

RECONCEPTUALISING LEARNER SUPPORT IN THE SOUTH AFRICAN POLICE SERVICE

by

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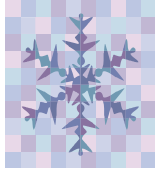
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I wish the candidate success with her final submission and future career.

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ABSTRACT

The democratisation of education in South Africa reflects a worldwide phenomenon. Coupled with democratisation is the demand for institutional accountability with regard to learner success and support. Regulating authorities such as the Departments of Education and Higher Education, therefore expect training institutions to establish and maintain student support services to assist learners in the successful completion of their studies.

As a recognised and accredited education and training service provider, the South African Police Service is therefore required not only to train its employees but also to accept responsibility for the success of its learners.

The purpose of this research study is to explore whether or not existing SAPS learner support services rendered to trainees during basic police training are regarded by trainees as valuable and effective. The findings of the study should assist the SAPS in determining areas in which it could improve these services to ensure the success of all its trainees.

For the purposes of this study learner support is defined as a comprehensive and rigorous system supporting learning through the provision of a broad spectrum of services (academic and non-academic) that are meant to enable learners to optimise their learning experience.

The constructivist learning theory was adopted as the theoretical framework for the study. The research design utilised was survey research, and the data collection instrument was a questionnaire. The validity and reliability of the questionnaire as well as the validity of the constructs utilised were confirmed by means of tests relevant to this purpose. The sample used was representative of the learner population in the SAPS and the response could be classified as very good.

The most important findings of this research study were that the learners participating in the research experienced the learner support services they received as useful/helpful and timely rendered. While the results of the frequency tests suggest the existence of some conflicting findings with regard to the usefulness/helpfulness

and timeliness of the services rendered it was therefore be concluded that learners who utilised the services found them satisfactory.

Overall, it was found that learner support services were regarded as important and generally delivered on time. The instrument, and the large number of respondents involved in the generation of data, ensured a refined analysis of the data. Based on the analysis it was possible to identify specific academies where the provisioning of learner support was more advanced than others. It was also possible to identify specific aspects regarding learner support that could be strengthened, such as Library Services. The research indicates that the SAPS could target certain aspects of its support services and academies for improvement.

This study concluded by recommending a learner support model for the South African Police Service.

KEY TERMS

- 1. Learner Support**
- 2. Learner Support Experience**
- 3. South African Police Service (SAPS)**
- 4. Basic Police Development Academies**
- 5. Basic Police Development Learning Programme (BPDLP)**
- 6. Institutional/academic phase**
- 7. Usefulness/helpfulness**
- 8. Timeliness**
- 9. Frequency**
- 10. Themes/Factors/Constructs**
- 11. Statements/Items**

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The democratisation of higher education, worldwide and nationally, requires accountability and increased quality in the outputs produced by service providers. In this regard Brindley and Paul (2004:39) observed that *“in recent decades has come increased accountability for the performance of universities and a greater focus on their outputs”*. This statement is relevant to other learning environments within the education, training and development sectors which provide education and training that focus on the development of skills for a specific work environment. For instance, there are many government departments in South Africa such as the Departments of Labour, Health, and Agriculture and the Defence Force who have a direct responsibility to render post-school education and training, and are mandated to establish internal training institutions for the provision of training and development to its employees. The same applies to the South African Police Service (SAPS): in terms of the South Police Service Act (Act 68 of 1995, Chapter 5, Section 11[e]), the National Commissioner of the SAPS shall, amongst others, *“establish and maintain training institutions or centres for the training of students and other members”*. Scott (2011:1 & 2) affirmed that the SAPS’s basic training obligation is to provide *“post-school education and training”*. As is the case in the afore-mentioned government departments the mandate of the SAPS is to establish and maintain its own training institutions with a view to provide not only basic training to the trainees (¹) but also in-service training in leadership and management to its members (Scott, 2011:4). Given the comprehensive nature of the training required it is important to look towards higher rather than general education systems for cues regarding the nature and type of learner support to be rendered.

¹ A trainee/s is/are learner/s who attends the Basic Police Development Learning Programme as the entry level requirement to be permanently appointed in the SAPS. The terms trainee and learner will be utilised interchangeable in this study.

According to Brindley and Paul (2004:39), the governing bodies of state institutions, as well as tax payers, are demanding more visible returns on their investments. Moreover, the 21st century learner is much more aware of his/her rights and thus demands more effective services and support. There has, consequently, been a marked increase in the emphasis placed on learner support which optimises learners' achievement and performance. Atkins (2009:10) also alluded to the important role of learner support, indicating that "*enhancing learner support can improve student experience and success*". The pre-condition to this claim, however, is that the principles of learner support need to be embedded in the infrastructure and culture of the service provider concerned.

