment. Although policing is one of the most difficult professions, the majority of police officers find it to be quite satisfactory (Anshel, 2000:396). However, the complexity of police work, as well as the dynamic changes in society, makes the task of the police force very difficult. Police law enforcement represents a pillar of democracy and can effectively help develop and apply police officer knowledge and skills, in order to address constant changes and challenges of the twentieth century (Haberfeld, 2012). One of the ways to ensure the effectiveness of the police force is provision of proper training.

The function of training is largely dependent on the acquired knowledge of the officers, who have to rely upon their career path and experiences to develop their career performance (Clarke & Armstrong, 2012). This is a dynamic process that is constantly developing and is not confined to the acquisition of data gathering only. It requires effective training, which should be deliberately applied based on evidence and corresponds to the actual and real function of policing (Marenin, 2004). In addition, efficient training prepares an officer with the necessary skills to adjust to and address social, operational and procedural changes. Furthermore, properly trained police officers will be afforded the ability to act and react, learn and relearn at an optimal level.

With regard to South Africa, it is evident that the country dealth investigation regarding the current training programs (TP) given to SAPS and their impact on job performance. the purpose of this research was to determine the effectiveness of training received by South African police officers and its impact on job performance. Data was collected from selected police stations in the City of Cape Town using a self-administered questionnaire.

1.3. Background to the research problem

The training needs of police should be scrutinised so as to reveal the extent to which it correlates with sound job performance. According to the SAPS (2015), it has been reported that a total of 2027 complaints were issued by both the members of the SAPS and the public. Received by the General Office of Internal Complaints, most of the public complaints were centred on a lack of effective investigation and inadequate service to the community by officers.

It appears that the SAPS faces some challenges in terms of T&D of specific groups of officers within specialised units (Mathevani, 2012:7). According to Iwu and Iwu (2016:547), inadequate Public Order Policing (POP) has been attributed to police incompetence caused by ineffective training and inadequate execution of policy on POP. Furthermore, Hough (2008:7) argues that police presence may spur on acts of violence in some instances, such as vandalism or causing obstruction of roads. Mathevani (2012:88) suggests that the SAPS should recognise the need for investing in skills development of its employees and improving their competency. However, Watson (2013) maintains that a lack of effective leadership may contribute to the current problems faced in the SAPS. Furthermore, Watson (2013) writes that, “the

SAPS leadership has been dominated by political appointees who have had limited experience and/or understanding of what needs to be done to create an efficient, accountable police service”.

It is very important that affiliates of the police force be equipped with a certain degree of skills and actual experience, applicable within the appropriate environment in order to facilitate appropriate and effective decision making (Mathevani, 2012:7). Effective training will not only benefit employees but will enhance the skills of management (Mathevani, 2012:7). In addition to these benefits, Clarke and Armstrong (2012) emphasise that, “in this changing social, legal and operational environment, training should be a strategic tool by which to address risk. Unfortunately, many agencies have been slow to embrace training in relation to risk management”. Furthermore, Scott (2005:2) argues that preventative measures are often delayed and are only really instituted pending a law suit or notice of action from courts.

1.4. Statement of the research problem

Various researches have been done on the efficacy of police training, with specific reference to crowd management (Hoggett & Stott, 2010:225). A study by Mafanya et al., (2016:74) and Mathevani (2012:6) highlighted the required factors for the improvement of police and training management. However, there is a lack of an effective training quality within SAPS procedures that is offered to its officers. The poor training quality has negatively impacted South African police officers’ performance, which in turn has opened a road to corruption and poor quality of police investigations and service work ethic.

1.5. Research Aim

The research aims to analyse the effectiveness of South African police officers’ TP and its relation to job performance.

1.6. Research questions and objectives

The queries for this research are aligned as follows:

- What are the root causes of SAPS’ lack of effective training program to police officers?

- To what extent has poor training quality negatively impacted South African police officers' performance?
- To what extent has poor training quality contributed to corruption and poor quality of police investigations and service to the community?
- What strategy can be used to raise the current level of SAPS' training program?

The objectives of the study were to:

- Describe the root causes of SAPS' lack of effective training program to police officers.
- Assess the negative impact that poor training quality has on South African police officers' performance.
- Ascertain the contribution of poor training quality to police corruption, poor quality of investigations and service to the community.
- Determine possible strategy that can be used to raise the current level of SAPS training program.

1.7. Rationale of the research

A study by Marenin (2004:109) stated that, "Police training needs to address not only procedural rules and substantive laws, but also how to use them, when and how to avoid their use, and when and how to use force when force is appropriate". Consequently, there is an essential need to provide police officers with appropriate training quality that would not only improve their performance but also the way investigations and services to the community are provided. There are several major reasons for carrying out the current research. Firstly, after an intense review of SAPS reports, including other published research on national databases, there was no research found that focuses on the effectiveness of training linked to police officers' job performance into Cape Town. Secondly, the focus of previous studies was directed mostly at other cities; also, on "training of police" and "performance management systems" only. As mentioned above, the current research focused on the effectiveness of training received by South African police officers and its impact on job performance. The research explored the effectiveness of South African police officers' TPs and determined their relation to job performance. The focus of the research was chosen to benefit SAPS, police officers and the communities they operate in.

1.8. Research design and methodology

This investigation relied on a quantitative study approach. A quantitative study is refers to the measurement and analysis of various cause and impact relationships between variables (Creswell, 2013). This investigation model relays on the collection of information in a numerical form which is analysed using statistical measures (Creswel, 2013). The qualitative study method is described as, “explaining phenomena by collecting numerical data that are analysed using mathematically-based methods” (Almalki, 2016:288). The aim of quantitative research is find the affiliation among one independent variable to other dependent variable in the population. Regarding the aim of this research, the quantitative method was found preferable because the approach is regard as a requirement for researchers who understand content analysis as a scientific method. Furthermore, “the quantitative approach understands reality as a sum of measurable points and its major purpose is to calculate and measure social events” (Cilliers, Davis & Bezuidenhout, 2014:438).

1.9. Significance and contribution of the research

The current study was conducted to investigate the effectiveness of training received by South African police officers and its impact on work performance in Cape Town. The study is design to align the effect and benefit of an effective TP to police officers. It also points out the procedures SAPS might consider in re-establishing the credibility of their services to the community. The study exposed SAPS to the importance of various TPs which can enable them to improve police officers’ performance.

This study will contribute to existing knowledge and literature on the subject by shedding light on the state of SAPS TP. Findings of this study will assist SAPS in designing appropriate and effective TP for its employees, leading to an improvement of their performance. Future researchers may use this study in their research since it will identify some gaps that need further studies.

1.10. Delimitation of the research

Collis and Hussey (2013:128) state that, “the only reason behind the delineation of a research is to ensure that the study focuses on a specific area instead of taking into consideration a broader range of areas”. The study centred only on effectiveness of training received by South African police officers and its impact on job performance.

The focus was on the SAPS only. Also, only a selected number of police stations within Cape Town were targeted to collect data.

1.11. Outline of the thesis structure

Chapter One: Introduction

Chapter One provides an explanation and the main idea of the thesis and its motivation. It presents the statement of the research problem and background to the problem, as well as the questions and objectives of the study. The selected research design and methodology is discussed. The chapter concludes with an outline of the research.

Chapter two: Literature review

This chapter will present the literature review and will discuss current literature on the study. It will conclude with a basic overview of the literature review and a discussion of the emerged themes.

Chapter three: Research methodology and design

Chapter three will articulate the study key concepts and variables. It will discuss the research instruments and justify their choice, provide details concerning sampling techniques, design, data collection and the selection of the population.

Chapter four: Results, Presentation of findings and discussion

Chapter four will explain the actual sample, characteristics and discuss prominent patterns, and communications that may have emerged, and conclude with a report of key findings.

Chapter five: Conclusion and recommendations

This chapter presents and highlights the study's findings, drawing comparison with the reviewed literature. Issues such as anomalies in the findings, unexpected results and deviations will also be presented with a report of possible explanations thereof. Finally, it will present recommendations to different stakeholders and future researchers.

1.12. Summary

There is a lack of effective training within the South African Police services; the research focusses the root cause of poor training and possible strategies to raise the level of training. The next chapter explains the literature relating to the research objectives.

CHAPTER TWO LITERATURE REVIEW

2.1. Introduction

The aforementioned chapter drew on the basis for this study, and stated the research problem as the concern about the effectiveness of the training offered within the SAPS. Chapter Two offers an explanation of training and development theories, approaches to training and development, requirements for systematic training, common challenges in training, guidelines for effective training, and the legislative framework for training in the SAPS.

2.2. Policing

Policing is regarded as a complex and difficult career. This line of work necessitates an officers to be professional on certain activities (Mnisi, 2015:47). A study by Cox (1996:122) illustrated that police officers in the field have to show important relational communication skills, should have skills in counselling, capable to intervene in crisis and be able to control domestic and political violence. Furthermore, the author asserted that the “purpose of police training is to keep the police personnel up to date with respect to the important changes in their profession and it depends on the role of the police”. Birzer (2003:29) declares that police training is viewed as an imperative instrument to simplify transformation within the police organisation.

Police training is carried out to improve officers’ performance as well as their institutions, the offered training should be tied to the way of ameliorating police officers’ core and functional competencies, so to raise distinct and personal on the job and meet the organisational performance standards (Interpol, 2016:13). Sheehan (2012:171) stated that, “well-trained and well-educated police officers are the key to ensuring safe societies”. Amnesty International (1998:1) states that “it is important for all governments to adopt the necessary measures to instruct law enforcement officials with basic training and all subsequent training in the provisions of national legislation in accordance with the UN Code of Conduct for Law Enforcement Officials as well as other basic international human rights standards applicable to law enforcement officials”.

2.3. Training and development theories

Thangjam et al., (2007:93) in their study acknowledged that effective training is a complex concept as one has to meet a set of objectives through measurement of a training programme. The challenge of training is to integrate alternative learning models that are more appropriate to community work methods and theories. In line with job performance, Mafanya and Matsiliza (2016:27) brought in some insights on the management of the job performance in the following ways: Institutions depend on the process of managing and planning of goals to develop the skills necessary to achieve the improved performance, communication and productivity. Asfaw et al., (2015:95) confirm that “job performance depends on the effectiveness of the training of employees. Furthermore, the author pointed out that effective training and the employees’ job performance have a positive correlation to employees’ development”.

Baldwin and Ford (1988:63) suggested that, for employees or trainees to utilise their new skills or competences, their training must be relevant and adjusted to their work necessities within a reasonable length of time. For the authors, there are many theories regarding the ground of training and development. For the sake of this study, this section discusses briefly the following theories: Human Capital Theory, Social Exchange Theory, Goal-setting Theory and Andragogic Theory, as they relate to the policing environment.

2.3.1. Human capital theory

According to Tan (2014:411), the theory of human capital presents a deep influence on a variety of fields, from education, sociology and economics. Regarding the education sector, Fitzsimons (2015:1) illustrate that, the theory of Human Capital point to the furthestmost significant and dominant economic concept of the western, setting the background of government policies since the early 1960s. It is more and more seen as important determinant of economic performance. “The Human Capital Theory emphasises how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings” (Olaniyan & Okemakinde, 2008:479). The competencies or skills embodied in human capital commonly provide some recompenses in from of improving productivity when valued by the labour market, resulting in positive outcomes, example promotion

(Nwokeiwu, 2013:39). In the same way, organisations train their staffs to gain knowledge that boosts their efficiency (Dobbs, Sun & Roberts, 2008:789).

2.3.2. Social exchange theory

The social exchange concept is one of the most protuberant theoretical perspectives in management, as well as associated fields like sociology and social psychology (Cropanzano, Anthony, Daniels & Hall, 2017:479). Cook and Rice (2003:54) “compare an employment contract to a relationship between two parties. They say that people enter into a relationship with the aim of making the best use of the benefits they will obtain. Providing T&D for employees may be regarded as a social exchange between the workers and management”. Nwokeiwu (2013:40) states that “this process starts when an organisation signals its readiness to accommodate its employees’ interests by offering T&D opportunities. Employees reciprocate by showing positive attitudinal and behavioural responses that assist the company in fulfilling its business objectives”.

2.3.3. Goal setting theory

The word goal is demarcated as “the object or aim of an action. In a work setting, it might be a level of performance to be attained” (Locke & Latham, 2013:4). According to Johnson, Garrison, Hernez-Broome, Fleenor and Steed (2012:557) goal-setting “is a motivational theory that enables us to analyse and understand the relationship between transfer of training and organisational performance”. Goal-setting theory suggests that cognisant behaviour is imperative and set by goals. The bottom line of this concept lies in the affiliation amid consciously set goals, intentions and task performance (Nwokeiwu, 2013:42).

2.3.4. Andragogic theory

Merriam (2001:4) states that “the Andragogy Theory was proposed by Malcolm Knowles in 1968; the Andragogic Theory is the science and art of helping adults learn, and it was contrasted with pedagogy, the art and science of helping children learn” (Knowles, 1980:43). As a result of debates among academicians in the field of adult education regarding this theory, amid 1970/1980 Knowles changed from an andragogy against pedagogy position to signify them on a continuum ranging from teacher-directed to student-directed learning. He acknowledged that “both approaches are appropriate with children and adults, depending on the situation” (Merriam, 2001:4). As an illustration, Knowles (1984:13) asserted that “an adult who knows little or nothing

about a topic will be more dependent on the teacher for direction; at the other extreme, children who are naturally curious and who are very self-directing in their learning outside of school could also be more self-directed in school”.

This theory support both the concept of self-directed learning and lectures as facilitator of learning (Knowles, 1990:57). “Adults are motivated to devote energy to learn something to the extent that they perceive that it will help them perform tasks or deal with problems they confront in their life situations. Furthermore, they learn new knowledge, understandings, skills, values, and attitudes most effectively when they are presented in the context of application to real-life situations” (Knowles, 1990:61). Birzer (2003:31) asserts that the traditional pedagogical model was based on behaviour objectives. Advocates of this approach assert “that learning outcomes can be measured objectively and precisely, which will subsequently reveal how much progress has been made by the learner”. McCreehy (1983:32) reveals that “the philosophy of most police training programs is based on three precepts: it should closely follow the military training model; it is a punishment-centred experience in which trainees must prove themselves; and it helps screen out those who are not up to par”.

“Three components found in behaviourism are pointed out by Elias and Merriam (1995:89):

- The relevant conditions or stimuli under which a student is expected to perform
- The behaviour a student is to perform including a general reference to the product of the student’s behaviour
- A description of the criteria by which the behaviour will be judged acceptable or unacceptable, successful or unsuccessful”.

On the other hand, Birzer (2003:33) asserts that “the adult education theory of andragogy may actually foster organisational change and enhance learning at the same time. He asserts that the training conducted in police academies should highlight self-directed learning on the part of trainees; This can go hand-in-hand with community-policing. For community-policing to be successful police officers will have to be self-starters. When they discover a problem, they will be expected to solve it working with members of the community. Thus, this self-directed culture should be

initiated within the context of training. The theory of andragogy may in part be one mechanism to assist police trainers in accomplishing this perplexing task”.

A study by Charles (2000:73) stressed that “it is critical in the police profession as elsewhere that law enforcement personnel learn how to think critically, conceptually, and creatively when confronted with situations needing analysis and when developing solutions to problems; they must also have the needed skills to learn from their experiences”. Palmiatto et al. (2000:19) assert “that when recruits are allowed to engage in self-directed group discussions with instructors allowing for the airing of many viewpoints, the recruit-training classroom should begin to mirror the community with its many voices and perspectives”.

Ramirez (1996:24) argues leaning on the humanistic model, the model implies the lecture as a co-operative implementor who works with the trainees or employees in creating objectives, evaluation and methods criteria, law enforcement training might start to offer more validity to the knowledge and standpoint that the trainees or employees bring with them. Facilitators need to encourage students to question and challenge the subject-matter being presented.

Nevertheless, the implementation of the andragogy approach for training institutions may face some limitations. Birzer (2003:38) asserts that the difficult aspect of andragogy is transforming the theory and design into action. He revealed the following limitations:

- First, there may be resistance at the management level because maintaining the hegemonic status of training is easier than implementing change.
- Second, authorities responsible for the design and implementation of the training curriculum may be limited because of mandated guidelines from training commissions and legal requirements.
- Third, if andragogy is associated with community-policing, then it may be difficult to implement because of the resistance that has been shown toward community-policing.

Birzer (2003:37) illustrates the way an andragogical method might quicken the knowledge of many skills within one training work. For this work, police trainees or

employees do a neighbourhood investigation in a marginal neighbourhood. Trainees or employees works in teams when working on this investigation. The dive of the investigation is to learn the gratification of the population with police service, population satisfaction with police, neighbourhood issues, and other concerns. Trainees or employees in their teams do plan and design the investigation, including leading and managing the investigation, and analysing and reporting the data. By leading the investigation in minority neighbourhoods, trainees or employees will be exposed to diverse populations of citizens. “This may require learning something about the minority group predominant in the neighbourhood prior to conducting the survey. The very nature of this activity not only requires trainees to learn about a culture but requires them to practice skills, such as communication, problem solving, resource identification, research, data analysis, teamwork, and community organisation skills”.

The instructor plays an important role in the training. “The instructor acts as a facilitator and guide in the learning process. The instructor is also a learner in the sense that he or she may actually learn from the trainees’ experience. Furthermore, the instructor provides an environment and setting which is much more conducive to learning. This gives new meaning of andragogical them that must be a reciprocal relationship between trainee and instructor”.

2.4. Description and comparison of the legislative framework for training in international and South African police services

Different instruments of legislation and authority that govern T&D at international level as well as in the SAPS have been identified. These legislations and authorities will be discussed below.

2.4.1. The international legislative framework for policing

The ICRC (2015:10) reveals that two important areas of international law are international human rights law (IHRL) and international humanitarian law (IHL). Their common aim is to protect people’s lives, health and dignity but they have different scopes of application. IHRL applies at all times and is binding on states in their relationship to the individuals living in their territory; IHL is applicable in situations of armed conflict and it is binding on all parties to a conflict.

According to the ICRC (2015:10), main sources of world-wide law are intercontinental custom, convention and general values of law recognised by self-governing nations. Secondary sources are teachings of highly qualified publicists and judicial decision. The Amnesty International (1998:3) reveals different articles in the Universal Declaration of Human Rights (UDHR):

- “Everyone has the right to life, liberty and security of person (Article 3, UDHR)
- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment (Article 5, UDHR)
- All are equal before the law and are entitled without any discrimination to equal protection of the law (Article 7, UDHR)
- No one shall be subjected to arbitrary arrest and detention (Article 9, UDHR).
- Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which they have had all the guarantees necessary for their defence (Article 11(1), UDHR)
- Everyone has the right to freedom of opinion and expression (Article 19, UDHR)
- Everyone has the right to freedom of peaceful assembly and association, and no one may be compelled to belong to an association (Article 20, UDHR)”.

Soft law documents have been identified by ICRC (2015:10) as other foundations of global law. The soft law encompasses none binding tools, concluded over the resolution of GAUN (General Assembly of the United Nation). Soft law tools might assist to reinforce states’ commitment to international agreements, reiterate international norms or establish a legal foundation for subsequent treaties (ICRC, 2015:10). According to Amnesty International (1998:3), other documents directly relevant to policing work are the following; “United Nations law enforcement, criminal justice and human rights instruments:

- UN Code of Conduct for Law Enforcement Officials
- UN Guidelines for the effective implementation of the Code of Conduct for Law Enforcement Officials
- UN Principles on the Effective Prevention and Investigation of Extra-Legal, Arbitrary and Summary Executions

- UN Declaration on the Protection of All Persons from Enforced Disappearances
- UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- UN International Covenant on Civil and Political Rights
- UN Basic Principles on the Use of Force and Firearms by Law Enforcement Officials
- UN Standard Minimum Rules for the Treatment of Prisoners (hereafter referred to as Standard Minimum Rules)
- UN Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment (hereafter referred to as Body of Principles)
- UN Convention on the Rights of the Child
- UN Rules for the Protection of Juveniles Deprived of their Liberty
- UN Declaration on the Elimination of Violence against Women
- UN Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power
- UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)".

According to the ICRC (2015:18), the state members need to articulate the police and law enforcers' training on how to maintain prevent and maintain public order, to provide assistance and aid regarding all emergencies, also detect crime. The states members have specific powers that allow them to do their work, and to exercise force and use firearms; they also arrest and detain and to carry out searches or seizure. They must respect human rights when exercising those powers.

2.4.2. Legislative framework for training in SAPS

The historical overview of T&D in SAPS covers the timeline from 1961 to 1995. From 1961 to 1994 the current SAPS was recognised as SAP (South Africa Police Force). The SAP was, since its inception and after South Africa had become a Republic in 1961, generally described as a paramilitary or semi-military organisation (Buys, 2007:3). Before the transition to democratic South Africa (1990-1994), the SAP relied largely on repressive force and there were high levels of brutality (Bruce, 2017:7). They were biased, inefficient, unskilled, lacking skills in dealing with ordinary crime, and

reduced respect for legal procedures. Therefore, adaptation was difficult for the police in a democratic society (Rauch, 2001:119).

Rauch (2001:120) reveals that in 1991, SAP initiated reform, and in late 1995, after a long period of consultation and drafting of the new legal framework, SAP was changed to SAPS in response to the changing political environment. These reforms included reforming the training system by restructuring the organisation of the police force and police-based actions (such as reporting officers, complaints against police, verification of steps and recommendations for each incident). The South African 68 of 1995 Act was made in place on the October 4th 1995, in terms of which the former South African Police Force became the African Police Service (SAPS, 2004:1). In South Africa, the legislation for both professional training and policing falls within the constitutional framework. Thus, the Constitution gives power to the Ministry of Higher Education and Training to empower, to train or educate the personnel. Furthermore, it grants the Ministry of Police the power to create a secure and safe society for South African (Constitution of the Republic of South Africa, 1996 Section 29 (1)).

Sayed (2010:74) asserts that the sole mission of the Ministry of Higher Education and Training remains to provide different colleges with teaching-learning accreditation and qualification route in the National Qualifications Framework. Furthermore, the Ministry of Police gains the teaching and training from the Ministry of Higher Education and Training for the benefit of his police officer candidates, to create a secure and safe society everywhere within South Africa (SAPS, 2017: 3). The training and education are designed to help the SAPS to reach its vision statement which is to create secure and safe society the population of South Africa (SAPS, 2011); and for the rapid change in SAPS by providing equipped police to be the appropriate police in a democratic society (Bruce, 2000:13).

However, Burger (2014:6) a long-standing and retired police officer and police researcher, points out that SAPS training is negatively affected by poor interpretation of who is a criminal and the root causes of criminal behaviour. He states that training hindrances arise when it comes to combatting crime. The general political understanding of crimes is that poor people are those who are inclined to committing them, however a daily observation reflects to what extent crimes are also committed

by officials (Burger, 2014:6). The second misconception is the wrong perception of the real causes of the crimes commission. Burger (2008:2) states that:

Crime, because it is rooted mostly in socioeconomic conditions, the fight against crime needs to look also at those socioeconomic conditions. For example, I would agree with the general understanding that poor people are not necessarily inclined to crime, of course that is true. Nevertheless, it is not as easy as that. Very often poor people have to resort to crime as a means of surviving.

2.5. The Constitution of the Republic of South Africa

The purpose of the SAPS is “to stop, fight and investigate crime in order to maintain public order, secure and protect public order; also, to protect and secure the inhabitants of the Republic and their property and to uphold and enforce law” (the Constitution of RSA, 1996). South Africa’ section 195 of the constitution 1996 state that “public administration must be governed by democratic principles and values, such as good human resource management and career development. Section 195 (h) promotes the importance of maximising human potential” (South Africa, 1996:111)

2.5.1. SAPS Act

According to Naidoo (2004:18), “the SAPS falls within the domain of the public sector, but the SAPS Act (68 of 1995) governs some employees, whereas the Public Service Act (103 of 1994) governs others. The SAPS Act employees and Public Service Act employees enact the distinction between the two dues to the nature of duties that are performed”. The SAPS 68 of 1995 Act asserts that “the minister may make regulations with regard to training, appointment, promotion and transfer of members. Chapter eight of the Act specifies that the minister can further regulate the attendance by members to training courses. It also states that the National Commissioner shall determine the training that the members or employees of the SAPS shall undergo”.