According to Chatpakkarattana and Khlaisang (2012:47-48), a learner support system consists of a set of services provided to learners with the purpose of facilitating their entry into *the "learning system"* and enabling them to advance and succeed "*in their learning*". Informed by this premise these theorists envisage a support system that comprises both a macro and a micro level. The macro level consists of a department or a group of facilities which include, but are not limited to, administration, education-related advice and information, and knowledge management, for instance library services. The micro system serves as a means of enabling learners to improve their performance and efficiency, focusing on the kinds of support learners might need before they commence with a specific course as well as the support they need during and on completion of the specific course.

Usun (2004:1), elaborating on the definition of a learner support system, argues that a learner support system should include all the resources a learner needs to have access to in order to successfully complete his/her learning process. These resources should, he argues, be applicable to distance (off-campus) as well as face-to-face (on-campus) training, and should include both human and non-human resources.

As a senior officer situated in the Division Human Resource Development of the SA Police Service the researcher has noticed that the SAPS learner support system seems poorly developed compared to what is required in literature on the subject as well as in terms of what is offered by other institutions of higher education. Although learner support is referred to in some of the official documentation it remains under-developed.

It is important to highlight that training and development in the SAPS is a contentious subject: while it has been discussed at several formal and informal meetings, forums, portfolio committee meetings, etc. in the past very little attention has been paid to the possible role that learner support could play either in optimising learning or in increasing the accountability of training providers as regards the achievement of organisational learning goals. The researcher has noticed, for example, that learner support as a phenomenon in the SAPS is neither a well-developed nor a coherent entity in the culture or infrastructure, the design, development and implementation of learning programmes, the quality assurance processes, or the work environment in which learners are supposed to apply their acquired knowledge and skills.

Informed by the researcher's observation, this study shall explore existing/current learner support services rendered by the SAPS with a view to determining (a) their importance to learners during basic police training, and (b) whether the services are delivered timely. An analysis of these findings should, the researcher would argue, assist to determine the areas in which the SAPS could improve its learner support service towards the goal of optimising its training.

1.2 BACKGROUND TO THE STUDY

Initial (basic) training in the SAPS is complex and dissimilar, reflecting the diversity of workplace training affirmed in the White Paper for Post-School Education and Training (2013:9). Since training and development in the SAPS are organisation-specific it is important to customise both to the requirements of a specific job/task and/or to the current need/s identified by Senior Management. Only then would learners be able to effectively execute the duties assigned to the Police Service in

terms of current legislation. Given the scope of the White Paper for Post-School Education and Training (2013:9), learners need to acquire a range of knowledge and skills in different fields, basic (such as human behaviour, law, tactical skills, crime prevention and detention), as well as specialised (such as forensic science, criminology, psychology, economics and management sciences), for example.

The SAPS Strategic Plan for 2010 to 2014, an important document guiding the overall planning process of the organisation, includes the training and professional development of its employees. The purpose of this Strategic Plan is to direct and coordinate all the aspects of the organisation's planning process for the time frame specified. In the foreword to the Strategic Plan the then Minister of Police, Mr Mthethwa, remarked, amongst others, that: *"In keeping with our legislative mandate, we are rapidly moving policing in a new direction. Through this plan, we are preparing the country for the type of policing we can expect to see in the forthcoming between 2010 and 2014: It will be a **capacitated professional** police force able to intensify the fight against crime and make our country safer"*, [my emphasis] (SAPS Strategic Plan, 2010:ii).

Seven broad strategic priorities are highlighted in the SAPS Strategic Plan 2010 to 2014. Clustered in two main categories, namely Operational Strategic Priorities (four priorities) and Organisational Priorities (three priorities), they address both the core functions of the police service and the management of police resources. The Operational Strategic Priorities address the core functions of the Police Service in terms of Section 205 of the Constitution of South Africa; the Organisational or Support Priorities have the management of all the resources in the organisation as aim (SAPS Strategic Plan, 2010:12). The professional development of employees falls within the Organisational or Support Priorities.

One of the three Organisational or Support Priorities in the SAPS Strategic Plan for the period 2010 to 2014 is Human Capital Development ⁽²⁾. The focus of the Human Capital Development Strategy for 2010 to 2014 is the development and retention of

² Although, in the nomenclature used in the SAPS, it is referred to as Human Resource Development - the term 'Human Capital Development' is only utilised in the specific Section of this Document

the skills of SA Police Service members. It is stated clearly in the Document that the shortage of skills in different working environments in the SAPS cannot always be addressed by the recruitment of new personnel; rather, the members currently employed by the organisation need to be offered the opportunity to develop their knowledge and skills in certain scarce skills fields.