2.5.2. Skills Development Act

Mohlala (2004:38) stated that the Skills Development Act (97 of 1998) was introduced because of the realisation that the economy was being constrained by the shortage of a skilled workforce and the political imperative to redress the unfair discrimination in training and development in employment opportunities; The country was facing an increase in unemployment, as the labour market did not hire sufficiently equipped and trained human resources; Furthermore, employers did not provide sufficient training.

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

Van Dyk et al., (2001:36) assert “that the rationale for the Skills Development Act (97 of 1998) is to provide an institutional framework to devise and implement national, sector and workplace strategies, to develop and improve the skills of the South African workplace. The special focus of the act is to improve the employment prospects of the previously disadvantaged persons through education and training”. They further assert that, “the Skills Development Act (97 of 1998) makes provision for learnership and skills programmes. The learnership is stipulated in Chapter 4 of the Act and consists of a structured component and practical work experience, leading to a qualification tied to an occupation and recognised by the South African Qualifications Authority (SAQA)” (Van Dyk et al., 2001:39). Botha et al, (2007:40) reveal that section four of skills and development Act 97 of 1998 stipulates that learnership may be established if:

- “The learnership consists of a structured learning component.
- The learnership includes practical work experience of a specified nature and duration.
- The learnership would lead to a qualification registered by SAQA.
- The learnership is related to an occupation and is registered with the Director-General in the prescribed manner”.

Masilela (2012:39) stated that the SAPS offer learnerships in line with the organisational and sectorial needs. Learnerships that lead to a qualification are registered on National Qualifications Framework (NQF) as a qualification (examples are Public Sector Accounting NQF5, Resolving of Crime NQF5 and Forensic Science NQF5). The cited are work detailed education or training requirement that increase productivity and skills because of its nature that workplace learning as a component. Meyer et al. (2007:55) indicate that a learnership is a mechanism to link structured learning with work experience, leading to a qualification registered on the NQF as a reliable indicator of work readiness. Through learnership, structured learning programmes and work experience are integrated and organised for accreditation on the NQF. These will provide both vertical and horizontal articulation within the qualification framework and produce meaningful competencies for productive work.

2.5.3. Skills Development Levies Act

Skills Development Levies Act 97 of 1998 asserts that “every employer must pay a skills development levy to the South African Revenue Service (SARS), which is responsible for administering the Act”. Van Dyk et al., (2007:41) assert that “the Skills Development Levies Act (97 of 1999) establishes a compulsory levy scheme for funding education and training as envisaged in Act. The SAPS belong to the South African Safety and Security Education Training Authority (SASSETA) and pays an administrative levy to the SETA”; it also have a recorded SDF (Skills Development Facilitator) and a structure for this employee exists at the station level (Masilela, 2012:41). According to the SAPS (2010:8) in the SAPS, the purpose of the SDF “is to consolidate the workplace learning needs at station level and report them to the provincial skills development facilitators so that they can nominate members with skills deficiencies for workplace learning programmes and to monitor individuals’ skills needs and assist learners to compile individual development plans”. The SAPS plan and organise WSP (Work Skill Plan) including ATR (Annual Training Report) in order to show that, about one percent of investment is spent on TD. It takes part in the buildings of the “SASSETA” to ensure that it reaches the targets in terms of SETA’s performance plan and the National Strategy Development III (Masilela, 2012:41).

2.6. Safety and security sector education and training authority

“Safety and Security Sector Education and Training Authority (SASSETA) is a SETA that has been set up to facilitate education and training specifically to the wide range of safety and security providers in South Africa like the military, police and diplomatic arena” (SASSETA, 2014:1). SASSETA was created in July 2005. “The organisation is committed to five primary objectives that relate to the South African Government National Skills Development Strategy:

- To develop a culture of top-quality learning that would last a lifetime for any learner.
- To foster skills development in the formal sector of SASSETA for both productivity and growth of employment potential and possibilities.
- To stimulate and support the development of skills in small businesses in South Africa.

- To promote skills development that would make more people employable and enable them to have sustainable a livelihood via a variety of social development initiatives.
- To assist new entrants to the industry to find employment”.

According to SAPS (2007:12), “the divisional commissioner for training must ensure that a quality management system is developed, implemented and managed according to the criteria provided by SAQA or SASSETA to ensure continued accreditation of the service as education, development and training provider, and that all ETD products and systems are in line with relevant legislation and official directives”. The SAPS provide certification to know which trainees or employees is demonstrating the essential results regarding the criteria of the unit standard qualification. “The certification may be conducted internally or externally. In case of internal certification, a SAPS 292 certificate may be issued, subject to the requirements and approval of the divisional commissioner for training. SASSETA or other relevant sector education and training authority issues the external certification” (SAPS, 2007:11).

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

2.7. Approaches to training and development

A general and international legislative and regulatory perspective on police training is outlined in the international rules and standards on policing, as they are indicated for instance in the legislation (ICRC, 2015:7). “Education and training must also be continually adapted to the dynamics of the law enforcement environment with its constantly evolving challenges and take place throughout the enforcement officials’ careers rather than on the entry only” (ICRC, 2015:52). An illustration of the international police cooperation on training is drawn from the Canadian and American polices’ training. Ford et al. (2012:2) stated that the vocational training in the police and law enforcement spheres has more benefit of presenting an evaluation system—to evaluate the knowledge and skills transfer. The international perspective on police

training urges states to place an emphasis on police and law enforcement officials' sense of obligations when carrying out their responsibilities.

According to the ICRC (2015:18), the member states need to articulate the police and law enforcers' training on how to preserve public order, to avoid and identify crime and provide assistance and aid for overall emergencies. They are provided unique power that allow them to carry out their activities. The state members have to respect human right when using their power by following the four fundamental principal should govern all state actions with a possible impact on human rights:

- Principle of legality
- Principle of necessity
- Principle proportionality
- Principle of accountability

Thangjam et al. (2017:95) caution that the training needs to be inclusive and an on-going practice. Another illustration of the international Police training practice is from Turkey. "The training examines the transformation that is currently taking place in the training culture within their police academy, and the move beyond traditional classroom structures towards training the whole person" (Kirkpatrick et al., 2011:2). According to Birzer (2004:400), there are seven principles that apply on the andragogical practice in criminal justice:

- "Establish a physical and psychological climate conducive to learning.
- Involve learners in mutual planning of methods and curricular directions.
- Involve learners in diagnosing their learning needs.
- Encourage learners to formulate their own learning objectives.
- Encourage learners to identify resources and to devise strategies for using such resources to accomplish their objectives.
- Help learners to carry out their learning plans.
- Involve learners in evaluating their learning".

2.8. Requirements of systematic police training

Ross (2000:169) asserts that "the complex nature of the police occupation and dynamic changes that move through our society frequently make the job of policing

extremely difficult and perhaps prone to civil litigation”. Clarke and Armstrong (2012:11) reveal “that timely, relevant and effective training is a fundamental mechanism to prepare those involved in law enforcement to deal with the operational complexities of the modern world”.

Commenting on police training, Vodde (2012:29) asserts that “many advocates for exploring change within police training argue that, traditional methodologies are predicated on an outdated military model that emphasises structure, regimen, discipline, and curricular content, with little, if any, deliberation on the transactional processes associated with learning”. Dwyer and Laufersweiler-Dwyer (2004:18-24) illustrate that, for years, police training and academicians have proposed change related to methods of educating police officers and academy content in order to meet changes in society; crime, law and technology. White and Escobar (2008:124) reveal that “andragogy has emerged as an effective adult learning technique in a variety of fields and it could serve to increase the relevancy of police academy training”.

Whereas a traditional, pedagogical, military method of training might have at one period helped the interest and needs of population and the police administration, its efficacy and applicability have come under question. Andragogy, predicated on the belief that “adults learn differently than children (pedagogy), bases its practices on the predisposed needs, interests, readiness, orientation, experience, and motivation of the adult learner”. When subscribed and applied to basic police training, andragogy provides for a holistic, integrative, and collaborative approach to learning, which, when compared to a traditional model of training, proved empirically more effective (Vodde, 2012:42).

Clarke and Armstrong (2012:18) reveal that “effective training is strategic, applied, evidence-based, and aligned to the reality of the policing function. Police training needs to address not only procedural rules and substantive laws, but also how to use them, when and how to avoid their use, and when and how to use force when force is appropriate” (Marenin, 2004:109). The UK Home Office (2003) quoted in Clarke and Armstrong, (2012:20) suggests the following principles of training:

- “The purpose of training is to help develop individuals for the purpose of improving performance, both individually and across organisations.

- Learning opportunities should be available continuously throughout a member's career.
- Competence should be the criterion by which people are assessed, not the length of time spent training.
- Appropriate learning opportunities should be properly resourced and available to all staff.
- Training/education programs should be delivered using a variety of methods, including distance learning, team and group learning, case studies, and scenarios as well as residential training.
- The organisation has a responsibility for ensuring that employees are adequately trained and their performance assessed on a regular basis. Individuals also have responsibility for pursuing learning opportunities in order to maintain competence and improve performance”.

Scott (2005:1) reveals that “inadequate training can have a negative impact on delivery of services, officer safety, police resources and the ability of police executives to lead their agencies”. Clarke and Armstrong (2012:24) assert that “given this potential outcome, training cannot be taken for granted nor considered a simple Band-Aid that can be applied as needed. They argue that training should be woven into the operational model of the organisation and garner the same strategic attention as any other facet of policing”.

2.9. Common challenges in police training

Haberfeld (2012:7) states that “police training is usually the first one to be affected during financial duress, since it is somehow implied that the police profession can continue to deliver the services in the most effective manner, regardless of the professional development, or lack of that its members receive”. Regarding globalisation, Cordner and Shain (2011:281); Haberfeld and von Hassell (2012:203) assert that “not too long ago, policing was almost entirely a local and/or national endeavour, and police training reflected this. As terror is increasingly becoming a global issue, dealing with terror also requires global efforts”. White and Escobar (2008:119) observe that issues in police training around the world in large part are caused by significant changes in the philosophy and nature of policing, higher expectations by their constituencies, and because of continuing effort at

professionalisation. White and Escobar (2008:124) suggest five critical problems that will dictate the police T&D in the future.

Changing pedagogical approach

Bayley and Bittner (1984:35) assert “that training given in police academies is irrelevant to real police work”. Birzer (2003:32) notes that there is a side for police who work within a democratic environment, however they are trained and learn their work in a very punitive, authoritarian and paramilitary environment. Bayley and Bittner (1984:35) argue that, learning might be more systematic or accelerated by using relevant training that brings reality regarding police activities with the academy.

Community and problem-oriented policing

Greene (2000:301) reveals that “community and problem-oriented policing have been advanced by their advocates as powerful organising themes for an emergent style of public safety”. The problem-oriented policing (POP) consists of identifying problems that plague communities, to analyse a wide range of information, and to craft and implement responses uniquely suited to each problem (Goldstein, 1990:1). The most commonly used process for addressing recurring problems is known as SARA (Scanning, Analysis, Response, and Assessment). This model has become the basis for many police agencies’ training curricula and problem-solving efforts (Goldstein, 1990:2).

Community-oriented policing (COP) is claimed to produce more committed, empowered, and analytic police officers; flatten police hierarchies; and open the process of locally administered justice to those who are often the object of justice decision-making. This shift also makes crime prevention, not crime suppression, the ascendant goal of policing (Greene, 2000:302). White and Escobar (2008:125) reveal “that the adoption of COP and POP has serious implications for police training: if either approach is to be successfully implemented, training must play a central role in introducing officers to the basic concepts and framework, and garnering their support for its adoption. Unfortunately, training in the basic principles and strategies of both approaches has been weak”.

Multi-cultural/diversity training

Johnson (2017:1) reveals a national disconnect that exists between the law enforcement profession and members of racial and ethnic minority groups in the United States. The Gallup poll data continues to reveal that African-Americans and Hispanics express less satisfaction or confidence in the police than do Whites. Nationwide, non-whites are still 20% to 40% less likely than whites to have confidence in the American police. The most common recommendations from civil rights leaders, politicians, and other policy makers is multicultural training for law enforcement officers. White and Escobar (2008:127) assert that “the central theme of diversity training is that police officers will be more effective if they are able to secure community support, and that police officers will be better able to secure that support if they have an understanding of the culture of the residents (especially the marginalised groups)”.

Technology

White and Escobar (2008:127) reveal that “technology, more than any other phenomena, has been the driving force behind change and advancement in policing. Consider the two-way radio, telephone, automobile, fingerprinting, DNA, toolmark identification, geographical information systems (GIS) and crime mapping, the Internet, and less-than-lethal weapons”. These innovations have, over the last 75 years, revolutionised policing (White & Escobar, 2008:127). Byrne and Marx (2011:17) assert that technology revolution has been positively seen as a driving force to prevent and control crime by societies and police agencies. White and Escobar (2008:128) reiterate that “the use of computers has greatly expanded police departments’ use of data, particularly for crime analysis, as well as the speed in which the data analysis can be conducted. The adoption of CompStat and geo-mapping of crime patterns means that police must have staff with the skills to properly carry out that crime analysis”.

Counter-terrorism

White and Escobar (2008:128) reveal that “terrorism prevention and investigation has become a core responsibility for many police departments in the USA since 9/11. Exemplified by a series of al-Qaeda-inspired attacks, including the 2001 bombings of New York and Washington, the new terrorism is said to be unprecedented in terms of its global scale as well as the catastrophic nature of its aims and methods” (Quinlan & Derfoufi, 2015:123). White and Escobar (2008:130) reveal that “in order to counter terrorism threats, departments have been forced to revise training, deployment and communication strategies, and to create counter-terrorism units within their

departments. Police now provide extra patrol around critical infrastructure like power plants, food and water sources, and transportation hubs”. Police departments now receive briefings from federal authorities about potential threats and terrorist plans garnered through electronic surveillance and interrogations of incarcerated terrorists. White and Escobar (2008:131) assert that “the evolution of the terrorist threat in Europe suggests that police departments with long histories of counter-terrorism training and experience may need to revisit their current prevention and investigative strategies which were designed to combat a much different and now possible outdated threat”.

2.10. Guidelines for Effective Training

According to the INTERPOL (2016:9), there are numerous models used to develop effective police training courses or curricula. There are a number of variations but the four to six-stage continuous cycles are used by many organisations. The fact that it is continuous reflects that training is an ever-evolving process (INTERPOL, 2016:9). The following diagram illustrates the training process as recommended by the INTERPOL.

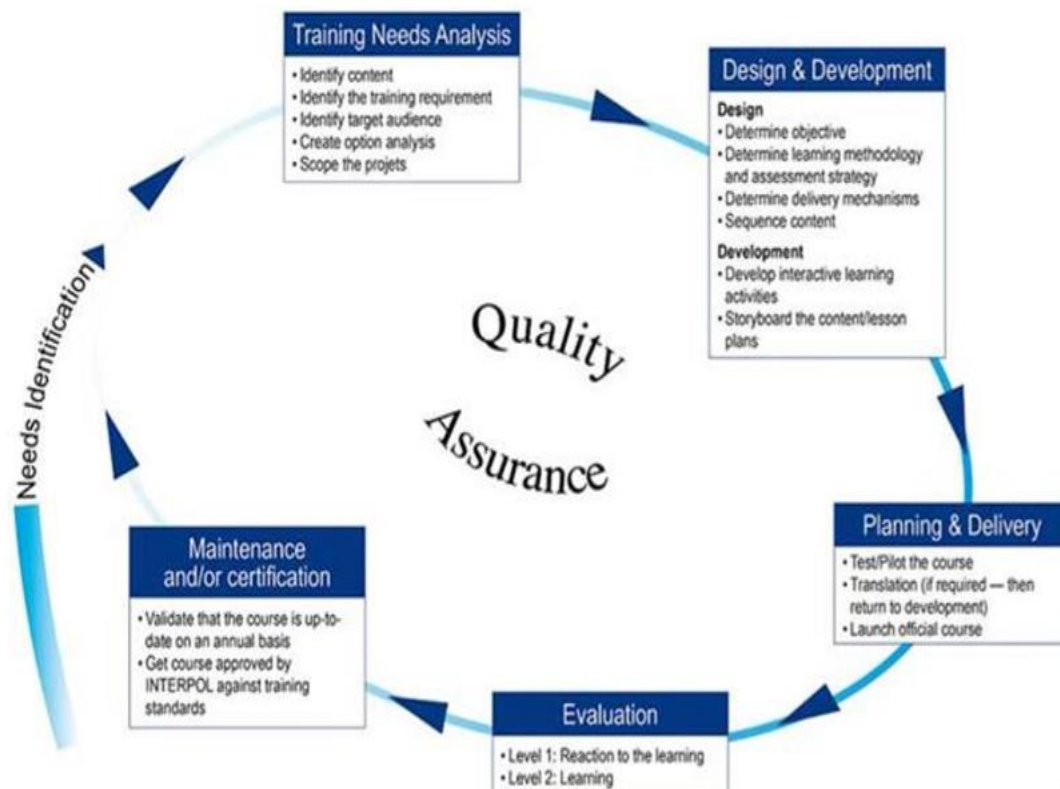


Figure 2.1: Training process

According to the INTERPOL, effective police training should be done in five stages, that is, Training Needs Analysis, Design & Development, Planning & Delivery, Evaluation, Maintenance, and/or Certification (Quality Assurance).

Training needs analysis (TNA)

Miller and Osinski (2002:1) assert that it is essential, before designing a training programme, to accurately ascertain the training requirements of those to be trained. The assessment begins with a need which can be identified in several ways but is generally described as a gap between what is currently in place and what is needed, now and in the future. Pynes, (2013:278) defines a need as “a discrepancy or gap between the way things are done and the way things ought to be”. According to INTERPOL (2016:13), the first questions to address when doing the need assessment are: What is the issue? What kind of training is needed? If there is an immediate gap in the performance of the post holder(s), or a forthcoming change in competency requirements, this may indicate a training need. Noel et al., (2011:200) also define needs assessment as “a process of evaluating the organisation, individual employees and employers’ tasks in order to determine what kind of training is necessary”. They also suggest that the needs assessment should answer the following broad questions:

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

In supporting the idea, Miller and Osinski (2002:2) reveal that “the results of the needs assessment allow the training manager to set the training objectives by answering two very basic questions: who, if anyone, needs training, and what training is needed”.

According to Brown (2002:569-570), there are four motives why needs analysis is needed before training programs are developed:

- To identify specific problem areas in the organisation.
- To obtain management support.
- To develop data for evaluation.
- To determine the costs and benefits of training.

Top 10 tips for identifying training needs (INTERPOL, 2016: 21):

- The very first step is to accurately define the issue. Needs assessment will determine if training will improve or not improve employee performance.
- If there is no apparent training need, the performance gap should be addressed by other means.
- Training needs, learning objectives and related performance measures shall be identified, articulated and aligned at the developmental stage of any training action.
- Training must always be justified in terms of actual needs and in furtherance of the objectives of the organisation. Generic training courses and workshops shall be based on approved core competencies.
- The performance gap should be established through the systematic use of training needs analysis. Training should be competency-based, where possible.
- The method of conducting a TNA should take account of factors such as resources, practicalities and logistics. Thorough preparation is required to conduct a TNA.
- A TNA should examine all factors (training and non-training) related to the issue and clear factors preventing the issue from being solved. It must involve various stakeholders, where possible.
- A TNA report should be completed to provide information to the training programme manager and instructional designer. TNA shall be approved by the requesters.
- The TNA report must describe the training needs and make specific recommendations covering training aims, learning objectives and evaluations. The TNA shall ensure that the issue raised initially will be solved after training.
- Performance needs and objectives are detailed thanks to the job tasks analysis.

Brown (2002:574) asserts that “data for training needs assessment can be gathered through surveys/questionnaires, interviews, performance appraisals, observations, tests, assessment centres, focus groups, document reviews, and advisory committees”.

Design and development

Top 10 tips for designing a training programme (INTERPOL, 2016:36):

- Define the overall aim and learning objectives of the course that will address the identified issue(s).
- Ensure that your lesson plan or curriculum is learner-oriented and will enable trainees to learn in the most effective way, taking into account the fact that culture, educational methods and attitudes can vary from one country/region to another.
- The lesson plans should ensure that training is interactive and that the methods adopted are relevant and suitable for the participants.
- Tailor the training methods to prioritise interactivity and to reflect factors such as the learning styles of participants, the subject nature and the size of the audience.
- Where face-to-face training is difficult, e-learning can be considered as an alternative option.
- Be aware of the advantages of e-learning and consider using distance learning as pre-course or course reading before, during or after traditional training programmes (the combination of in-person training and e-learning is called “blended learning”).
- Consider placing training material and presentations on IGLC (the INTERPOL Global Learning Centre) or CD-ROM or DVD for retention by trainees after their programme.
- Be aware of the learning theories and adult learning principles which will help you design effective training.
- Consider whether certification is required to meet legislative requirements as well as the use of accreditation to raise academic and professional standards.
- The SMEs are requested to share and approve the content while course managers and instructors are requested to develop courses in accordance with training standards and maintain the sustainability and sharing of the subject matter expert’s (SME) knowledge.

Delivery

From a sophisticated and comprehensive collection of data and data analysis, training experts know very well how to build an efficient programme in a logical and systematic manner (INTERPOL, 2016:37). This stage consists of courses establishment, selection of the right participants. This process helps to avoid wastage of training resources that

may be caused by the nomination of officials outside of the target audience. Selection will also make it possible to check that the participants can and will apply their newly gained knowledge or skills immediately after training in their own organisations (INTERPOL, 2016:37). Top 10 tips for delivering training (INTERPOL, 2016:55):

- Based on the TNA, ensure the participants are selected according to the defined target audience.
- Prepare well, and thoroughly understand the subject and needs of the trainees by obtaining their profile and what they expect from the course.
- Make sure the participants are informed of administrative instructions in advance.
- Design visual aids as this helps trainees to retain information, and ensure that you are proficient in their use practice beforehand, always have back-up systems available. When preparing PowerPoint slides, be concise, include key points only, check spelling and do not use too many for the time available.
- Adopt delivery skills which will engender interaction and understanding, and avoid distraction, remember non-verbal skills are just as important as verbal skills.
- In facilitating discussions, know how to set the stage, get discussions started, and how to keep it rolling and summarise. Demonstrate enthusiasm and interest.
- Regularly assess the understanding of trainees during the lesson or course, as well as at its conclusion.
- In providing feedback after an assessment, you should be constructive and avoid destroying the confidence of the trainee.
- Check the evaluations received from participants upon completion of training, and be prepared to adjust where necessary according to feedback.
- Check that all trainers apply the training standards recommended by INTERPOL.

Evaluation

Eseryel (2002:93) reveals that evaluation is an integral part of most instructional design (ID) models. The evaluation phase is imperative to ensure if training was useful to the trainees or employees (Glober, Warnish, Carrel, Elbert & Hatfield, 2011:364). Sharma and Kurukshetra (2013:16) confirm that evaluation provides clarity to what needs to be

improved and also gives feedback, which will assist in future additional plans and actions. (INTERPOL, 2016:57) asserts that it is essential to put a comprehensive, consistent evaluation system in place in order to ensure continuous improvement in the planning and delivery of training programs and to measure the effects of training. The following are top 10 tips for evaluating training according to INTERPOL (2016:60).

- Understand the four levels of evaluation (reaction, learning, behaviour change, results).
- Always conduct evaluation upon completion of a training program because it will value the resources which were allocated to any training activity and their outcome, especially when resources come from donors.
- The evaluation methods (measures) should be identified at the training analysis stage: needs, learning objectives and measures are linked.
- Use the INTERPOL forms. Level 1 shall remain anonymous.
- In addition, experiment with your own evaluation tools.
- In designing your own evaluation questionnaire, keep it simple.
- Always follow-up on comments, indicating areas where improvements may be required.
- When evaluations indicate poor performance by an instructor, take the opportunity, in your role as a course manager or supervisor, to discuss the results with the instructor concerned, with the aim of bringing about improvement.
- As an instructor, take criticism positively; there is always room to improve next time.
- Familiarise yourself with how evaluation relates to the organisation's training performance management.

Accreditation and/or certification, quality assurance

The two terms, accreditation and certification, are closely interrelated, not to say interchangeable (INTERPOL, 2016:61).

- Accreditation is the establishment of the status, legitimacy or appropriateness of an institution, programme (example. composite of modules) or module of study. Accreditation applies to training courses, diplomas, or entities. A program can be accredited.

- Certification is for people who have attained a recognised standard in a given profession: Cambridge and other universities have accredited courses to assess teachers and students' abilities so that they can be awarded certificates.

A training course or module would be accredited (by INTERPOL or another organization) and delivered by certified trainers or experts in a particular field (INTERPOL, 2016:61).

2.11. Summary

Poor training causes the government to face unnecessary civil litigation (Ross, 2000:169). Whereas Sheehan (2012:171) reveals that a well-educated and well-trained police force is essential to ensure safe societies. Police training programs should comply with both local and international legislative frameworks. It should follow also guidelines for effective training as suggested by the INTERPOL (2016). The andragogy has appeared to be the best method for police training. "It provides for a holistic, integrative, and collaborative approach to learning" (Vodde, 2012:42). The next chapter discusses the research methodology.

CHAPTER THREE RESEARCH METHODOLOGY

3.1. Introduction

This chapter articulates the study instrument and justifies its choice regarding the methodology, provides details concerning sampling techniques, data collection and the selection of the population. As mentioned earlier in Chapter One, the research made use of the quantitative research approach. For the purpose of addressing the effectiveness of training received by South African police officers and its impact on job performance, the quantitative approach was found preferable because it is advantageous for researchers who see content analysis as a scientific method. Furthermore, the quantitative approach understands reality as a sum of measurable points and it is flexible in calculating and measuring social events (Cilliers, Davis & Bezuidenhout, 2014:438).

3.2. Logical assumption of the research

As a reminder, the study was conducted to analyse the effectiveness of South African police officers' training programs and their relation to job performance. It is then evident to notify that new definitions, explanations or rectifications of the meaning of the key variables, such as effectiveness, training programs and job performance, were not the focus of the research. In order to overcome its aim, the research adopted a positivism approach to understand the course of South African police officers' training programs and their relation to job performance. According to Henning, Van Rensburg and Smit (2004:17), "Positivistic theorists adopt scientific methods and the knowledge generation process with the help of quantification to improve precision in the explanation of parameters and the relationship among them; positivism is concerned with uncovering truth and presenting it by empirical means". Positivism was found important in this study because of its direction, as the approach supports the researcher's view that training programs, in reality, are objectively measurable by using actions that are independent of the researcher and the research instruments. According to Gratton and Jones (2010), this method is more relative to address research instruments that are quantifiable. Through positivism, the research adopted a descriptive approach to address research questions and objectives.

3.3. Descriptive research

Quantitative research schemes are either descriptive or experimental (Bustin, 2009). As mentioned above, the researcher used the descriptive research method, a quantitative approach in gathering information from a representative sample population. Usually used on quantitative research, descriptive research can be classified as a sample survey or a study that describes events and discovering certain implications or causal relationships (De Vaus, 2013). Wiid and Diggins (2009:56) state that the purpose of a descriptive study is to determine the way things present themselves and compare how participants view the issues that have been studied. This process involves analysing the pattern of knowledge collected from a particular sample of the population at once.

3.4. Quantitative research

This study relied on a quantitative research approach. Quantitative research refers to the measurement and analysis of various cause and impact relationships between variables; this study approach is built on the collection of data in a numerical form which is analysed using statistical measures (Creswell, 2013). The quantitative study method is also described by Almalki (2016: 288) as, explaining phenomena by collecting numerical data that are analysed using mathematically based methods. The study by Babbie (2010) state that “numeric information is the quantitative procedures that highlight objective measurements and numerical analysis of data collected through polls, questionnaires or surveys”.

3.5. Advantages and disadvantages of the quantitative approach

The aim of the current study was to analyse the effectiveness of South African police officers' training programs and their relation to job performance. To meet the research aim, the quantitative approach was used because of the advantage that it essentially based on collecting numeric information and simplifies it throughout groups of individuals. The method has the tendency of involving a larger group during data collection and the selection of these groups of people might be at random. According to Connolly (2007), the use of the quantitative approach is best as it results in less time consumed because it uses statistical software such as SPSS, Microsoft Excel and others to illustrate an issue's answers. Furthermore, the author stressed that statistical methods mean that the analysis is often considered reliable, appropriate for “situations where systematic, standardised comparisons are needed”. As with all methods, the

limitation involved in using the quantitative approach is that it does not concentrate on common meanings of social phenomenon. The quantitative approach often fails in investigating deeper some underlying meanings and explanation. This approach from time to time is unable to tie meaning to social content (Bouwer, Béguin, Sanders & van den Bergh, 2015). Despite its limitation, this approach was advantageous for the current research as it helped to enumerate the reason behind police performance in relation to their training. The only concern for the limitation of this approach over this research is that quantitative method is based on closed questions. Closed answers from police officers in Cape Town might not produce critical information needed for their training and performance.

3.6. Population type

A study by Denscombe (2014) define the word population as a part of units in which all the measurements of interest to the expert or investigator are presented. According to Cooper and Emory (1995:196), the population type of any research is a cooperative number of individuals that are put together in a particular study; it is also, the collective of mechanisms that a researcher needs to make orientations. For the purpose of this research, the targeted population was law enforcement employees in the Cape Town police station. It mainly involved police officers and other law enforcement officers to understand the effectiveness of training received by South African police officers and its impact on job performance.

3.7. Sample size

According to Aminullah, Apriliaswati and Arifin (2015), a simple size is A sample size is a subgroup of individuals, it should be a representative of individuals being investigated. For the purpose of this research, the size of the population was one hundred (100) participants. The sample size was composed of different ranks of law enforcement personnel of (Police station) in Cape Town. One hundred (100) questionnaires were distributed to different Police Station in Cape Town.

3.8. Sampling techniques

There are two types of sampling techniques. According to Fraley and Hudson (2014), these two techniques are known as probability sampling and non-probability sampling. Lowry (2014) asserted that “probability sampling refers to the selection of a list containing the names of everyone in the population that the researcher is interested

in. However, non-probability sampling is used when carrying social research in cases where samples are selected in a particular way not recommended by probability sampling”.

For the purpose of the research, the chosen technique was non-probability sampling. There are many reasons in choosing this method, for most of all, this sampling techniques offer consistent limitations related to the personal nature in selecting the pilot. The sampling method is also important in choosing random participants in the case where the population pool is large. According to Etikan, Musa and Alkassim (2016), the non-probability sampling is important in cases where the study is undertaken with inadequate time and resources. The non-probability approach involved the use of the following sampling methods: accidental sampling, snowball sampling, quota sampling, judgmental sampling, suitable sampling and purposive sampling. For the purpose of this research, snowball sampling was selected.

3.9. Data collection

A study by Chisnall (1997:39) states that there are three general ways to collect data: observation, experimentation and surveys (questionnaires). A study by Bryman and Bell, (2015:14) illustrated that data collection is referred as a course in which raw information is collected from a defined sample of the population through questionnaires or interviews in order to respond the investigation’ questions and produce an original research result. For the current research, the researcher sought to present and make use of available information regarding the effectiveness of training that is received by police officers and how it impacts their job performance. Participants were selected, and the foremost method of gathering data from these participants was by self-administered questionnaires.

3.9.1. Questionnaires

The investigator has selected questionnaires as a means of data collection, as it is economically viable, generally easy to administer and does not require much time. In addition, it has the benefit of accessing a large sample size of the population within various settings. Questionnaires may also be administered via post, field of work or electronically (Mathevani, 2012:46). A questionnaire is set to be both a quantitative and qualitative instrument. A questionnaire is defined as a “multiple-stage process that requires attention to many details at once”. Various questions can be asked in detail

and in different ways (Burns & Grove, 2003:234). Questionnaires are chosen as the preferred research method because “they are relatively quick to collect information from a group of participants; the responses are gathered in a standardised way, thus questionnaires are more objective” (Carter & Williamson, 1996). Closed-ended questions were asked about the research objectives.

Closed-ended questions are a quantitative method of research. They include a low level of involvement of the researcher and a high number of respondents. Durheim (2000:44) alleged that “the respondents’ answers are limited to a fixed set of responses.” A closed-ended question can be answered with either a single word or a short phrase. It limits the respondent to the set of alternatives being offered. For the aim of this study, closed-ended questions were used to gather raw information on effectiveness of training received by South African police officers and its impact on their job performance. The questionnaire is attached as Appendix A.

3.9.2. Questionnaire design

To achieve the objectives aligned for this research and answer its problem of study, the questions were produced in a way that reflects the quantitative method. The questionnaire was designed in a single section that sought information regarding participants’ background and training. On this, the questionnaires focused on gathering a participant’s rank, duration of the training and status. Furthermore, the main focus of the rest of the questionnaire was designed to have more raw information regarding training and how it is connected to their daily activities and performance.

3.10. Data analysis

To produce original results, data has to be collected and analysed. Raw information is data that is unprocessed; they are primary information that the researcher extracts from participants for a particular research project (Babbie, 2010:12). Analysing primary information means organising and providing a meaningful structure of information. For the purpose of this research, Microsoft Excel was used as the tool of data analysis. Raw data gathered from respondents was coded before inputting into the software). According to Babbie et al., (2001:583), “the benefit of using this software is that it aids the researcher to summarise data, compile appropriate tables and graphs, examine relationships among variables and perform tests of statistical significance based on the research questions”.

3.11. Validity and Reliability of the Research

According to Polit and Hungler (2001), validity refers to “the accuracy of the data; it exists when the research findings reflect the perceptions of the people under study”. Validity is imperative in quantitative study because it determines the level to which a data gathering instrument measures what is intended for it to measure and whether it will lead to valid conclusions. In order for the researcher to achieve the validity of the current research, the investigator clearly made best use of aligned methodology and the results gathered from analysis were compared with previous literature on training among police officers and different locations.

Polit and Hungler (2001) point that, reliability denotes the stability of information over time and over conditions. A dependable research study should be accurate and consistent. Reliable information is trustworthy, dependable, unflinching, authentic and reputable. Consistency is the main measure of reliability (Polit & Hungler, 2001). These aspects were attained by using recognised research methods; also, a brief pilot of study was performed in order to adjust faults in the research questions. To do so, fourteen (14) police officers were selected at Cape Town Central police station to test the questions asked. After the question was tested, it was necessary to adjust some minor grammatical errors.

3.12. Delimitation of the research

The delineation of the current research was as follows:

- This study focused on the effectiveness of police training and its impact on job performance.
- Data collection was done at selected police stations in the City of Cape Town only.

3.13. Ethical considerations of the study

Investigation integrity concerns the accountability of investigators to be truthful and respectful to all participants who are involved in the research studies. The researcher adhered to the prescribed set of ethical considerations highlighted below:

- **Ethical approval:** This was obtained from the Ethics Committee at the Cape Peninsula University of Technology (CPUT), in Cape Town.

- **Confidentiality:** The researcher ensured that the information provided by the respondents is not divulged to any other third party. The information is used for the research purpose only and discarded thereafter.
- **Anonymity:** The researcher must not ask for the respondents' names and no information should link the respondents to their personal identification.
- **Discontinuance:** Participants were informed that the research is on a voluntary basis and they were allowed to discontinue at any point.

3.14. Summary

The current chapter demonstrated the research design and methodology by aligning different aspects, such as the quantitative method used to maximise valid answers. The chapter also described the data collection tool, the designated population size of one hundred (100) participants, and the selection of Microsoft Excel as the main data analysis tool. This chapter illustrated the ethics consideration, ensuring that no information is exposed or any participant harmed. The next chapter discusses the data analysis and findings.

CHAPTER FOUR DATA ANALYSIS AND FINDINGS

4.1. Introduction

The preceding chapter described the attributes related to the study methodology and design. The current chapter displays the analysis of data obtained from respondents through questionnaires. As a reminder, this research was done to analyse the effectiveness of SAPS officers' TPs and their relation to job performance. To achieve the above-mentioned purpose, the study focused on one hundred (100) SAPS officers in different police stations around the City of Cape Town.

The overall description of participants was not specified as the research targeted any law enforcement employees regardless of their ranks and position in the office. From the one hundred (100) questionnaires supplied, all were returned, however, only 99 were filled in and one was blank. As a quantitative based research, analysis was done by using Microsoft Excel software. The analysis and finding are represented by sections. Section One (1), concentrated on respondents' background, Section Two (2) on SAPS training and its effectiveness, Section Three (3) on challenges of SAPS training, and Section Four (4) on strategies that might be available to improve SAPS training. In this process of analysis, the letter (n) represents the number of respondents.

4.1.1. Section One: Respondents' background

Respondents' gender

The respondents' demographic regarding their gender was registered as follows: Out of the n=99 (100%), the majority of n=63 (63%) were male; the minority of n=36 (37%) were female. Figure 4.1 below illustrates the result.

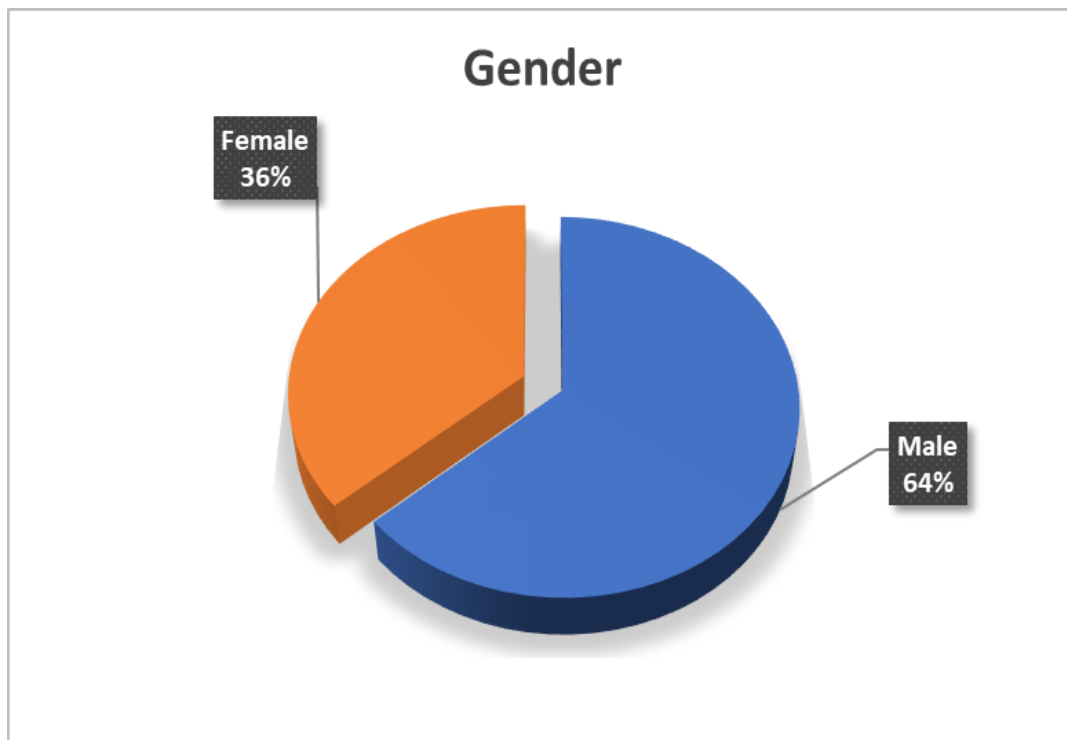


Figure 4.1: Gender demographic

Respondents' age

The question was asked to determine the respondents' ages. From the respondents, it was registered that, of the n=99 (100%), the majority of the respondents, n=44, (44%) were aged between 36 to 45 years old; this was followed by respondents n=33 (33%) who were between age of 26 to 35. The result registered n=18 (18%) respondents who were between 46 and 55 years of age. Only n=5 respondents (5%) were aged between 56 and 65 years. No result was shown of respondents with ages between 0 to 18, 19 to 25 and more than 65 years old. Table 4.1 below displays the research result regarding ages.

Table 4.1: Age demographics

		Frequency	Percentage	Accumulative percentage
Valid	0 to 18 years old	0	0	0
	19 to 25 years old	0	0	0
	26 to 35 years old	16	16	16
	36 to 45 years old	41	42	58
	46 to 55 years old	36	36	94

	56 to 65 years old	6	6	100
	65 and more	0	0	100
	Total	99	100	

Education level

Participants were asked to display their level of education; of the respondents, the research result show that the majority of the respondents, n=45, (46%) hold a qualification level of secondary school. n=39 39% of respondents hold a degree or diploma. The research results also show that respondents n=10 (10%) hold only a primary school certificate and n=4 (4%) had postgraduate qualification. n=1 (1%) indicated other degree. Figure 4.3 below demonstrates the results.

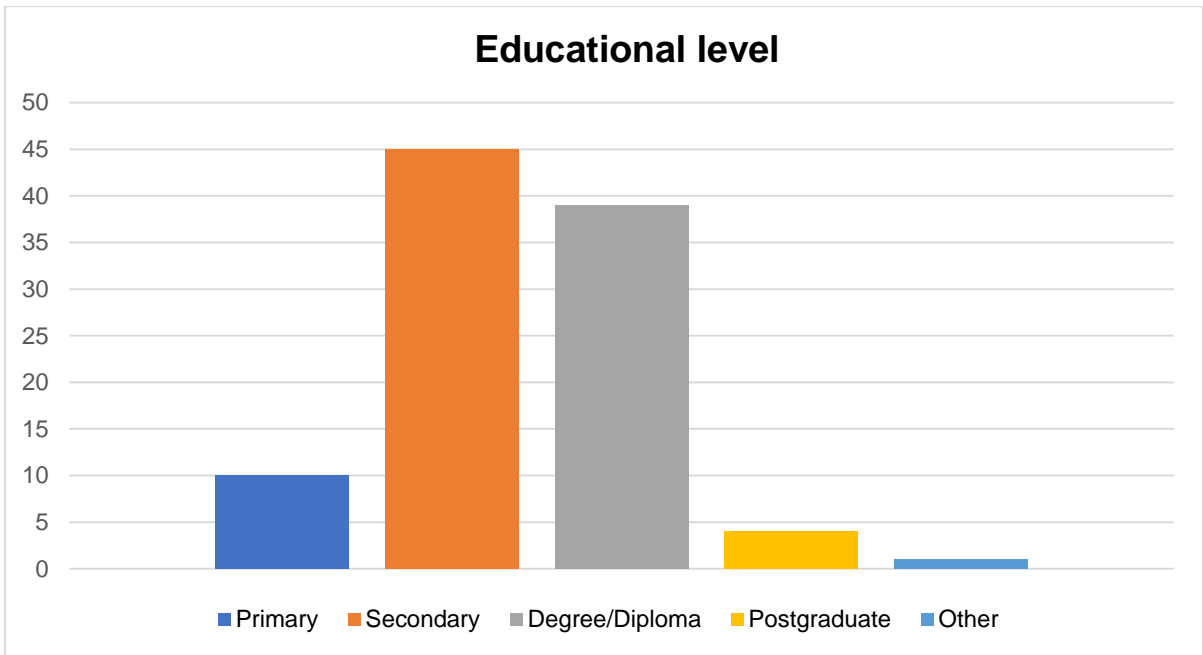


Figure 4.2: Education level

Respondents' rank

The question was asked to the participants to describe their rank as a law enforcement employee. Out of the n=99 respondents, the results show that the majority of n=30 (31%) were ranked as “Constable”; n=24 (24%) showed respondents as “Sergeant”, and n=22 (22%) respondents were “Warrant Officer”. The research results also illustrated n=9 (9%) were “Captain”, while n=7 (7%) were ranked as “Others”. The results show specification of “Office Clerk and Administrator”. n=5 (5%) were as

“Lieutenant”, n=2 (2%) were “Lieutenant Colonel. The research shows no result for “General, Colonel, General Lt, Major General, Major and Brigadier” (See Figure 4.3 below).

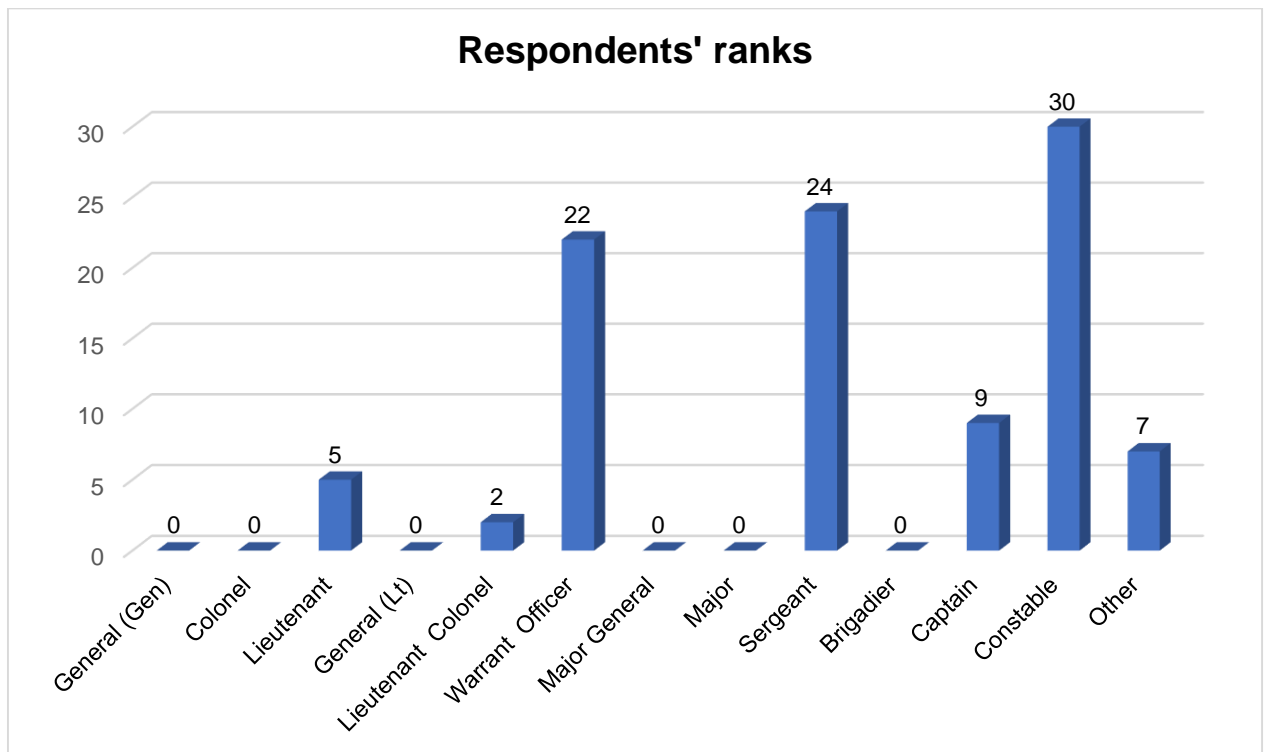


Figure 4.3: Respondents ranks

Respective police station for the respondents

The Table 4.2 below illustrates the research result on respondents' place of work (police station). Out of the n=99 respondents, most of them n=52 accumulating (53%) were based at “CBD Police Station”; the research result also shows n=38 representing (38%) were based at “Cape Town suburb police station” and only n=9 (9%) were at other stations.