Training will play a critical role in the execution of the retention skills plan by *“creating pools of skilled personnel within the SAPS in order to meet future skill needs”*. This initiative necessitates the following: a revision of the current training and skills retention practices and strategies; the development of additional learning programmes to create *“pools of skilled personnel”*; the revision of the Scarce Skills Policy, taking into consideration the Government’s objectives as set out in the Job Access Strategy. Examples of problem areas identified by Senior management that demand the development and implementation of new learning programmes are *“command and control”*. The target group identified for these interventions is commanders at station level, and the identified need is the development of operational and tactical skills that will enable them to execute their functional responsibilities while skilling them *“in the management of their personnel”* (SAPS Strategic Plan 2010 to 2014, 2010:17).

In the SAPS Strategic Plan 2010 to 2014, (2010:27) the Medium-Term Personnel Framework, amongst others, is also discussed. The Framework is aimed at the implementation of the key values and principles of the Public Service in general as reflected in the SAPS Regulations of 2008 regarding the management of human resources. The Framework is divided into six pillars, one of which is Human Resource Development, with the intention to: *“.... improve the SAPS’ effectiveness by fostering the skills and knowledge of personnel”*. The Medium-Term Personnel Framework is aimed at the urgent provision of guidance to the Police Service regarding a more integrated approach to human resource management. The cornerstone of this integrated human resource management approach is the consideration of the human resources in the SAPS, which is the most important resource at its disposal. Although human resources are always diverse and characterised by constant change, an integrated approach towards their utilisation, management and development is needed, (SAPS Strategic plan 2010 to 2014,

2010:27). The development of human resources is regarded as a continuous professional development task that requires the constant attention not only of Senior Management but also of all the other role players involved. By implication the initial (basic) training requires as well the mentioned constant attention, since it is the foundation of all police officials' careers in the SAPS.

Birzer and Roberson (2007:217) confirmed the appeal in paragraph supra indicating that, next to the recruitment and selection processes, training is one of the most important functions of any police organisation. Not only does it assist the young police trainee to master the skills of policing, but it also provides the more experienced police member the opportunity of learning new techniques whilst he or she is sharpening his/her existing skills.

The 2013 White Paper for Post-School Education and Training gives direction regarding the coordination of all post-school training and education in South Africa and, although not specifically focused on the training offered by government departments, it is by extension also applicable to the SAPS. One of this document's goals is the expansion of the post-school education and training system. The Department for Higher Education and Training (DHET) considers, for instance, the establishment of Community Education and Training Centres (CETCs) which will include all the current existing public adult learning centres and will serve as an alternative to addressing the needs of youth and adults who completed Grade 12. The essence of the anticipated success of the CETCs is summarised as follows: "*As we expand the system we must be mindful of the need to ensure quality in all education and training. **This requires a well-functioning quality assurance system, but more importantly it requires well-functioning institutions and support systems***" [my emphasis] (White Paper for Post-School Education and Training, 2013:5).

The importance of the effective functioning of support systems is further emphasised in the White Paper for Post-School Education and Training (2013:25), which states that "*Although there have been improvements over the last few years, there is currently still insufficient focus on providing support services for students in colleges*". The minimum standard for these support services is academic and social support,

vocational guidance, assistance to learners in getting placements in a working environment for practical experience during their studies and job placements. The Document moreover emphasises the need to address and fund support services for learners.

As an education and training provider, the SAPS finds its role and functions clearly demarcated in existing legislation. In executing its training and development mandate police members are compelled to attend and participate in education and training that can be clustered as follows: Basic Police Development; In-service Police Development; Leadership and Management Development, International Benchmarking, Support and Specialised Skills Development. These clusters are generic to all police services worldwide. As Kratcoski (2004:104) points out, “*The training of police in every country includes basic training for new recruits, in-service training to upgrade officers’ skills, and advanced training for those who need to develop very specialized skills*”. Although, the South African context differs from countries that are experiencing stability, indications are that the SAPS is therefore in line with its clustering of training interventions with international trends.

Learner support as a service in all the different clusters of training interventions in the SAPS is guided by the document *Implementation guidelines for Providing Learner Support and Guidance 2013-15*. This generic document provides general guidelines to all Education, Training and Development (ETD) practitioners in the SAPS, as well as to specific individuals tasked with learner support functions. The document, *Implementation guidelines for Providing Learner Support and Guidance 2013-15*, will be discussed in detail in Chapter 3 of this study.

The aim of this study is essentially to determine the learner support needs of the trainees in the Basic Police Development environment in the SAPS. The objective of learner support services is to optimise the learner experience in such a way that the support rendered is effective, sufficient and timeous for learners to successfully complete their training.