Table 4.2: Respective police station

Valid		Frequency	Percentage	Accumulative percentage
	CBD	52	53	53

	Cape Town suburb police station	38	38	91
	Other	9	9	100
	Total	99	100	

Respondents' working experience or duration

Respondents were asked to mention the length of period in which they have been working as law enforcement. Of the n=99 respondents, the majority of n=46 representing (47%) mentioned they have been working for about 10 to 20 years. The research results also show n=24 (24%) have been working for about 20 to 30 years. n=22 (22%) show that other respondents have been working for about 10 years. The research result shows n=7 (7%) officers have been working for about 30 to 40 years. No result regarding officers that have been working for more than 40 years was recorded (See Figure 4.4 below).

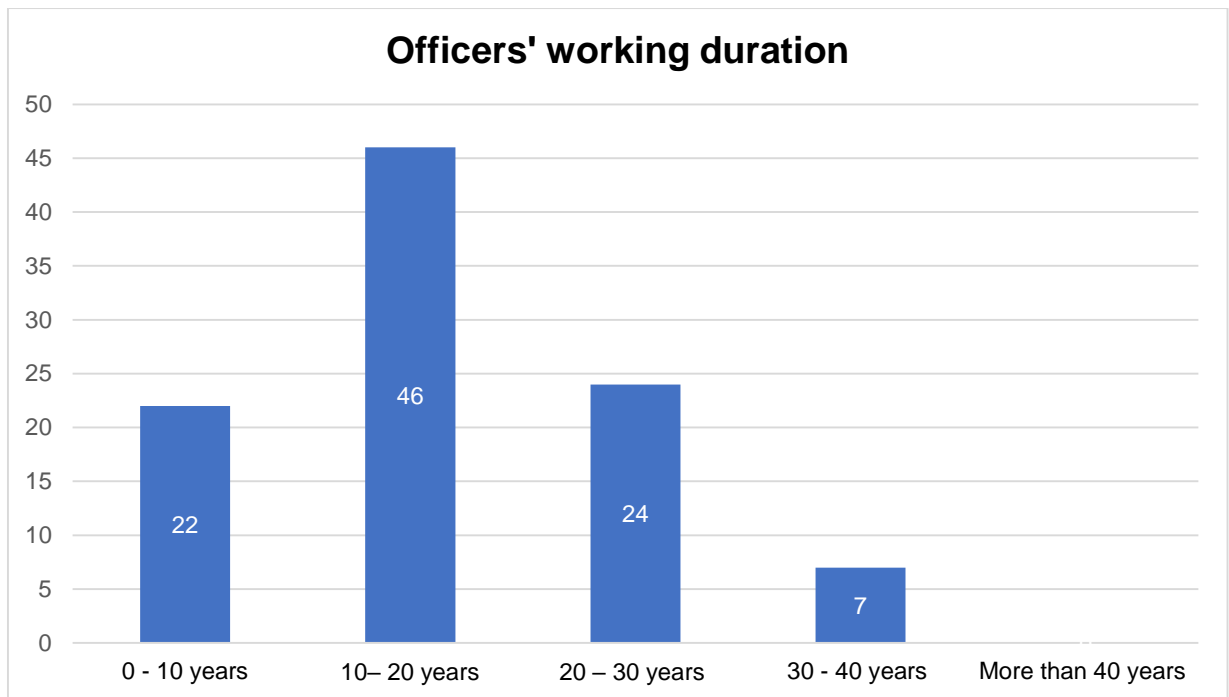


Figure 4.4: Working experience

4.1.2. Section Two: SAPS training and its effectiveness

Period of training offered by SAPS

A question was asked to the participants involved in the research to describe the process through which SAPS organises its training activities. Of the respondents n=99 (100%), the majority of n=44 (45%) pointed out that SAPS organises most of its training on a “Less often than annual basis”; the results show n=27 (27%) pointed out that the SAPS organise training on an “Annual basis”; n=18 (18%) pointed out that training is often organised on a “Six Monthly basis”. The results show only n=6 (6%) indicated training is carried on a “Monthly basis” and n=4 (4%) on a “Quarterly basis”. Figure 4.5 displays the results.

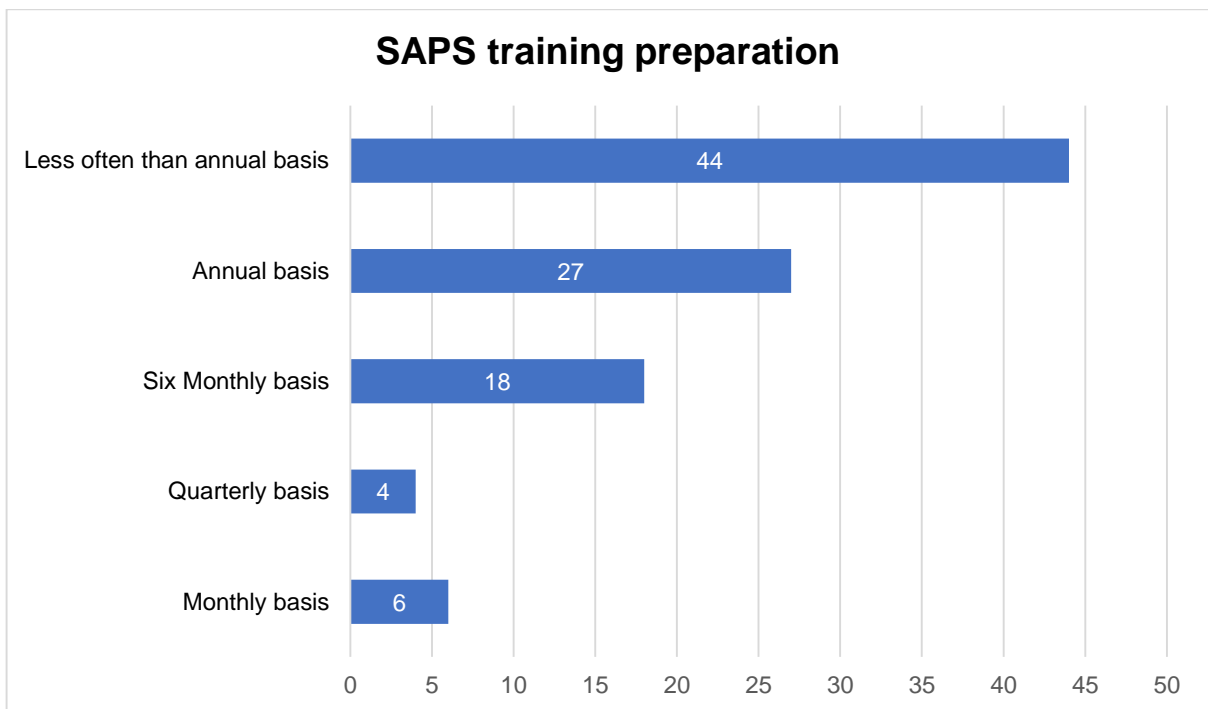


Figure 4.5: SAPS period of training

Furthermore, the question was extended to find out on which basis the officers attend training organised by the SAPS. The research results show that most of the respondents, n=50, (51%) admitted to attending SAPS training programs on a “Less often than Annual basis”; the research results also show n=35 (35%) respondents were attending SAPS training on “Annual basis”; n=11 representing (11%) were attending SAPS training programs on a “Six Monthly basis”. Only n=3 representing (3%) were attending SAPS training programs on a “Quarterly basis”. No result was shown regarding “Monthly basis” training attendance. Figure 4.6 displays the results.

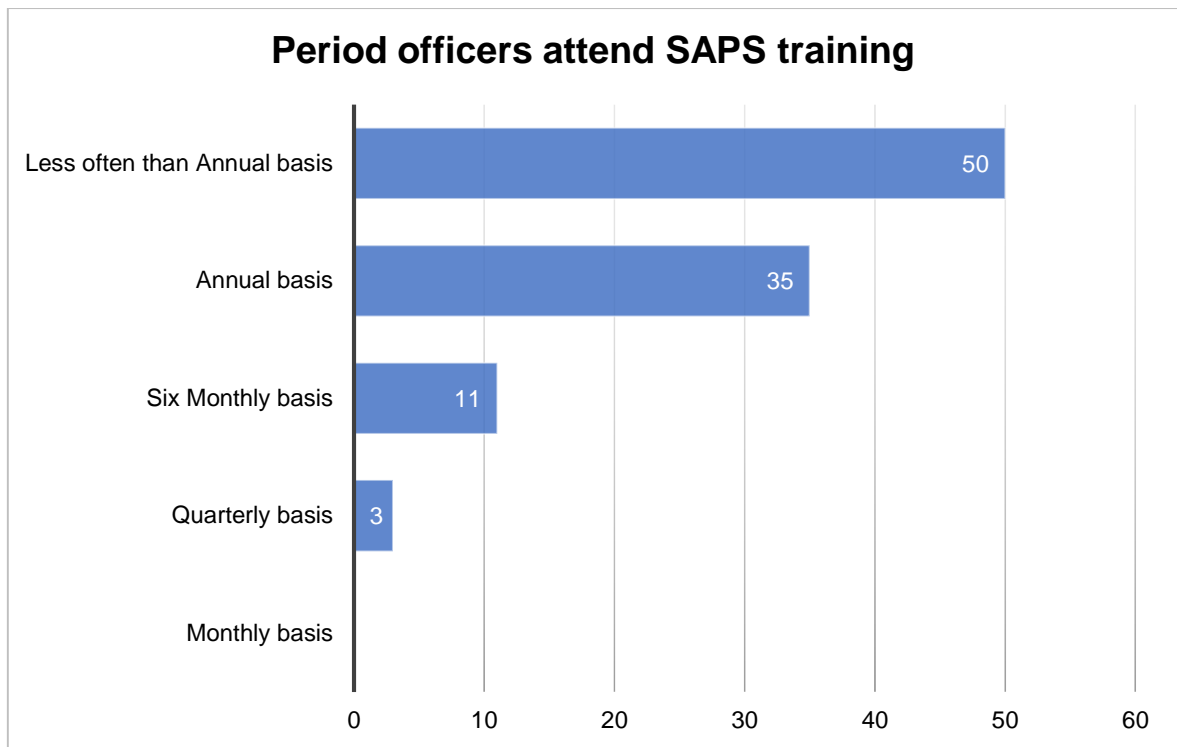


Figure 4.6: Employees' period of training attendance

SAPS training helpful to officers

Respondents were asked to describe if the SAPS training program they have attended was very helpful to them. From the research results, it was shown that the majority, n=49, (50%) of respondents agreed that the SAPS training they have attended was very helpful to them; n=7 (7%) strongly agreed that the SAPS training they have attended was very helpful. n=28 (28%) disagreed that the SAPS training they have attended was not helpful to them; and only n=3 (3%) strongly disagree that the SAPS training they have attended was very helpful. On the other hand, n=12 (12%) of the respondents were indifferent on their position of whether the training was helpful or not. Figure 4.7 displays the results.

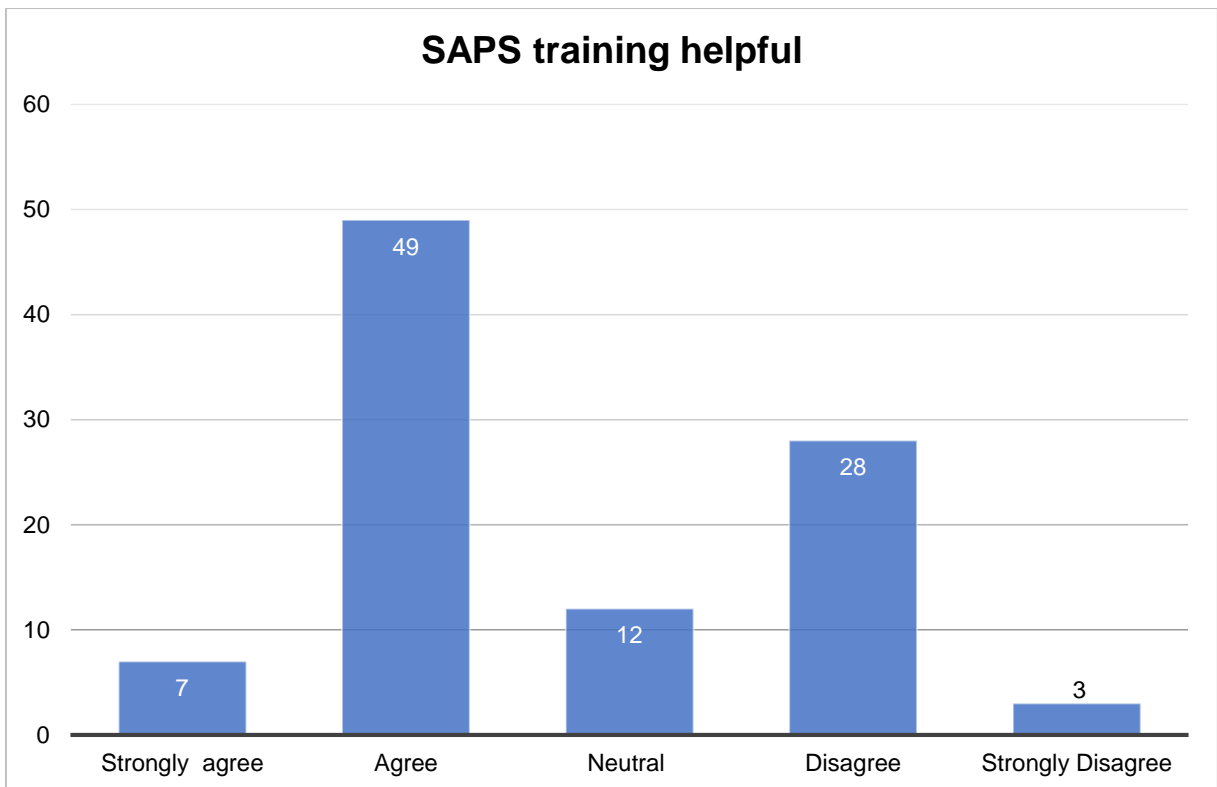


Figure 4.7: SAPS training program helpful

SAPS training efficiency

Respondents were asked to designate the efficiency of SAPS training programs by pointing out if the training attended was not done efficiently. Of n=99 (100%) of the respondents, the research results show that the majority of n= 47 (48%) agreed that the SAPS training they have attended was not done efficiently; and n=9 (9%) strongly agreed to the same statement that the SAPS training they have attended was not done efficiently. The results also show n=27 (27%) disagreed by pointing out that the SAPS training they have attended was done efficiently; and n=4 (4%) strongly disagree supporting that SAPS training they have attended was done efficiently. Results of the research show n=12 (12%) of the respondents were indifferent on whether the training was done efficiently or not (See Figure 4.8).

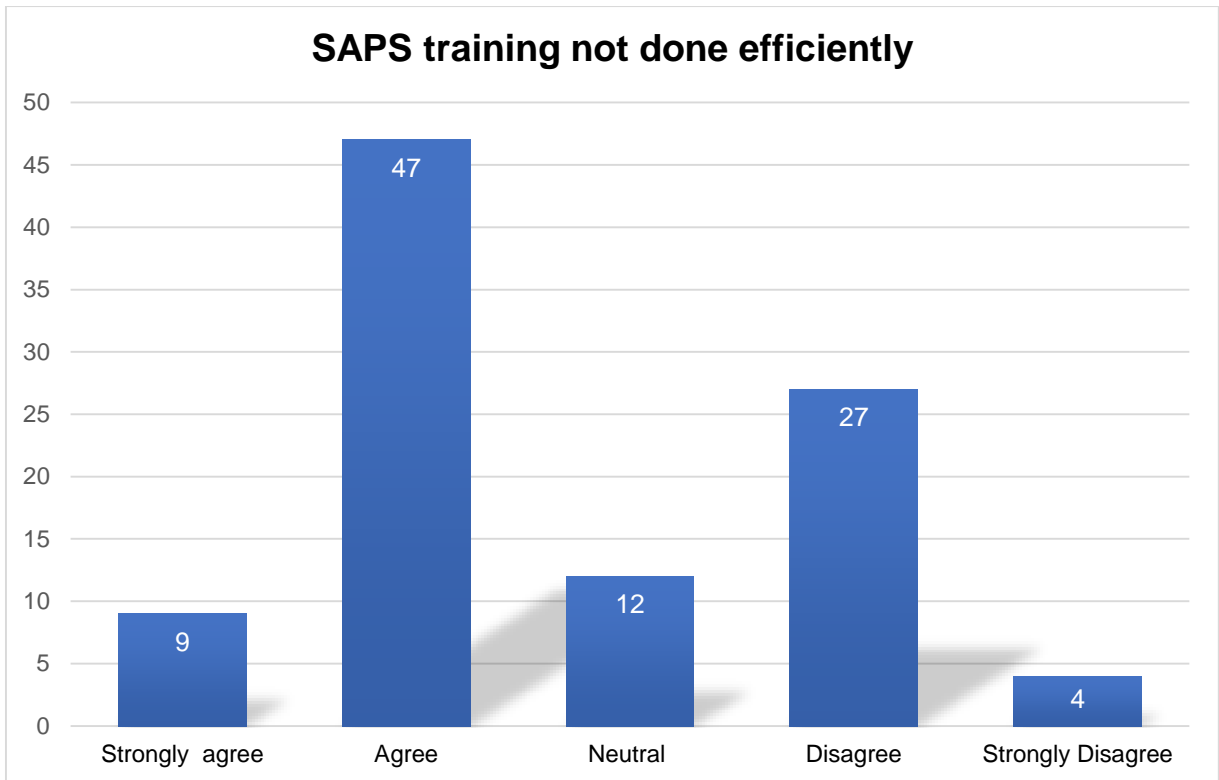


Figure 4.8: SAPS training not done efficiently

SAPS training effectiveness

The question was asked to respondents to express whether the SAPS training they attended was very effective. Of the respondents, the results show that most respondents $n=59$ (60%) disagreed and expressed that the SAPS training they have attended was not effective. $n=26$ (26%) agreed that the SAPS training they have attended was effective; additionally, $n=5$ (5%) strongly agreed that the SAPS training they have attended was very effective. The research results also show $n=9$ (9%) of the respondents abstained on their response on whether the SAPS training was effective or not (See Figure 4.9).

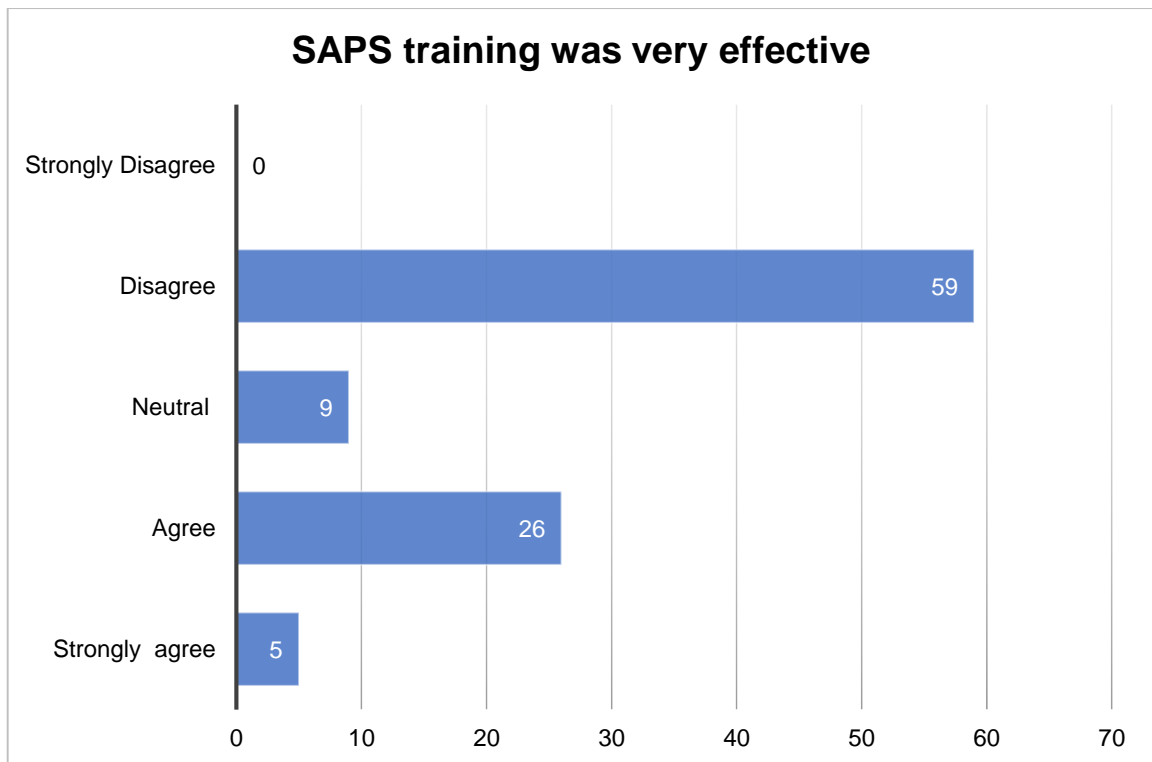


Figure 4.9: SAPS training effectiveness

SAPS training orientation to respondents' role

The statement was addressed to respondents to express whether the SAPS training they attended was not a good orientation to their role. Of the n=99 (100%), the research results show that most of the respondents, n= 51, (52%) agreed that the SAPS training they have attended was not a good orientation to their role; n=3 (3%) strongly agreed with that statement that the SAPS training they have enrolled was not a good orientation to them. The results show n=29 (27%) disagreed on the statement by pointing out that the SAPS training they have attended was good for their role; n=3 (3%) strongly disagreed that SAPS training was not a good orientation to their role. Results of the research also show n=13 (13%) of the respondents were neutral on whether the training was a good orientation to their role or not. Figure 4.10 displays the results.

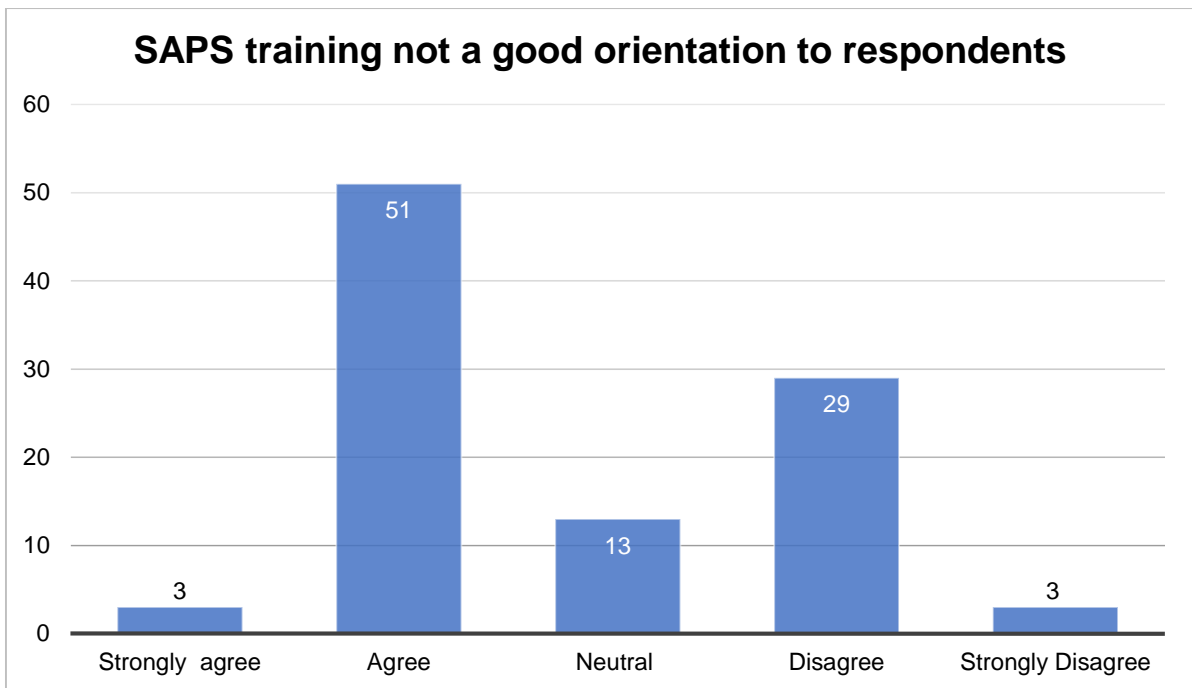


Figure 4.10: SAPS training orientation

Skills and performance

Respondents were asked to describe if the SAPS training, they received so far provided them with the skills that they required to perform their job. Of the respondents, the results show the majority of respondents, n=43 (44%) remained neutral on whether the SAPS training they received so far provided them with the skills that they required to perform their job. The results show n=30 (30%) agreed that the SAPS training they received so far provided them with the skills that they required to perform their job; n=5 (5%) strongly agreed that with the statement. n=19 (19%) disagreed that the SAPS training they have received so far provided them with the skills that they required to perform their job; n=3 (3%) strongly supported the statement (See Figure 4.11).

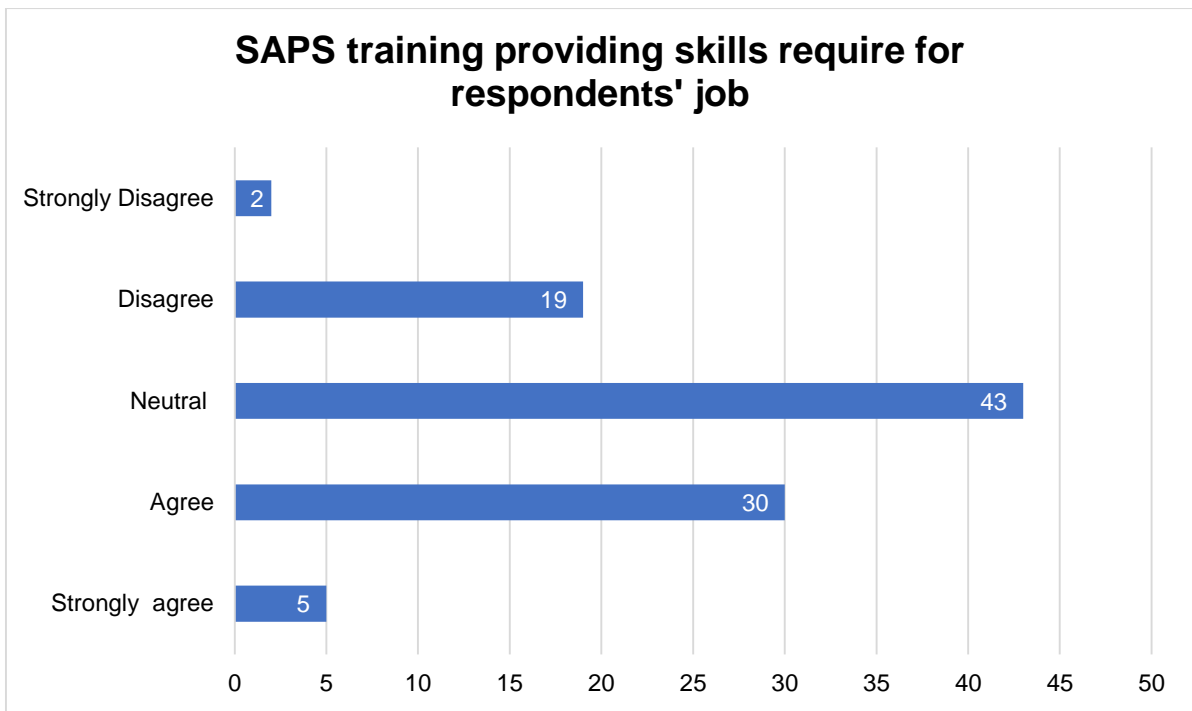


Figure 4.11: SAPS training program on skill and performance

Relevance of the training

A statement was given to respondents in order to express if the training they received has been relevant to their field of work. The results show that most of respondents, n=43, (44%) disagreed with the statement and point out that the SAPS training they have received has not been relevant to their field of work; furthermore, n=3 (3%) also strongly disagree with the statement. n=33(33%) of the respondents agreed that the SAPS training they have received has been relevant to their field of work, while n=8 (8%) strongly agreed with the statement. n=14 (14%) abstained from answering as they were not sure on if the SAPS training, they have received has been relevant to their field of work (See Figure 4.12).

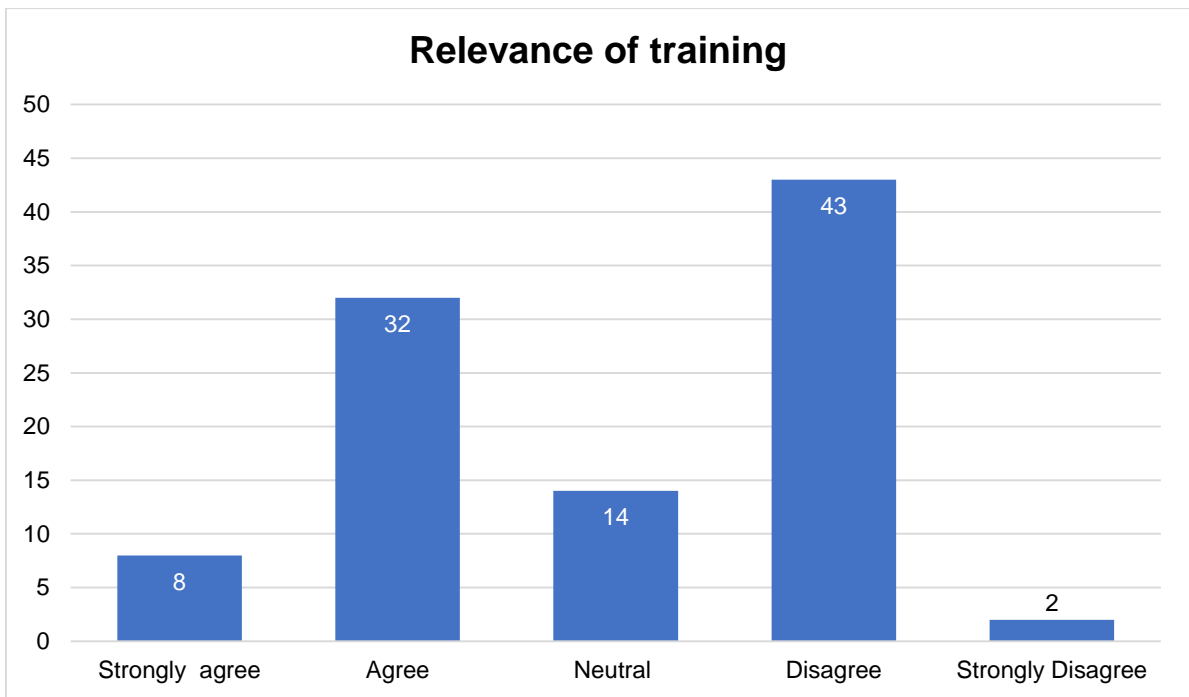


Figure 4.12: Relevance of SAPS training program

Respondents' satisfaction with Western Cape's SAPS training

Respondents were asked to express their opinion on whether they were satisfied with the training programmes that are offered by the training centre in the City of Cape Town. Of the respondents, the majority of n=47 (48%) disagreed that they were not satisfied with the training programmes that are offered by the training centre in the City of Cape Town; in addition, n=7 (7%) expressed stronger disagreement to the statement. n=22 (22%) agreed with the statement that they were happy and satisfied with the training programmes that are offered by the training centre in the Western Cape, which is also strongly supported by n=8 (8%) of respondents. n=15 (15%) were neutral to on their answer (See Figure 4.12 below).

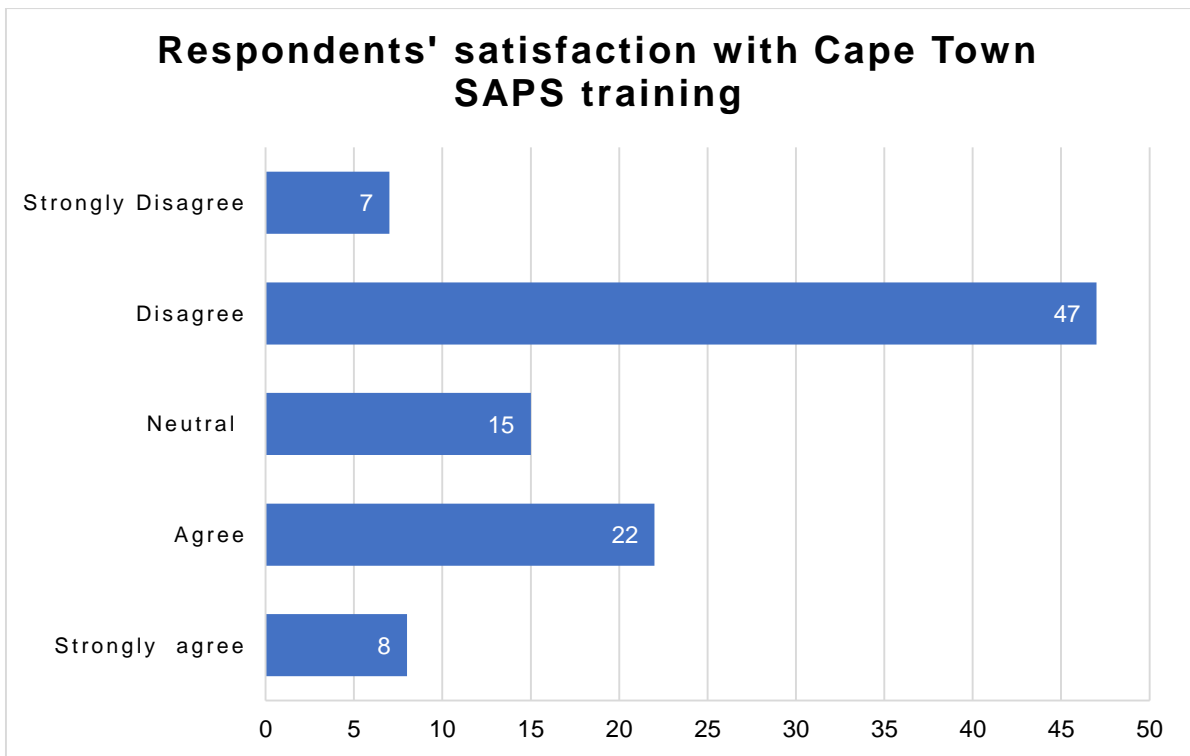


Figure 4.13: Satisfaction with Western Cape training

Respondents' motivation to attend training

A statement illustrating the willingness to attend SAPS training was given to respondents to know if they were not motivated to attend training that is provided by SAPS in the City of Cape Town. Of the respondents, the results show that n=51 (52%) disagreed with the statement as they believe they have to be motivated to attend training that is provided by SAPS in the City of Cape Town; n=16 (16%) of the respondents strongly disagreed. n=16 (16%) agreed that they were not motivated to attend training that is provided by SAPS in the City of Cape Town, while n=16 (16%) abstained from responding on whether to agree or not. Figure 4.14 displays the results.

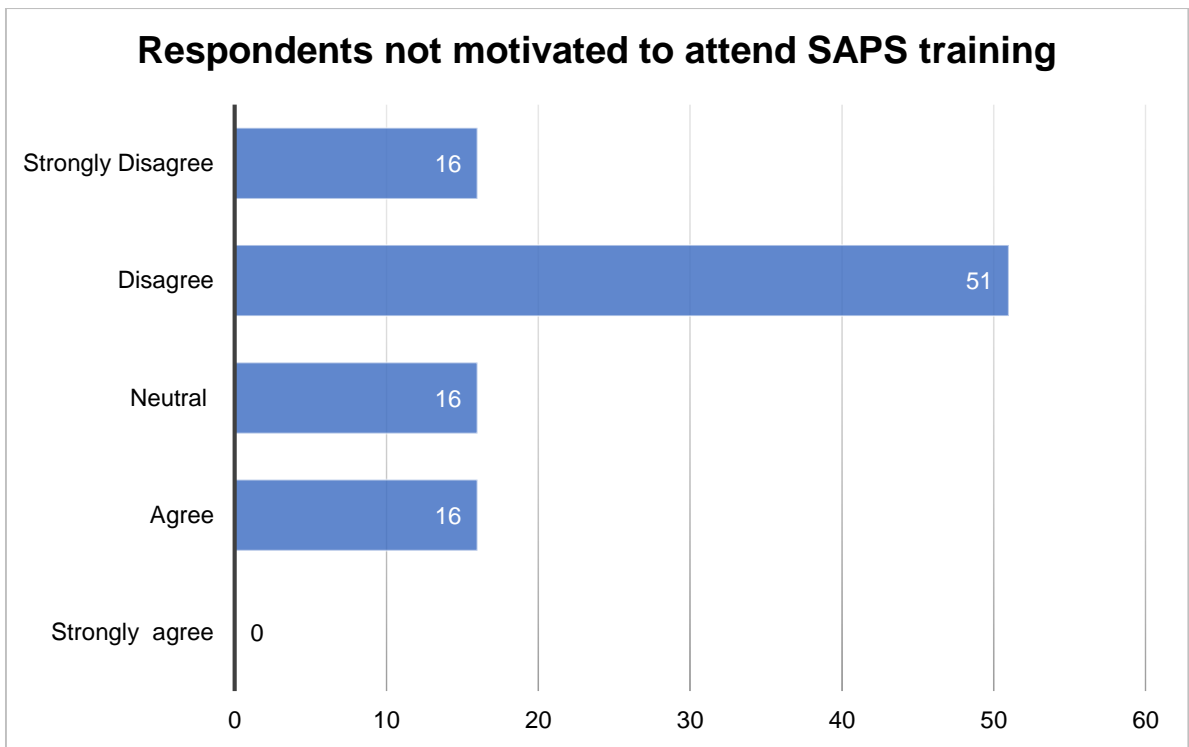


Figure 4.14: Motivation to attend SAPS training program

Respondents' confidence during difficult situations

The question was aligned to know if, after training, respondents feel confident to handle difficult situations in their line of duty. The research results show that the majority of n=62 (63%) disagreed with the statement on whether after training they feel confident to handle difficult situations in their line of duty. n=19 (19%) agreed with the statement that after training they feel confident to handle difficult situations in their line of duty; n=3 (3%) strongly supported the statement that they feel confident. Furthermore, n=15 (15%) remained neutral to the statement.

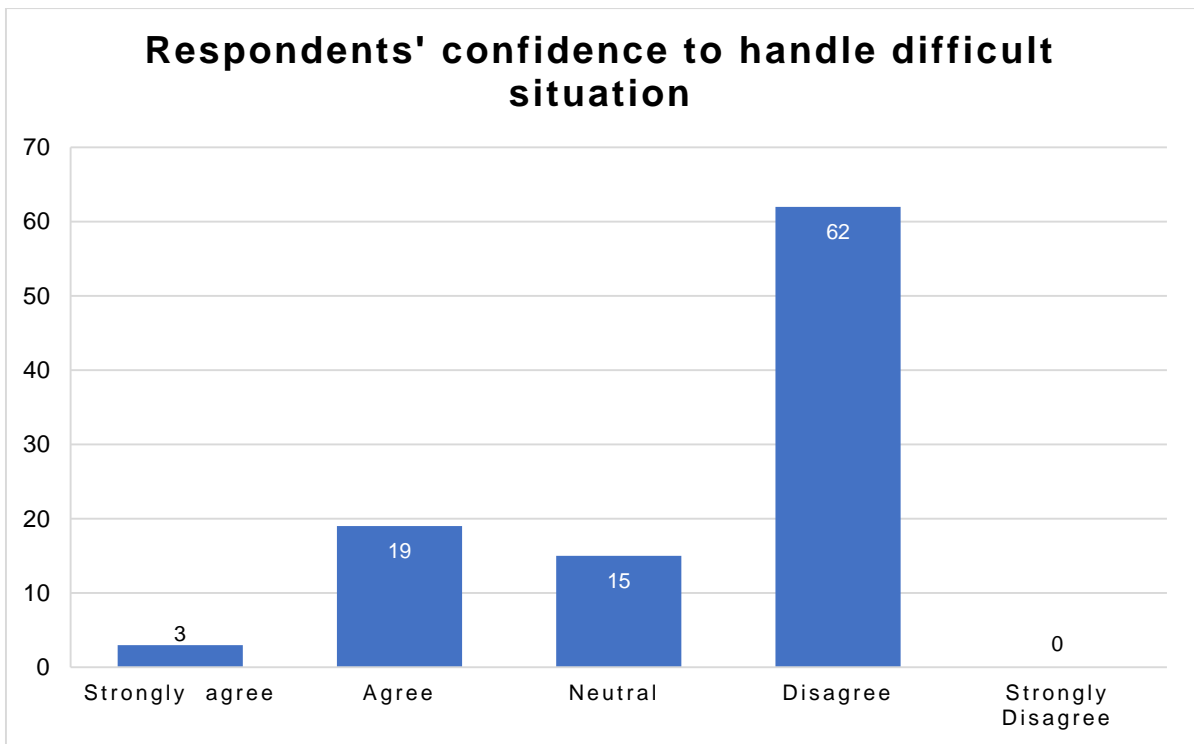


Figure 4.15: Police confidence in difficult situations

SAPS training assistance to respondents outside SAPS

The question was asked to respondents to express if the training that is offered by SAPS does not assist them to work outside SAPS in future. Of the respondents, the results show that most respondents n=42 (42%) abstained from responding to whether the training that is offered by SAPS does not assist them to work outside SAPS in the future. n=29 (29%) agreed that the training that is offered by SAPS does not assist them to work outside SAPS in future and the results also show that n=1 (1%) strongly agreed with the statement. n=25 (25%) disagreed and expressed that the training that is offered by SAPS does assist them to work outside SAPS in the future and the result was strongly supported by n=2 (2%) (See Figure 4.16).

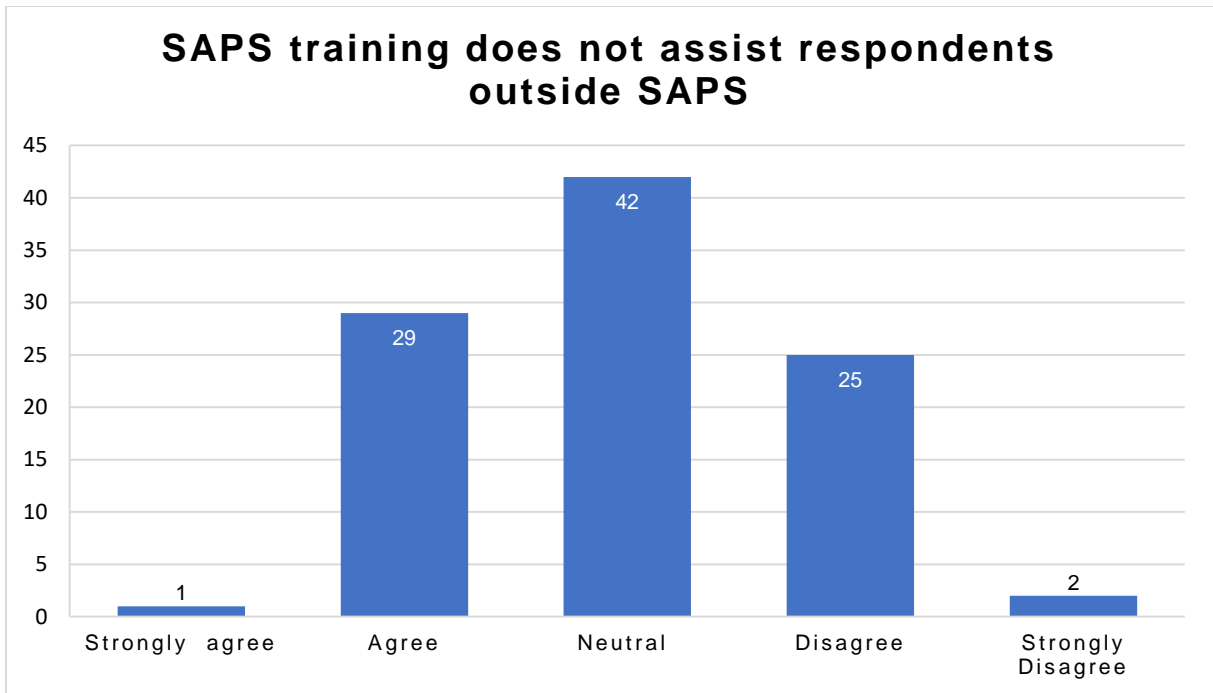


Figure 4.16: SAPS training assistance to outside career

SAPS training assists respondents with career advancement

A statement was given to respondents in order to express if the training program that is provided will assist them with career advancement within the SAPS (for example, “promotion”). The research results show that the majority of the respondents $n=44$ (45%) agreed with the statement that the training program that is provided will assist them with career advancement within the SAPS (for example, “promotion”). Furthermore, $n=4$ (4%) also strongly agree with the statement. On the other hand, $n=31$ (31%) of the respondents disagreed that the training program that is provided will not assist them with career advancement within the SAPS (for example, “promotion”). $n=20$ (20%) abstained from answering.

Table 4.3: SAPS training programs and career advancement

		Frequency	Percentage	Accumulative percentage
Valid	Strongly agree	4	4	4
	Agree	44	45	49
	Neutral	20	20	69
	Disagree	31	31	100

	Strongly disagree	0	0	100
	Total	99	100	

SAPS training is an important tool for development

The question was asked to respondents to know if the training program for employees is seen as an important tool for development in the SAPS. Of the respondents, the results revealed that the majority of respondents, n=45 (46%) agreed with the statement that training programs for employees are seen as an important tool for development in the SAPS. The statement was strongly supported by n=29 (29%) respondents. n=17 (17%) disagreed with the statement and expressed that training programs for employees are seen as important tools for development in the SAPS. n=8 (8%) abstained from responding to whether the training program for employees is seen as an important tool for development in the SAPS.

Table 4.4: Training as an important tool

		Frequency	Percentage	Accumulative percentage
Valid	Strongly agree	29	29	29
	Agree	45	46	75
	Neutral	8	8	83
	Disagree	17	17	100
	Strongly disagree	0	0	100
	Total	99	100	

The training in SAPS is well planned

Respondents were asked to answer whether the training in SAPS is well planned. Of the respondents, the majority of n=59 (60%) disagreed that the training in SAPS is well planned; the statement is strongly disagreed by n=2 (2%) of the respondents. n=19 (19%) were neutral on their answer whether the training in SAPS is well planned. n=17 (17%) agreed with the statement that the training in SAPS is well planned and was strongly supported by n=2 (2%) of the respondents.

Table 4.5: SAPS training programs are well planned

		Frequency	Percentage	Accumulative percentage
Valid	Strongly agree	2	2	2
	Agree	17	17	19
	Neutral	19	19	39
	Disagree	59	60	98
	Strongly disagree	2	2	100
	Total	99	100	

Needs assessment for training

The question was asked to respondents to determine if a needs assessment was done before they were sent to training. Of the respondents, the research results show the majority of n=58 (59%) disagreed that a needs assessment was done before they were sent to training, the disagreement was also supported by n=9 (9%) of the respondents. The result also shows n=17 (17%) abstained from responding with regards to the statement of whether a needs assessment was done before they were sent to training. n=14 (14%) of the respondents agreed to the statement that a needs assessment was done before they were sent to training, and n=1 (1%) strongly agreed with the statement.

Table 4.6: SAPS' needs assessment for training

		Frequency	Percentage	Accumulative percentage
Valid	Strongly agree	1	1	1
	Agree	14	14	15
	Neutral	17	17	32
	Disagree	58	59	91
	Strongly disagree	9	9	100
	Total	99	100	

Fairness to training selection

A statement was given to respondents in order to determine if the selection procedure of employees who must attend training is done unfairly. The research result shows that the majority of the respondents, n=56 (57%) agreed with the statement that the selection procedure of employees who must attend training is not fair; n=13 (13%) strongly agreed with the statement that the selection procedure for employees who must attend training is done unfairly. n=15 (15%) of the respondents disagreed with the statement that the selection procedure of employees who must attend training is done fairly; this was strongly supported by n=3 (3%). n=12 (12%) abstained from answering as they are not sure if the selection procedure of employees who must attend training is done fairly or not.

Table 4.7: SAPS training selection

Valid		Frequency	Percentage	Accumulative percentage
	Strongly agree	13	13	13
	Agree	56	57	70
	Neutral	12	12	82
	Disagree	15	15	97
	Strongly disagree	3	3	100
	Total	99	100	

SAPS training and employees' expectation

Respondents were asked if the training that they have attended so far has met their expectations. Of the respondents, the majority of n=43 (44%) disagreed that the training that they have attended so far has met their expectations. n=37 (37%) were neutral in their answer on whether it has met their expectation or not. n=15 (15%) agreed with the statement that the training they have attended so far has met their expectations; n=4 (4%) strongly agreed with the statement.

Table 4.8: SAPS training and employees' satisfaction

Valid		Frequency	Percentage	Accumulative percentage
	Strongly agree	4	4	4
	Agree	15	15	19

	Neutral	37	37	56
	Disagree	43	44	100
	Strongly disagree	0	0	100
	Total	99	100	

Relevance of training to adult learn

The question was asked to respondents to determine if the training techniques used by trainers were not relevant to assist adults to learn fast. The research results show that the majority of n=64 (65%) of the respondents agreed that the training techniques used by trainers were not relevant to assist adults to learn fast. The results also show n=21 (21%) disagreed with the statement as they believed the training techniques used by trainers were relevant to assist adults to learn fast. n=4 (4%) strongly disagreed with the statement. n=10 (10%) abstained from responding to the statement on whether the training techniques used by trainers were relevant or not to assist adults to learn fast, as they were neutral.

Table 4.9: SAPS training and relevance to adult training

		Frequency	Percentage	Accumulative percentage
Valid	Strongly agree	0	0	0
	Agree	64	65	65
	Neutral	10	10	75
	Disagree	21	21	96
	Strongly disagree	4	4	100
	Total	99	100	

Suitability of training material

A statement was given to respondents to describe if the training materials are suitable to equip employees with knowledge. Of the respondents, the research result shows that the majority of n=63 (64%) agreed with the statement that the training materials

are suitable to equip employees with knowledge; the statement was also strongly agreed by n=5 (5%). n=22 (22%) of the respondents disagreed with the statement, as they believed that the training materials are not suitable to equip employees with knowledge. n=9 (9%) were neutral as they were not sure on if the training materials are suitable to equip employees with knowledge or not.

Table 4.10: SAPS training materials

		Frequency	Percentage	Accumulative percentage
Valid	Strongly agree	5	5	5
	Agree	63	64	69
	Neutral	9	9	78
	Disagree	22	22	100
	Strongly disagree	0	0	100
	Total	99	100	

Suitability of training equipment

A statement was also given to describe if the training equipment was suitable to equip employees with skills. Of the respondents, the research result shows that the majority of n=65 (66%) agreed with the statement that the training equipment was suitable to equip employees with skills and the statement was also strongly supported by n=4 (4%). n=20 (20%) of the respondents disagreed with the statement, as they believed that the training equipment was not suitable to equip employees with skills. n=10 (10%) were neutral in their answers as they were not sure if the training equipment was suitable to equip employees with skills or not.

Table 4.11: SAPS training equipment

		Frequency	Percentage	Accumulative percentage
Valid	Strongly agree	4	4	4
	Agree	65	66	70
	Neutral	10	10	80
	Disagree	20	20	100

	Strongly disagree	0	0	100
	Total	99	100	

Trainers adequacy and expertise

Respondents were asked to answer whether the trainers have adequate expertise to train adult learners. Of the respondents, the results show that the majority of n=52 (53%) disagreed that with the statement, as they believed trainers do not have adequate expertise to train adult learners; the statement is strongly supported by the n=11 (11%) of the respondents. n=18 (18%) agreed with the statement that trainers have adequate expertise to train adult learners, and n=3 (3%) strongly agreed with the statement. n=15 (15%) were neutral in their answer on whether trainers have adequate expertise to train adult learners or not.

Table 4.12: Trainers have adequacy and expertise to train

		Frequency	Percentage	Accumulative percentage
Valid	Strongly agree	3	3	3
	Agree	18	18	21
	Neutral	15	15	36
	Disagree	52	53	89
	Strongly disagree	11	11	100
	Total	99	100	

The SAPS training assessment

The question was asked to respondents on whether the SAPS does the assessment for each training programme well. Of the respondents, the majority of n=42 (43%) disagreed with that statement, as respondents believed that the SAPS does not assess each training programme well. n=3 (3%) also strongly disagreed with the statement n=31 (31%) were neutral on their answer on whether the SAPS assesses each training programme well or not. n=17 (17%) agreed with the statement that the SAPS assesses each training programme well, and n=6 (6%) strongly supported and agreed with the statement.

Table 4.13: SAPS training assessment

		Frequency	Percentage	Accumulative percentage
Valid	Strongly agree	6	6	6
	Agree	17	17	23
	Neutral	31	31	54
	Disagree	42	43	97
	Strongly disagree	3	3	100
	Total	99	100	

SAPS and post-training evaluation

Respondents were asked to determine if SAPS does not conduct post-training evaluation. The research results show that the majority of the respondents, n=53 (54%), agreed with the statement that SAPS does not conduct post-training evaluation; n=18 (18%) strongly agreed with the statement that SAPS does not conduct post-training evaluation. n=16 (16%) abstained from either agreeing or disagreeing as they were not sure if SAPS does or does not conduct post-training evaluation. n=9 (9%) of the respondents disagreed with the statement as respondents believed SAPS does conduct post-training evaluation; this was strongly disagreed by n=3 (3%).

Table 4.14: SAPS post-training evaluation

		Frequency	Percentage	Accumulative percentage
Valid	Strongly agree	18	18	18
	Agree	53	54	72
	Neutral	16	16	88
	Disagree	9	9	97
	Strongly disagree	3	3	100
	Total	99	100	

4.1.3. Section Three: The areas SAPS training is facing challenges and current performance

The areas that SAPS training faced challenges

Respondents were asked to identify the areas SAPS training programs still have challenges in. Of the respondents, n=48 (49%) of the respondents believed that SAPS training programs are still facing challenges of “Quality of detective training approach”; n=56 (57%) pointed out that SAPS training programs are still facing challenges on “Basic ability/experience of trainers”; n=57 (58%) mentioned SAPS training programs to be still facing challenges on “Quality of Law enforcement program”; n=51 (52%) said SAPS training programs are still facing challenges on “Training style”; n=75 representing (76%) pointed out “Multi-cultural/diversity training”; n=68 (69%) mentioned “Problem-Oriented Policing” is where SAPS training programs are still facing challenges; n=60 (61%) pointed out “Community-Oriented Policing” as an area where challenges are experienced; n=71 (72%) selected “Updating its pedagogical approach”; n=66 (67%) believed “Poor competency-based training” to be a challenge; n=70 (71%) pointed out “Poor training techniques” as challenges; n=67 r (68%) said “No adequate support from management”; n=48 (49%) pointed out that SAPS training programs are still facing challenges on “Quality in service development training”; n=72 (73%) selected “Poor multi-cultural/diversity training approach” and n=61 (62%) pointed out “Quality of command courses”.

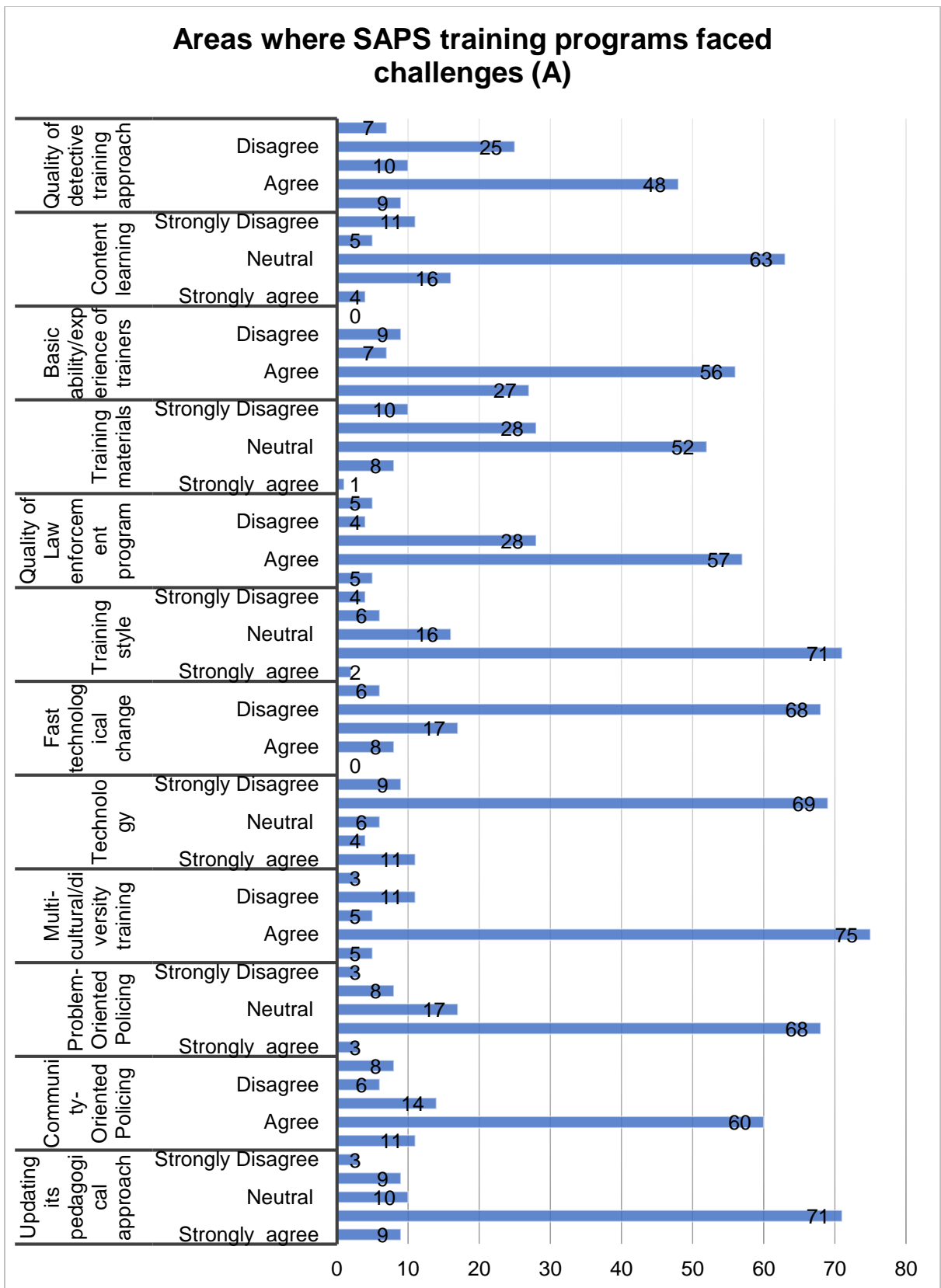


Figure 4.17: Areas where SAPS training faced challenges (A)

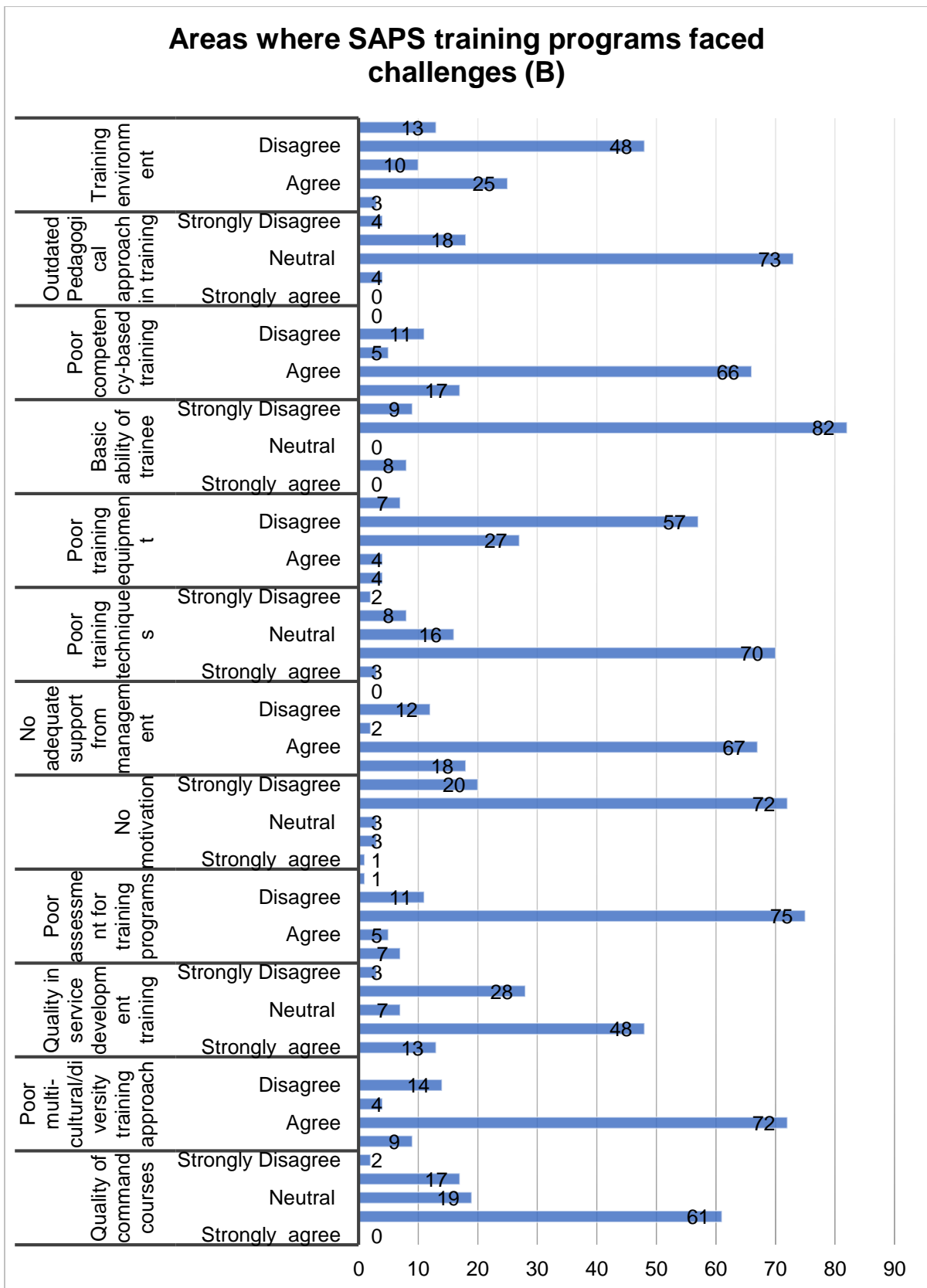


Figure 4.18: Areas where SAPS training faced challenges (B)

The extent to which poor SAPS training quality negatively impacts South African police's performance

The question was asked to respondents to determine the extent to which poor SAPS training quality negatively impacts South African police's performance. The research results revealed that the majority of n=60 (61%) were neutral to the idea that poor training quality negatively impacts police officers' productivity, n=23 (23%) disagreed with the statement. n=9 (9%) agreed with the statement while n=7 (7%) strongly agreed. The majority of n=65 (66%) respondents are of the idea that poor training quality negatively impacts on police officers' brutality. n=6 (6%) strongly supported the statement. n=20 (20%) were neutral, while n=5 (5%) disagreed with the statement. n=3 (3%) strongly disagreed.

Furthermore, the majority of n=58 r (59%) believe poor training quality negatively impacts police officers' disorientation; n=13 (13%) strongly supported the statement. n=14 (14%) were neutral, n=12 disagreed with the statement where only n=2 (2%) strongly disagreed. n=72 (73%) said it negatively impacts police officers' inability to perform the task, n=8 (8%) strongly supported the statement. n=10 (10%) were neutral, n=8 (8%) disagreed with the statement and n=4 (4%) strongly disagreed. Also, the majority of n=59 (60%) believed poor training quality negatively impacted on police officers' corrupt mindsets, n=3 (3%) strongly agreed with the statement. n=20 (20%) abstained from answering clearly, n=7 disagreed with the statement and n=4 (4%) strongly disagreed. n=61 (62%) were neutral regarding poor time management, n=26 (26%) agreed with the statement and n=2 (2%) strongly agreed. n=6 (6%) disagreed with the statement and n=4 (4%) strongly disagreed. A majority of n=68 (69%) believed poor training quality negatively impactd on police officer's improper service to the community, n=8 (8%) strongly agreed with the statement. n=17 (17%) disagreed with the statement and n=6 (6%) strongly disagreed. n=69 (70%) were neutral regarding negative self-confidence, n=10 (10%) agreed with the statement and n=5 (5%) strongly agreed. n=10 (10%) disagreed with the statement and n=5 (5%) strongly disagreed.

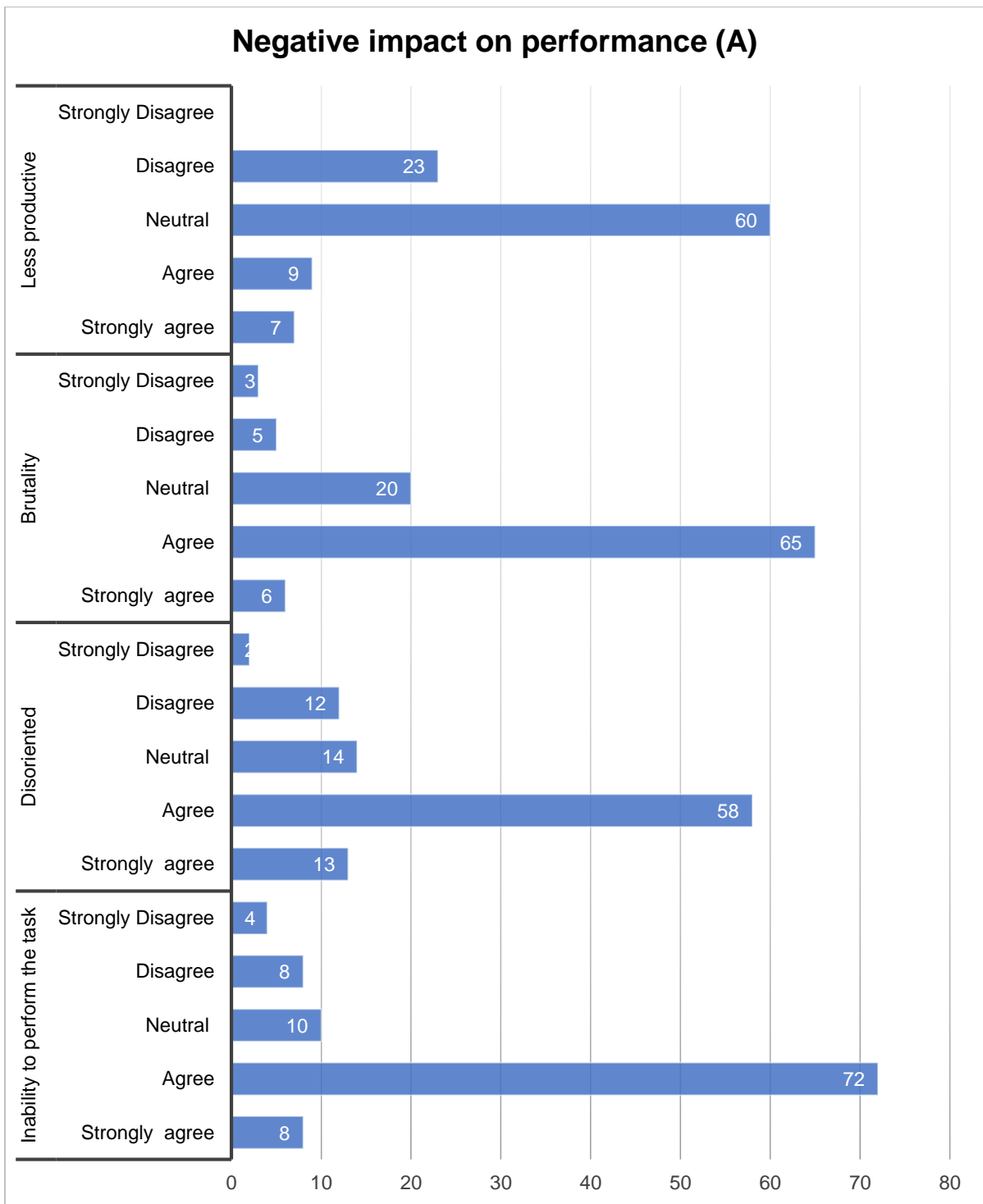


Figure 4.19: Negative impact on performance (A)

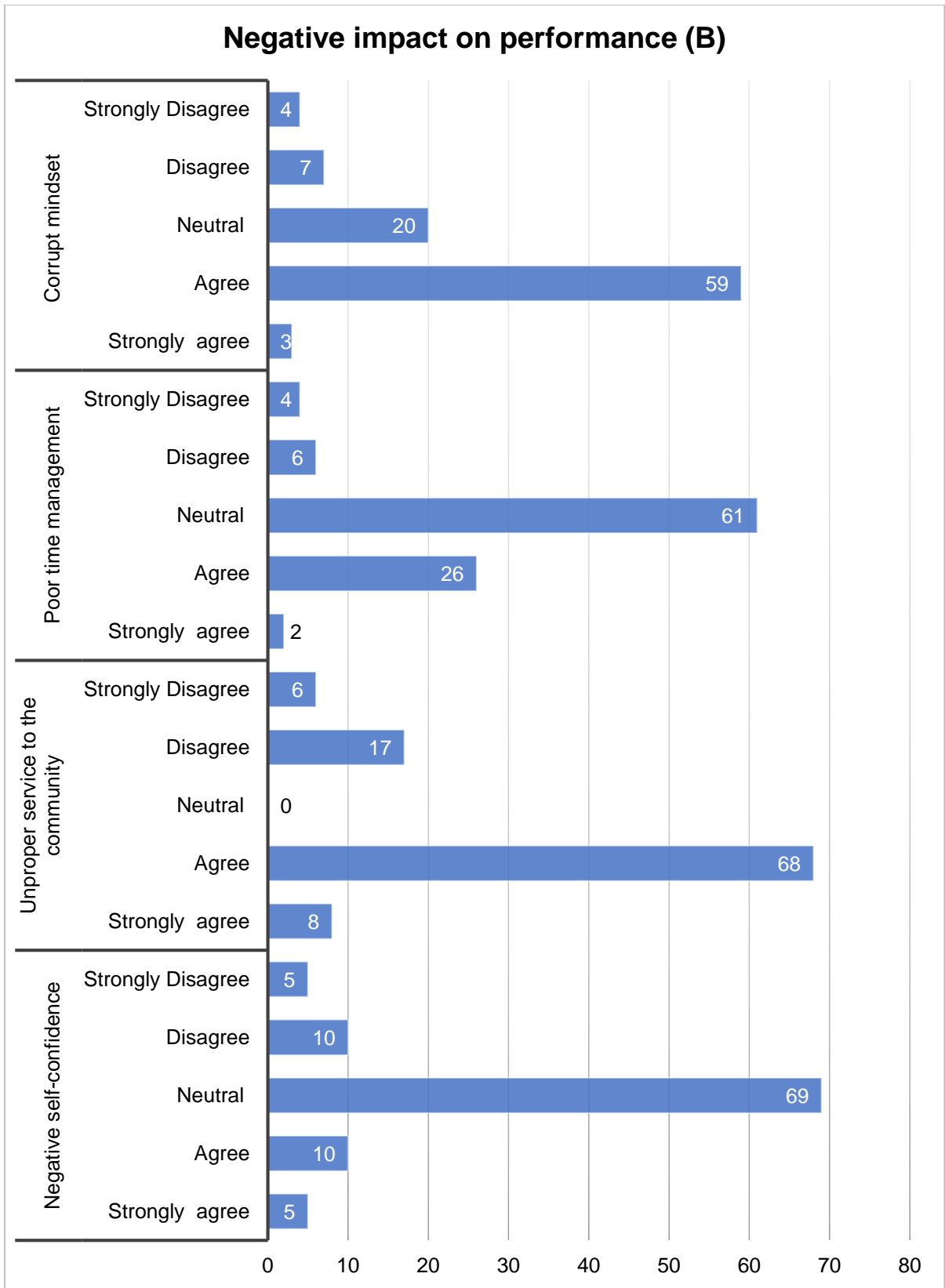


Figure 4.20: Negative impact on performance (B)

Poor training quality contributing to corruption and poor quality of police investigations and communication

Respondents were asked to identify how poor training quality contributes to police corruption. The majority of the research results, n=94 (95%), pointed out “receiving free meals for service rendering”, n=60 (61%) pointed out “witness tampering”, n=59 (60%) mentioned “coerced false confession”, n=94 (95%) said “receive free drink for falsification of evidence”, n=69 (70%) pointed out “inability to translate case”. n=54 (55%) mentioned “provide false communication to the post”, n=95 (96%) pointed out “provide false communication to the community”.

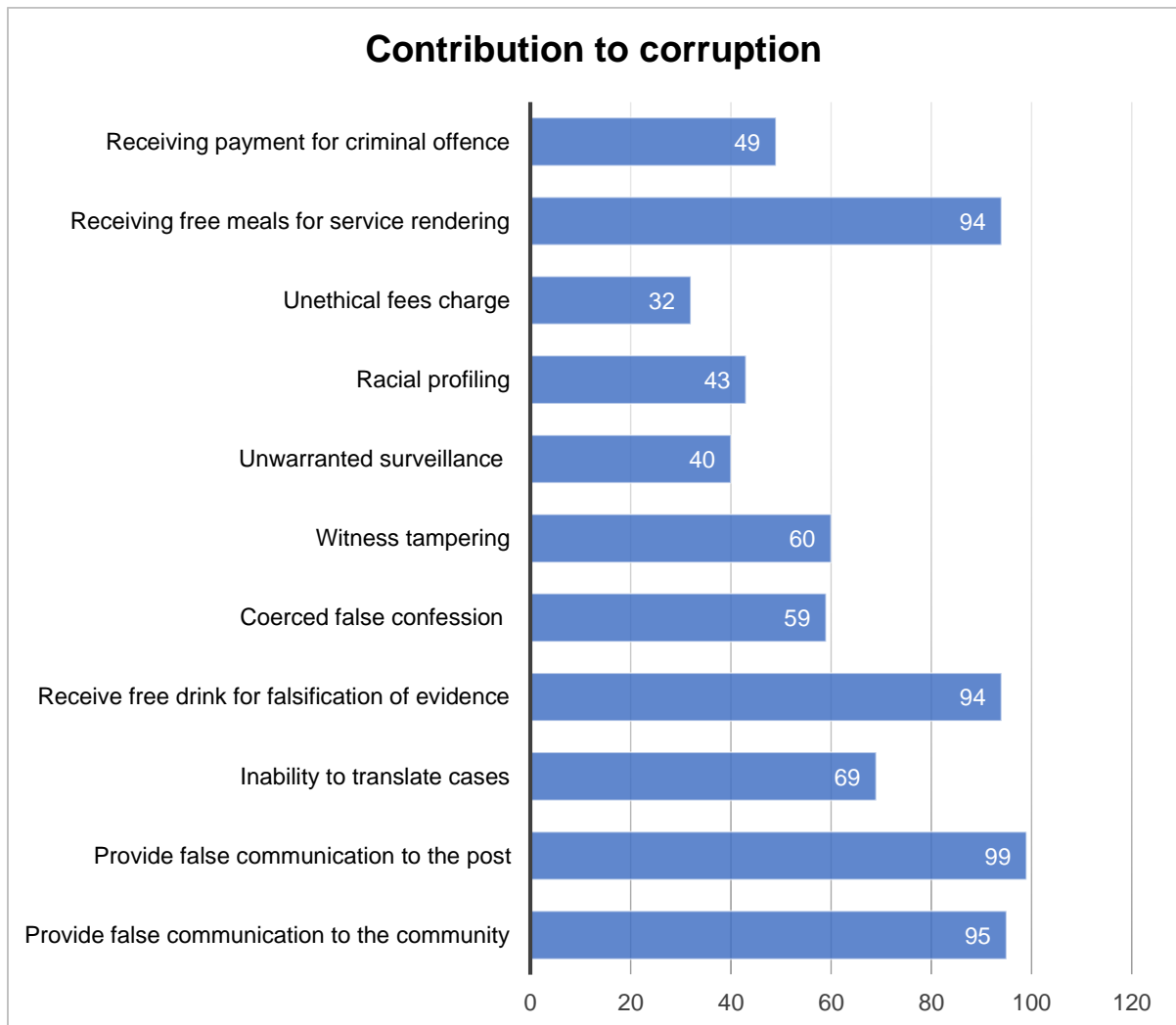


Figure 4.21: Poor training contribution to corruption

4.1.4. Section Four: Strategies that can be used to raise the current level of SAPS training programs

Respondents were asked to identify the strategies that might be used in order to raise the current level of SAPS training programs. From the list provided, of the 99 (100%) respondents the majority, n=71 (72%) pointed out “Build trust among trainees” as a

strategy that might be used to raise the current level of SAPS training programs; n=90 (91%) pointed out “Give flexible learning options” as a strategy to raise the current level of SAPS training programs. n=53 (54%) mentioned “Inspire police officers”; n=56 (57%) said “Start with the basics” as a strategy; n=98 representing (99%) pointed out “Select experienced instructors” as a strategy to raise the current level of SAPS training programs; n=96 (97%) mentioned “Update pedagogical approach” as a strategy; n=54 (55%) pointed out “Improve practical cultural sensitivity” as a strategy; n=95 (96%) said “Improve practical conflict resolution training” to raise the current level of SAPS training. n=99 (100%) believed “Continuous evaluation” and “Continuous mentoring” as strategies that can be used to raise the current level of SAPS training programs.



Figure 4.22: Strategies to raise SAPS training program

4.2. Research Findings

The current research was carried out in the department of law enforcement of the SAPS. The focus of the topic was on the effectiveness of training received by South African police officers and its impact on job performance. The aim of this research was to analyse the effectiveness of South African police officers' training programs and its relation to job performance. Regarding the demographic of respondents from the selected police stations in the City of Cape Town, the research found that the work environment is dominated by male police officers. Among the respondents, it was found that most of police officers were aged between 36 and 45. From the data collected, the research revealed that the majority of police officers from the selected stations academically were holding a secondary school qualification. The research also revealed that most of the police officers from these stations occupied the rank of "Constable", "Sergeant" and "Warrant Officer". From the distributed questionnaires, the research found that most respondents were from the "CBD police station" area. The study also found that the respondents were working for law enforcement for about 10 to 20 years, on average.

Because the research was designed to analyse the effectiveness of South African police officers' training programs, it was found that SAPS in the City of Cape Town organises most its TPs on a "Less often than Annual basis" and the majority of the respondents also attended the TPs on a "Less often than annual basis". The research revealed that most of the police officers clearly agreed by admitting that the training they have attended for SAPS had been helpful to them. Despite the training being helpful, it was found that SAPS training programs are not done efficiently as the majority of the respondents agreed to a negative statement. Furthermore, the research also found that in addition to inefficiency of SAPS' TPs, it was not effectively done from most of the respondents' experience. It was revealed that SAPS' TPs were not well oriented to respondents' roles or duties. From the research result, it was found that the majority of the selected police officers have no idea, typically unsure, on whether the training they have received from SAPS so far had provided them with the necessary skills that they required to perform their job.

The research revealed also that SAPS' TPs received by the selected police officers have not been relevant regarding the field of their work. About whether the police officers were satisfied with the City of Cape Town's SAPS TPs, the research found that

most of the police officers were not satisfied with the TPs offered by SAPS training centres in the City of Cape Town. It was evident that most of the police officers expressed a willingness and motivation to attend any given SAPS TPs scheduled by the City of Cape Town law enforcement. The research found that the selected police officers from the selected police stations do not feel confident in tackling difficult situations in their lines of duty despite them being on a TP. The research found that police officers were unsure on whether SAPS' TPs might assist them to work outside SAPS in the future as most officers remained neutral. However, the research found that SAPS' TPs do assist police officers with career advancement mostly on a promotional perspective. The current research found that the extent of poor training by SAPS in the City of Cape Town negatively impacts on police officer's brutality, disorientation, inability to perform the task, a corrupt mindset and improper service to the community.

It was evident that SAPS' TPs were viewed as an important tool for police officers' development. Despite their benefit, the research found that TPs at SAPS are not well planned as per the selected police officers. The research also revealed that SAPS does not conduct any "needs assessment" before police officers are sent to any TP. From the research results, it was found that SAPS' method of training selection procedures is perceived to be unfair. It was also found that despite the number of TP sessions that the selected police officers had attended, the SAPS' TPs have not met their expectation. The research result revealed that the training techniques used by trainers are not relevant to assist with an adult's ability to learn fast. However, from the research result, it was found that the training materials used by SAPS are suitable to equip police officers with required knowledge. Furthermore, the research also revealed that SAPS TP equipment is suitable to equip police officers with adequate and needed skills. Regarding the contribution of poor training quality to corruption, the research found that police officers tend to receive free meals for service rendering, influence witnesses, coerced false confession and present low ability to translate cases. On the other hand, it was also found that they receive free drinks for falsification of evidence, provide false communication to the post and to the community.

The research found that trainers at SAPS do not possess adequate expertise to train adult learners. It was found that SAPS does not assess correctly its TPs. The research result revealed that after a training session or program, SAPS does not conduct a post

training evaluation for its police officers. Regarding the area that SAPS training is still facing challenges, the research found that areas, such as “Quality of detective training approach”; “Basic ability/experience of trainers”; “Quality of Law enforcement program”; “Training style”; “Multi-cultural/diversity training”; “Problem-Oriented Policing”; “Community-Oriented Policing”; “Updating its pedagogical approach”; “Poor competency-based training”; “Poor training techniques” ; “No adequate support from management”; “Quality in service development training”; “Poor multi-cultural/diversity training approach” and “Quality of command courses”, present the most challenges for SAPS’ TPs. From the research results it was found that, to overcome the current level of SAPS TPs, strategies, such as “Build trust among trainee”; “Give flexible learning options”; “Inspire police officers”; “Start with the basics”; “Select experienced instructors”; “Update pedagogical approach”; “Improve practical cultural sensitivity”; “Improve practical conflict resolution training”; “Continuous evaluation” and “Continuous mentoring”, must be achieved and carefully implemented to adjust the current level of SAPS TPs.

4.3. Research Discussion

As a reminder, the findings for the current research were a result of a survey conducted at selected police stations situated around the City of Cape Town. From the findings regarding the gender demographic of respondents, one can argue that the domination of males in law enforcement (SAPS) can be justified from the intensity and complexity of the work orientation. Law enforcement occupation attracts more males than females, as in most cases the process of entry requires robust training that may be very uncomfortable for most females. For their respective ages ranging from 36 to 45 years old, and 10 to 20 years of experience, it can be argued that most of them joined the police academy at the age of 18 years old, which is a legal starting age implemented by the government to join any professional activity.

Most of the police officers involved in this study hold only a secondary school qualification. It is evident that police recruitment does not focus on high qualifications to be a police officer; however, a certificate of secondary school is necessary as it can prove that the applicant has a basic understanding of academic work. Obviously, police recruitment mostly targets individuals who hold a degree from secondary to post-graduate; in many cases, the absence of post-graduate employees in law enforcement can be justified as most of them prefer to use their degree in the corporate

environment. The rank of the police officers from “Constable”, “Sergeant” and “Warrant Officer” can be justified to the accumulated years of experience; with 10 to 20 years of experience it was evident that the above ranks are the highest among the majority of the respondents.

It is evident that SAPS does organise TPs for its employees. The research finding did point SAPS’ “Less often than Annual training basis”; it can be argued that when a police academy recruits new future police officers, the training basis is more often well executed at that moment. Once the training is completed, and the police officer is employed, more training centres tend to neglect the basis of TPs. For the purpose of this research, it was evident that police officers attended the TP on a “Less often than Annual basis”. SAPS’ TPs are helpful to police officers as it was admitted in the current research; however, one can argue that training might be helpful only if it is well-organised and complied with the trainee’s line of work. The above argument is justifiable as the research did find that SAPS’ TPs are not done efficiently which might have a negative effect on police officers in gaining the necessary skills that enable them to address social, operational and procedural changes. The research findings also raised the ineffectiveness of SAPS’ TPs. It can be argued that with a result of “Less often than annual basis”, one can expect the TP to not be effective because success in producing a desirable result requires constant training practice not a one-time training.

It evident that lack of training effectiveness automatically triggers lack of training orientation as it was found in this research. One can argue that to accurately adjust the TPs to have a good orientation for police officers in their role, they must first be effectively planned. TPs should be deliberately applied and grounded on evidence and correspond to the actual and real function of policing. Due to the fact that it was not effectively planned and not well oriented in this current research, consequently, it was evident that police officers abstained from expressing their feelings by being typically unsure on whether the training they have received from SAPS so far had provided them with the necessary skills that they required to perform their job. The line of a police officer’s work requires an applicable and appropriate TP. For SAPS in the City of Cape Town, it was evident that its TPs were not relevant to the respondents. One can argue that when a TP is not relevant, it will be difficult for the police officers to serve the community as recommended. Furthermore, irrelevance in TPs creates doubt

and dissatisfaction of a law enforcement approach as was found in this research, where police officers are not satisfied with the TPs offered by SAPS training centres in the City of Cape Town.

It is evident that, as police officers, they have to attend TPs. One can argue that the willingness to attend any SAPS TP results in a good approach to delicately apply their experience on the field of work. It was evident for police officers to not feel confident in tackling difficult situations in their lines of duty, as one can say lack in effectiveness, relevance and orientation of SAPS' TPs lead to uncertainty. One should get an appropriate training course that is effective, relevant and well-oriented to deal with difficult situations. The lack in training does not only stop police officers from dealing with complicated situations, but also might negatively affect their future outside SAPS work environments. Even though the respondents in this research did not know whether SAPS might assist them to work outside in the future, it is evident that lack of adequate training will negatively affect their future. However, with proper training, it is evident that it can assist with career advancement within the SAPS. The research did find that training is a very important tool for police officers' development; one can argue that, when employees receive an adequate training, their skills and knowledge are strengthened and they will perform better in their line of work. Adequate TPs do improve job performance. However, from the current research, the TPs are not well planned. In addition, SAPS also does not conduct any needs assessment before police officers are sent to any training. One can say that when the needs assessment is not planned (which is addressing the gap between the current and desired condition), the quality of police officers will not be improved leading to mediocre performance as it is registered today. It was evident that SAPS' training selection processes were done unfairly. It can be argued that, when a training centre unfairly selects its participants, it endangers the objective and the vision of the organisation. As in this case, it has endangered the law enforcement environment and job performance of the unit and its employees.

It can be argued that, when the TPs are not well planned, are not effective, are not relevant, and lack good orientation, it will be difficult to meet the employees' expectation and job performance. It is evident that police officers admit that SAPS training has not met their expectation. Evidently, SAPS training was not relevant to assist an adult's ability to learn fast. As SAPS is a national law enforcement

organisation, it must provide adequate TPs. Besides the training material and equipment used by SAPS being considered as suitable from this research to equip police officers with required skills and knowledge, one can argue that the fact that TPs are not well set, coupled with SAPS trainers having inadequate expertise to train adult learners as it was found in this research, the use of good material and equipment might be pointless. The research findings did reveal that SAPS does not assess correctly its TPs; one can argue that, when the TPs are not well assessed, the evaluation may be difficult to conduct, as there will not be a specific area to start evaluating the employees. Consequently, this might justify the reason behind SAPS not conducting a post-training evaluation for its police officers.

Regarding the challenges that SAPS TPs are still facing, one can argue that the mentioned challenges of SAPS TPs reflect inadequacy in police officers' job performance, for example, challenges in "Quality of detective training approach" which contribute to inadequate quality of detective work. It can be argued that poor quality of police detective work results from another challenge, which is "Basic ability/experience of trainers". It also can be argued that challenges, such as "Quality of Law enforcement program", "Poor training techniques", "Problem-Oriented Policing" and "Training style", might negatively affect the trainees' outcomes and their performance as the cited challenges negatively influence the input and the process of training. SAPS has a long range of employees with different backgrounds. It is evident that "Multi-cultural and diversity training" and "Community-Oriented Policing" have been seen as challenges to SAPS training as the process usually does not include all the concerned parties. One can also argue that "Updating its pedagogical approach" is still a challenge for SAPS because poor performance of police officers leads to unethical use of force. Corrupt officers are usually triggered by "Poor competency-based training", "No adequate support from management", "Quality in service development training" and "Quality of command courses".

All challenges in a particular area of training can be overcome to boost the SAPS police officers' job performance. It is therefore imperative for SAPS to consider different strategies to overcome the level of its TPs. From the strategies mentioned, SAPS TPs, should add "Building trust among trainee", "Giving flexible learning options", "Inspiring police officers", "Starting with the basics", "Selecting experienced instructors", "Updating pedagogical approach", "Improving practical cultural sensitivity", "Improving

practical conflict resolution training”, “Continuously evaluating and mentoring” to raise the current level of its TPs. One can argue that once the following strategies are embraced by SAPS and well implemented, the performance of its employees will improve.

4.4. Comparison of the Research Findings to Existing Research

To accurately support the current research findings, the researcher leaned on comparing the research findings to the recent existing published literature and results. For the purpose of this research, findings were compared to Mnisi's (2015) research. The author conducted a similar research on “An evaluation of training and development for the South African Police Service: A case of Vereeniging Cluster” in Gauteng. Another was that from Mofokeng and De Vries (2016) on “Anti-fraud training in the SAPS: a strategic perspective”. Van Eeden (2015) did a study on “Evaluation of learning programmes in the South African Police Service” and Mafanya (2015) on “The effectiveness of employee performance management systems in a selected provincial department of the Western Cape South Africa”. With regard to gender demographics, the findings similarly met those for Mafanya (2015) who found that the domination of males in law enforcement is higher as females are more vulnerable compared to males; the intensity of certain interventions requires a male presence and strength. This confirms that SAPS needs to adjust its gender equity policy within its law enforcement department. One should not profile others as the practical training might bring clarity to the best use of females in law enforcement.

The research findings regarding most police officers' job experience and position ranking were parallel with Van Eeden's (2015) findings; the author revealed that, even though police officers have been working for between 8 and 18 years (which are in the 10 to 20 years for the current research), they are mostly not promoted leaving them to consolidate only a rank between “Constable”, “Sergeant” and “Warrant Officer” as found in this research. The study by Mafanya (2015) similarly found that most of the police officers do hold a secondary school qualification only. As pointed out in the current research discussion, this reason might justify the current educational level issue among police officers. The research found lack of efficiency and effectiveness in SAPS' TPs. These findings meet Iwu and Iwu's (2016:547) statement that inadequate POP has been attributed to police incompetence because of ineffective and inefficient TPs. Mnisi (2015) found that police officers at the Vereeniging training centre believed

the TPs they have received from SAPS so far provide them with the necessary skills that they required to perform their job. These results are in contradiction to police officers in the City of Cape Town as they are uncertain on whether they are really providing them with the necessary skills needed to perform their job. Additionally, TPs that are presented in the Vereeniging cluster are relevant to their field of work which is not the case in the City of Cape Town, as selected police officers have admitted that the training has not been relevant toward the field of their work.

The current research findings also parted with those from those of Mnisi (2015) in the Vereeniging cluster regarding the satisfaction of police officers about the offered TPs. Police officers in Cape Town are not satisfied with the TPs offered by SAPS training centres while the Vereeniging cluster admitted to being satisfied. The research findings were connected to those from Van Eeden (2015) regarding the inadequacy and unskilled aspect of trainers. The author also found that tutors do not have sufficient experience to train recruits. The research findings by Mnisi (2015) indicated that employees in Vereeniging feel confident to tackle difficult jobs prior to their TPs. The author's findings are different from the current research in the City of Cape Town as the findings pointed out that employees do not feel confident in tackling difficult situations in their lines of duty after a TP. Furthermore, the author found that employees recognised that training assists them in career advancement, which correlates with the current research in the City of Cape Town as police officers recognised also that SAPS' TPs do assist them with career advancement, mostly on a promotion perspective.

The current research also revealed that SAPS does not conduct a needs assessment before police officers are sent to any TP. These results are in connection with Mnisi (2015) who also found that needs assessment is not done properly. Regarding whether SAPS TPs are well planned, the findings were not in parallel as the author revealed that employees in Vereeniging indicated that training is well-planned, which is not the case in the City of Cape Town. The research did find that after a training session or program, SAPS does not conduct a post-training evaluation for its police officers. These findings contradict the statement aligned by SAPS (2014) pointing out that a monitoring and evaluation policy of the SAPS focuses on the monitoring and evaluation of learning programs during design and delivery of the program. However, the findings did meet Mnisi's (2015) who found that post-training appraisal is highly neglected.

The current research did find a lack in selection processes, these findings are aligned with Mnisi's (2015) who also found that police officers were not satisfied with the recruitment and selection procedures because they are done unfairly. The current research finding also aligned with Mnisi's (2015) finding on needs assessment. The author affirmed that in the Vereeniging training centre, need assessment is not done before employees are sent for training as it was found in the City of Cape Town. The research finding regarding whether SAPS training equipment in the City of Cape Town is suitable to equip police officers with adequate skills, was different from the findings of Mnisi (2015) in the Vereeniging training centre; the author found that it is not suitable to assist employees, however, it was found suitable in the City of Cape Town.

The critical challenges suggested by White and Escobar (2008:124) affect police training and development in the future. The finding of the current research was parallel with the authors' aspects, such as updating its pedagogical approach, community-oriented policing, problem-oriented policing, and multi-cultural/diversity training. The research finding parted with White and Escobar (2008:124) regarding the aspect of technology and counter-terrorism. In order to increase the level of current SAPS training, the research findings matched INTERPOL's (2016) effective police training suggestion on certain points, such as selection of experienced instructors, starting programs with the basics, giving flexible learning options, using continuous evaluation and mentoring, and update the pedagogical approach.

4.5. Summary

This chapter analysed the data collected by doing the empirical study and mentioned the major findings. The next chapter discusses the summary, recommendation and conclusion.

CHAPTER FIVE SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

This chapter begins by aligning a reduced summary of preceding chapters. It will provide answers by addressing the research's main questions. The chapter will conclude and suggest certain recommendations based on the research findings. Limitations encountered will be aligned and possible further areas of research are provided.

5.2. Summary of the Research Chapters

The researcher chapters are summarised as follows.

Chapter One

The chapter aligned the research introduction, background and most importantly the research problem, objectives, questions and significant outcome.

Chapter Two

In this chapter, an outline was provided of recent and past research on policing, T&D approaches and common challenges in police training.

Chapter Three

The chapter addressed the research methodology, and the design of the investigation was discussed. It explained quantitative research methods, and discussed the methods used in collecting data.

Chapter Four

The chapter presented the analysis and result of raw information from the questionnaires handed to police officers at different police stations. The findings from the questionnaires are provided and discussed.

Chapter Five

The chapter respond to the study primary questions that were listed earlier in this study. The chapter will be concluded and recommendations to the research will be given.

5.3. Addressing the Research Questions

This section of the research attempts to answer the main questions.

What are the root causes of SAPS' lack of effective training programs to police officers?

There are several root causes of SAPS' lack of effective training programs to police officers in the City of Cape Town. First of all, SAPS in the City of Cape Town does not possess adequate expertise through trainers to equip adult learners, and its TPs are not well planned. The unfairness of training selection procedures and the absence of needs assessment before sending police officers to any training, contribute to the direct causes of SAPS' lack of effective TPs to its police officers. In addition, other causes, such as quality of detective training approach, basic ability/experience of trainers, quality of law enforcement program, training style, multi-cultural/diversity training, problem-oriented policing, community-oriented policing, updating its pedagogical approach, poor competency-based training, poor training techniques, no adequate support from management, poor quality in service development training, poor multi-cultural/diversity training approach, and poor quality of command courses, are also included as the root causes of SAPS' lack of effective TPs to police officers.

To what extent has poor training quality negatively impacted South African police officers' performance?

SAPS' poor training quality has negatively impacted police officers' performance in several ways. Lack of proper selection, poor training style, problems in oriented policing and inadequate support from management for example, have driven police officers in the City of Cape Town to poorly perform as they focus on providing improper service to the community. They are becoming more disoriented and unable to perform their task properly. Furthermore, poor training quality has increased police officers' corrupt mindset and adoption of brutality among them in the City of Cape Town.

To what extent has poor training quality contributed to corruption and poor quality of police investigations and service to the community?

Poor training quality has evidently contributed to corruption and poor quality of police investigations and service to the community. In the City of Cape Town, police officers are caught between the provision of false communication to the community and their respective post of work, they poorly translate cases and voluntarily receiving free drinks for falsification of evidence and meals for service rendering. In addition, poor training has contributed to police officers forcing false confessions and influencing witnesses in different cases.

What strategy can be used to raise the current level of SAPS' TPs?

To overcome the current level of the City of Cape Town's SAPS TPs, the following strategies, such as building trust among trainees, giving flexible learning options, inspiring police officers, starting with the basics, selecting experienced instructors, updating the pedagogical approach, improving practical cultural sensitivity, improving practical conflict resolution training, continuously evaluating mentoring progress of its employees will help to ensure adequate monitoring.

5.4. Limitation of the current research

As with all pragmatic research, the current research presented certain boundaries that are aligned as follows: Firstly, this research was limited to SAPS in the City Cape Town and most police stations were concentrated in the central business district (CBD) and certain police stations in suburbs around the CBD. The research was limited on conclusive raw data as most of the respondents were lower in ranking and not fully experienced on police tasks. The research made use of the quantitative method to collect data. Due to this method, the research was limited in fact that respondents might select an answer that does not reflect the current situation. Some might choose a positive answer to protect the reputation of the station.

5.5. Recommendations

SAPS TPs in the City of Cape Town are poorly carried out as was found in the current research. Ineffectiveness through aspects, such as the unfairness of training selection procedures and the absence of needs assessment before sending police officers to any training, are indeed impacting on their performance as seen today. To effectively

upgrad the level of the current state of SAPS TPs and provide decent TPs to its police officers and adjust their job performance, the following few recommendations must be followed:

- SAPS should properly address its strategies; this is done under needs assessment. It will allow SAPS to effectively identify areas where effort is much needed before designing any TP that will assist growth in its employees.
- TPs must be done through different areas. SAPS should concentrate on selecting the right people for the right TP. The selection should not be centred officers with connection to board that will facilitate their participation to the TP.
- The rank of any police officer should not influence who should be a trainer. SAPS should select trainers with a good reputation, developed aptitude, skill and capability to transform trainees' knowledge.
- As years goes by, the situation in the communities should change for the better. SAPS' curriculum over past years might not be useful as the dimension of the current situation in the community has changed over the years. SAPS must update its pedagogical approach to fit the current community needs.
- SAPS is an organisation that deals with adults. It will be imperative for SAPS to adjust its training style and techniques that will suit adult education. Style and technique must be at adult standard for them to smoothly acquire the knowledge needed.

5.6. Conclusion

As a reminder, there is a lack of an effective training quality within SAPS procedures that are offered to its officers. The poor training quality has negatively impacted South African police officers' performance, which in return has opened a road to corruption and poor quality of police investigations and service to the community. The aim of this research was to analyse the effectiveness of South African police officers' TPs and their relation to job performance in the City of Cape Town.

An effective allocation of knowledge requires an adequate amount of a primary skills base and equipment. It is evident that SAPS in the City of Cape Town possesses an adequate means of material and equipment capable of transforming knowledge of its employees. However, the execution of this knowledge is still not well implemented.

Lack in certain areas, such as quality of law enforcement program, training style, basic ability/experience of trainers, unfairness of training selection procedures, and the absence of needs assessment before sending police officers to any TP, are some of the causes that negatively affect SAPS in the City of Cape Town to effectively execute its TPs.

Employees' job performance and effective TPs are two aspects that support each other, and it is evident that job performance relies on the effectiveness of the TP attended by employees. An effective TP with relevant processes provides employees with the ability to accumulate certain skills and knowledge that are imperative for their job requirements and performance. For SAPS in the City of Cape Town, the lack of effective TPs is causing chaos on police officers' job performance. Increased phenomena in the provision of improper service to the community are noticed, coupled with police officers becoming more disoriented and unable to perform their tasks properly. The ineffective SAPS TPs in the City of Cape Town have then increased poor performance among police officers who are developing more corrupt mindsets and brutality. It is imperative for organisations, such as SAPS, to possess a quality approach and facilitator capable of assisting learners to transfer their skills to the work environment. It is also important that SAPS' TPs be implemented with various styles and methods to assist learners in grasping the knowledge.

TP objectives must be visibly formulated to enhance the transfer of skills and knowledge for good communication within SAPS and the community they serve. When TPs are poorly aligned with no clear objective, bad behaviour such as false communication to the community, inability to translate cases and voluntarily receiving free drinks and meals for falsification of evidence or for service rendering will arise as seen in the City of Cape Town. There will not be an improvement in police officers' job performance unless action and certain strategies are taken to first adjust SAPS' TPs. To do so, there is a need to consider strategies, such as building trust among trainees, giving flexible learning options, inspiring police officers, starting with the basics, selecting experienced instructors, updating the pedagogical approach, improving practical cultural sensitivity and practical conflict resolution training, providing continuous evaluation and mentoring.

There is a need for further research in investigating the process SAPS selects its trainers in the City of Cape Town to evaluate how trainers are selected for a particular training session. Also, an analysis on SAPS distinct training sector in the City of Cape Town

REFERENCES

- Amnesty International. 1998. *10 Basic Human Rights Standards for Law Enforcement Officials*. Amnesty International, International Secretariat: London.
- Asfaw, A. M., Argaw, M. D. and Bayissa, L. 2015. The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia. *Journal of Human Resource and Sustainability Studies*, 3:188-202.
- Baldwin, T. T. and Ford, J. K. 1988. Transfer of training: A review and directions for future research. *Personnel psychology*, 41(1):63-105.
- Bayley, D. H. and Bittner, E. 1984. 'Learning the Skills of Policing', *Law and Contemporary Problems*, 47:35–59.
- Birzer, M. L. 2004. Andragogy: Student centered classrooms in criminal justice programs. *Journal of Criminal Justice Education*, 15(2):393-411.
- Birzer, M. L. 2003. The theory of andragogy applied to police training. *Policing: an international journal of police strategies & management*, 26(1):29-42.
- Brown, J. 2002. Training Needs Assessment: A Must for Developing an Effective Training Program. *Public Personnel Management*, 31 (4):569-578.
- Burger, J. 2007. *Crime Combating in Perspective: A Strategic Approach to Policing and Prevention of Crime in South Africa*. A working paper at the International Police Executive Symposium (IPES), No 10, February 2007, pp. 1-24.
- Burger, J. 2008. An initiative of the National Academy of Public and International Affairs and The Bobst Center for Peace and Justice, Princeton University-Interview with Daniel Scher
- Burger, J. 2015. No-man's-land-the uncertain existence of SAPS specialised investigative units. *Institute for Security Studies Papers*, 2015(283):24.
- Byrne, J. and Marx, G. 2011. Technological innovations in crime prevention and policing. A review of the research on implementation and impact. *Journal of Police Studies*, 20(3):17-40.
- Chappell, A. T. 2008. Police academy training: comparing across curricula. *Policing: An International Journal of Police Strategies & Management*, 31(1): 36-56.
- Charles, M. T. 2000. *Police Training Breaking All the Rules: Implementing the Adult Education Model into Police Training*, Charles C. Thomas Publishing: Springfield.
- Clarke, C. and Armstrong, K. 2012. Beyond Reproach: The Need for Effective and Responsive Training. In M.R. Haberfeld and M.R. Haberfeld et al. (eds.), *Police Organization and Training Innovations*. Springer: New York.

Constitution of the Republic of South Africa. 1996. Government Publishing: Pretoria.

Cordner, G. and Shain, C., 2011. The changing landscape of police education and training. *Police Practice and Research*, 12(4):281-285.

Cropanzano, R., Anthony, E. L., Daniels, S. R. and Hall, A. V. 2017. Social exchange theory: A critical review with theoretical remedies. *Academy of Management Annals*, 11(1):479-516.

Curtis A. C. and Armstrong, K. 2012. Beyond Reproach: The Need for Effective and Responsive Training. In M. R. Haberfeld and M. R. Haberfeld et al. (eds.), *Police Organization and Training Innovations*. Springer: New York.

Dobbs, R. L., Sun, J. Y. and Roberts, P. B. 2008. Human capital and screening theories: Implications for human resource development. *Advances in Developing Human Resources*, 10(6):788-801.

Elias, J. L. and Merriam, S. B. 1995. *Philosophical Foundations of Adult Education*, Krieger Publishing Company: Malabar.

Eseryel, D. 2002. Approaches to Evaluation of Training: Theory & Practice. *Educational Technology & Society*, 5(2):93-98.

Faull, A. 2010. 'When I see them, I feel like beating them'. Corruption and the South African

Fitzsimons, P. 2015. Human capital theory and education. In Encyclopedia of educational philosophy and theory (pp. 1-4). Springer Singapore.

Ford, J. K. and Baldwin, T. T. 2011. Transfer of Training: a review and directions for future research. *Personnel Psychology*, 41: 63-105.

Glober, P. A., Warnich, S., Carrel, R. M., Elbert, N. F. and Hatfield, R. D. 2011. *Human resource management in South Africa*. 4th ed. Canada: South-Western Cengage Learning.

Goldstein, H. 1990. *Excellence in problem-oriented policing*. Publisher?: New York.

Grant, H. B and K. J. Terry. 2005. *Law Enforcement in the 21st Century*. Allyn and Bacon: Boston.

Greene, J. R. 2000. Community policing in America: Changing the nature, structure, and function of the police. *Criminal justice*, 3(3):299-370.

Haberfeld, M. R. and von Hassell, A. 2012. New Enforcement Challenges: Modern Piracy. Faces Unprepared Local Law Enforcement. In M. R. Haberfeld and M. R. Haberfeld et al. (eds.). *Police Organization and Training Innovations*. Springer: New York.

- Haberfeld, M. R. 2012. Introduction. In M. R. Haberfeld and M. R. Haberfeld et al. (eds.), *Police Organization and Training Innovations*. Springer: New York.
- INTERPOL. 2016. *INTERPOL guide to effective training: a collective responsibility*. INTERPOL: City?.
- Johnson, R. R. 2017. *Improving Police-Minority Relations: The Out of Car Experience. Research Brief*. Dolan Consulting Group: City?.
- Knowles, M. S. 1980. *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Publisher?: Chicago.
- Knowles, M. S. 1984. *Andragogy in Action*. Jossey-Bass: San Francisco.
- Knowles, M. S. 1990. *The Adult Learner: A Neglected Species*, Gulf Publishing Co.: Houston.
- Knowles, M. S. 1996. *Andragogy: An emerging technology for adult learning*. Publisher?: London.
- Kuvaas, B. & Dysvik, A. 2010. Permanent employee investment and social exchange and psychological cooperative climate among temporary employees. *Economic and Industrial Democracy*, 32 (2):261-283.
- Marenin, O. 2004. Police training for democracy. *Police Practice and Research*, 5(2): 107-123.
- McCreedy, K. 1983. Entry level police-training in the 1980s. *The Police Chief*, 1(10):32-37.
- Merriam, S. B. 2001. Andragogy and self-directed learning: Pillars of adult learning theory. *New directions for adult and continuing education*, 2001(89):3-14.
- Miller, J. A. and Osinski, D. M. 2002. Training needs Assessment. *Journal of Commerce*, Issue?.
- Ministry of Police [MoPol], 2016. *White Paper - 2016 on Policing: Civilian Secretariat for Police*. Government Publishing: Pretoria.
- Noël, R. A., Hollenbeck, J. R., Gehart, B. and Wright, P. M. 2011. *Fundamentals of human resource management*. 5th ed. New York: McGraw-Hill Irwin.
- Nwokeiwu, J. 2013. *Training, development and performance in a public corporation: case study of the Nigerian railway corporation*. Doctoral dissertation.
- Olaniyan, D. A. and Okemakinde, T. 2008. Human capital theory: Implications for educational development. *Pakistan Journal of Social Sciences*, 5(5):479-483.

Palmiatio, M. J., Birzer, M. L. and Unnithan, N. P. 2000. Training in community-policing: a suggested curriculum. *Policing: An International Journal of Police Strategies & Management*, 23(1):8-21.

Pynes, P.E. 2013. *Human resource management for public and non-profit organizations: a strategic approach*. 4th ed. San Francisco: Jossey-Bass.

Quinlan, T. L. and Derfoufi, Z. 2015. Counter-Terrorism Policing. In *Stop and Search*. pp. 123-145. Palgrave Macmillan: London.

Ramirez, S.M. 1996. The need for a new learning culture in law enforcement, *The Police Chief*, 62(11):24-26.

Ross, D. 2000. Emerging trends in police failure to train liability. *Policing: An International Journal of Police Strategies and Management*, 23(2):169–193.

Sayed, Y. 2010. The case of teacher education in post-apartheid South Africa: politics and priorities. In Linda, C. (Ed) *Changing Class. Education and Social Change in Post-apartheid South Africa*. HSRC: Pretoria.

Scott, E. 2005. Managing municipal police training programs with limited resources. *The Police Chief*, 72(10):1–5.

Sharma, T and Kurukshetra, K. U. 2013. *Management training and development: organization and management of training function*. [Online] Available: <http://www.ddegjust.ac.in>. [Accessed: 14 May 2018].

Sheehan, D. L. 2012. INTERPOL: An International Perspective on Police Training and Development. In M. R. Haberfeld and M. R. Haberfeld et al. (eds.), *Police Organization and Training Innovations*. Springer: New York.

South African Police Service. 1995. *South African Police Act 68 of 1995*. [Online] Available: <http://www.saps.gov.za/legislation/acts/act68of1995.pdf> [Accessed: 10 October 2014].

South African Police Service. 2004. *South African Police*. Government Publishing: Pretoria

Vodde, R. F. 2012. Changing Paradigms in Police Training: Transitioning from a Traditional to an Andragogical Model. In M. R. Haberfeld and M. R. Haberfeld et al. (eds.), *Police Organization and Training Innovations*. Springer: New York.

White, M. D. and Escobar, G. 2008. Making good cops in the twenty-first century: Emerging issues for the effective recruitment, selection and training of police in the United States and abroad. *International Review of Law, Computers & Technology*, 22(1-2):119-134.

APPENDIX A: QUANTITATIVE RESEARCH QUESTIONNAIRE

QUESTIONNAIRE

Research title: The effectiveness of training received by South African Police officers and its impact on job performance

<p style="text-align: center;">Name of the researcher: Abdussalam Salem Course: Master of Technology: Public Management Department: Business and Management Science Name of University: Cape Peninsula University of Technology (DISTRICT SIX CAMPUS) University address: P.O Box 652 CAPE TOWN Postal code: 8000 University contact details: +27 (0)21 460 3068</p>
--

<p>Dear Respondent</p> <p>The following questionnaire survey is being conducted as part of my Master of Public Administration research study as a student at Cape Peninsula University of Technology.</p> <p>Your cooperation is critical for the success of the research. I assure you that your identity will be kept secret, and that you will be informed of the findings of the research.</p> <p>I wish to thank you in advance for your cooperation.</p>
--

SECTION A: PARTICIPANT BACKGROUND

This section of questionnaire is designed for SAPS employees

1. Please indicate your gender

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

2. Please indicate your age in years

0 - 18	19 – 25	26 – 35	36 - 45	46 - 55	56 - 65	65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate you highest completed education level?

Primary	<input type="checkbox"/>	Secondary	<input type="checkbox"/>	Degree/Diploma	<input type="checkbox"/>	Postgraduate	<input type="checkbox"/>
Other, (Please specify							

4. Please indicate your rank

General (Gen)		General (Lt)		Major General		Brigadier	
Colonel		Lieutenant Colonel		Major		Captain	
Lieutenant		Warrant Officer		Sergeant		Constable	
Other:							

5. Please indicate your police station area

CBD Cape Town suburb Other:

6. For how long have you been working for SAPS? years months

	Training by SAPS	Monthly basis	Quarterly basis	Six Monthly basis	Annual basis	Less often than Annual basis
7.1	SAPS organises training on a	1	2	3	4	5
7.2	I have attended SPAS training on a	1	2	3	4	5

	If you have attended at least one training session organised by SAPS, please indicate your agreement to the following statements by marking an "X" in the appropriate box	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
8	The SAPS training I attended was very helpful to me	1	2	3	4	5
9	The SAPS training I attended was not done very efficiently	1	2	3	4	5
10	The SAPS training I attended was very effective	1	2	3	4	5
11	The SAPS training I attended was not a good orientation to my role	1	2	3	4	5

	If you have attended at least one training session organised by SAPS, please indicate your agreement to the following statements by marking an "X" in the appropriate box	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
12	The training that I received so far in SAPS provided me with the skills that I require to perform my job.	1	2	3	4	5
13	The training that I have received has been relevant to my field of work.	1	2	3	4	5
14	I am satisfied with the training programmes offered by the training centre in the Western Cape.	1	2	3	4	5
15	I am not always motivated to attend training that is provided by SAPS in the Western Cape.	1	2	3	4	5
16	After training I feel confident to handle difficult situations in my line of duty.	1	2	3	4	5
17	The training that is offered by SAPS does not assist me to work outside SAPS in future.	1	2	3	4	5
18	The training programme that is provided will assist me with career advancement within the SAPS. (e.g.: promotion)	1	2	3	4	5
19	Poor training quality trigger police inability to perform the task	1	2	3	4	5
20	Poor training quality trigger police disorientation	1	2	3	4	5
21	Poor training quality trigger police brutality	1	2	3	4	5
22	Poor training quality trigger police to be less productive	1	2	3	4	5
23	Poor training quality trigger police negative self-confidence	1	2	3	4	5
24	Poor training quality trigger police improper service to the community	1	2	3	4	5
25	Poor training quality trigger police poor time management	1	2	3	4	5
26	Poor training quality trigger police corrupt mindset	1	2	3	4	5

	If you have attended at least one training session organised by SAPS, please indicate your agreement to the following statements by marking an "X" in the appropriate box	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
27	The training programme for employees is seen as an important tool for development in the SAPS.	1	2	3	4	5
28	The training in SAPS is well planned.	1	2	3	4	5
29	A needs assessment was done before I was sent to training.	1	2	3	4	5
30	The selection procedure of employees who must attend training is not fair.	1	2	3	4	5
31	The training that I have attended so far have met my expectations.	1	2	3	4	5
32	The training techniques used by trainers are not relevant to assist adults to learn fast	1	2	3	4	5
33	The training materials are suitable to equip employees with knowledge	1	2	3	4	5
34	The training equipment are suitable to equip employees with skills	1	2	3	4	5
35	The trainers have adequate expertise to train adult learners	1	2	3	4	5
36	The SAPS does the assessment for each training programme well.	1	2	3	4	5
37	The SAPS does not conduct post training evaluation.	1	2	3	4	5
The SAPS has challenges in the following training programmes and areas						
38	Updating its pedagogical approach	1	2	3	4	5
39	Community-Oriented Policing	1	2	3	4	5
40	Problem-Oriented Policing	1	2	3	4	5
41	Community-Oriented Policing	1	2	3	4	5
42	Multi-cultural/diversity training	1	2	3	4	5
43	Technology	1	2	3	4	5
44	Fast technological change	1	2	3	4	5
45	Training style	1	2	3	4	5
46	Quality of Law enforcement program	1	2	3	4	5
47	Training materials	1	2	3	4	5

	If you have attended at least one training session organised by SAPS, please indicate your agreement to the following statements by marking an "X" in the appropriate box	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
48	Basic ability/experience of trainers	1	2	3	4	5
49	Content learning	1	2	3	4	5
50	Quality of detective training approach	1	2	3	4	5
51	Quality of command courses	1	2	3	4	5
52	Poor multi-cultural/diversity training approach	1	2	3	4	5
53	Quality in service development training	1	2	3	4	5
54	Poor assessment for training programs	1	2	3	4	5
55	No motivation	1	2	3	4	5
56	No adequate support from management	1	2	3	4	5
57	Poor training techniques	1	2	3	4	5
58	Poor training equipment	1	2	3	4	5
59	Basic ability of trainee	1	2	3	4	5
60	Poor competency-based training	1	2	3	4	5
61	Problem-Oriented Policing	1	2	3	4	5
62	Outdated Pedagogical approach in training	1	2	3	4	5
63	Training environment	1	2	3	4	5

7. What strategy can be used to raise the current level of SAPS training program?

- Continuous mentoring
- Continuous evaluation
- Incentive program to encourage police office
- Improve practical conflict resolution training
- Improve practical cultural sensitivity
- Update problem-oriented policing
- Update pedagogical approach
- Select experienced instructors
- Start with the basics
- Target direct needs
- Emphasize training as an investment
- Inspire police officers
- Give flexible learning options
- Build trust among trainee
- Ameliorate training premises

8. Poor training quality contributing to corruption and poor quality of police investigations and communication

- Provide false communication to the community
- Provide false communication to the post
- Inability to translate cases
- Receive free drink for falsification of evidence
- Coerced false confession
- Witness tampering
- Unwarranted surveillance
- Racial profiling
- Unethical fees charge
- Receiving free meals for service rendering
- Receiving payment for criminal offence

Please list three strategies you think might be added from the above strategies

.....

.....

.....

.....

.....

.....

.....

Thank You!

APPENDIX B: LETTERS OF PERMISSION

APPENDIX C: ETHICAL CERTIFICATE

APPENDIX D: PROOF OF REGISTRATION

APPENDIX E: GRAMMARIAN'S CERTIFICATE



Kingdom Editing

26 Cinnamon Street, Kuils River, 7580
takutau@gmail.com
079 636 8353



Declaration of Professional Editorial Assistance for MTech Thesis

Professional editorial work undertaken in the preparation of this thesis has been done according to the Cape Peninsula University of Technology's (CPUT) guidelines.

Professional editorial intervention was restricted to: proof reading, CPUT formatting, grammar, spelling, punctuation and clarity of meaning.

The professional editor provided advice on grammar and structure; gave examples only and did not undertake a structural re-write themselves.

Material for editing or proofreading was submitted in hard copy, or where an electronic copy was submitted to the editor, their mark-up was done using Track Changes.


Candidate's Name: Abdussalam Salem

Thesis Title: The Effectiveness of Training Received by South African Police and Its Impact on Job Performance

Editor's Name: Takudzwa Musiyarira

I declare that I have edited/proofread this thesis in compliance with the above conditions, as requested by the candidate.

The documents submitted by the student for proofreading or editing purposes remain the sole and exclusive intellectual property of the student.

Signed:  Date: 01/06/2019

Professional Editors' Guild