1.3 PURPOSE STATEMENT OF THE STUDY

Although the SAPS Strategic Plan 2010 to 2014 highlights the importance of human resource development and although the *Implementation Guidelines for Providing Learner Support and Guidance (2013-2015)* refers to learner support services, the ways in which these services should be conceptualised and implemented within basic police development and training remains a moot question.

The purpose of this study is thus to contribute to the reconceptualisation of learner support services in the SAPS beyond a position of technical compliance to a context where substantive compliance could be achieved. A distinction can be drawn between substantive and technical (administration) compliance. Technical compliance means to have all the necessary policies and processes in place and substantive compliance refers to the implementation of these policies and processes. The implementation of any learner support system runs the risk of satisfying the criteria for technical compliance without necessarily satisfying those for substantive compliance. While learner support services in the SAPS are catered for at a technical level they may not at present be sufficiently tailored to the needs of the learners and/or may not be timely provided. The achievement of substantive compliance will ensure that the needs of learners are being addressed and that the support needed is rendered to them at the suitable time and in a suitable manner.

This study sets out to determine whether or not the SAPS meet the criteria for substantive compliance in as far as the delivery of learner support is concerned. Doing so requires a thorough analysis of current support services rendered to learners during the BPDLP in the academic phase. At a conceptual level, a potential model for the offering of learner support will be developed for learners attending the academic phase of the BPDLP. Since learner support must be contextualised within specific organisational requirements, the researcher will have to determine not only the learner support needs of trainees but also when they prefer their needs regarding learner support to be addressed. Informed by the results of this analysis the researcher shall then present a reconceptualised model of the learner support system required within the basic development and training of police in the SAPS.

Thus, the ultimate purpose of this study is to provide the SAPS with information to improve their learner support system.

1.4 PROBLEM STATEMENT AND RESEARCH QUESTIONS

From an education, training and development (ETD) perspective, the researcher has noticed that many resolutions were implemented in the past to improve training and development in the SAPS. For instance, the duration of training interventions to develop new learning were lengthened, additional modules were added to existing learning interventions, assessment strategies and instruments were reviewed, a problem-based approach in the implementation of the training interventions was adopted, and a sequential phases approach was followed in the implementation of the training intervention. As senior officer, the researcher further has noticed, that learner support as an ETD practice in the SAPS is not prominent and substantial enough to have an obvious impact on the training and development of the trainees attending the BPDLP. They are therefore not sufficiently equipped to fulfil the organisation's mandate. Moreover, learner support has received little attention in the past. Although covered in the official HRD documents as discussed earlier in this Chapter, engagement with personnel members of the academies and feedback from trainers/facilitators and trainees indicate that this aspect remains under developed and positioned within the SAPS.

During 2009 an Impact Assessment study of the SAPS Basic Training Learning Programme (NQF level 5) was conducted by a private company specialising in the conducting of impact studies. The Report is, however, silent about the existence or absence of learner support, the positive or negative effects thereof in the SAPS. In fact, there is no reference made to learner support in any way whatsoever.

The central research question of the study is: How do learners who attended the BPDLP experience the learner support services they received?

In order to answer the central research question, the following sub-questions were formulated:

- What is the scope of learner support offered by the SAPS in the BPDLP?
- To what extent did the learners experience the learner support services helpful and/or useful?
- To what extent were the learner support services rendered timely?
- How frequently did the learners utilise the learner support services?
- What recommendations did the learners suggest to improve the current learner support services offered by the SAPS?

To be able to answer all the research questions satisfactorily in the context of the SAPS, survey research will be conducted which is quantitative in nature and a process of triangulation will be followed using the data obtained from the survey and the current trends in learner support as explained in the literature.

1.5 CLARIFICATION OF THE CONCEPT LEARNER SUPPORT

Learner support is defined in terms of two main contexts, campus-based training and development (also known as “contact teaching”), and distance and network learning. More recent definitions are applicable to the latter (distance and network learning), but could also be successfully used to describe learner support in a campus-based context.

Brindley and Paul (2004:39) indicate that learner support is a common challenge for all educational institutions. They emphasise, however, that ‘campus-based universities’ can successfully implement the ‘comprehensive and integrated approach to learner support’ in the same way distance education institutions do. The purpose of learner support in these institutions is *“to help students meet their learning objectives and gain the knowledge requisite to course and career success”*. An all-inclusive learner support service is rendered, focusing on *“all those interactive processes intended to support and facilitate the learning process from the student’s first point of contact with the institution”*.

Kehrwald (2008:479), in support of Brindley and Paul states that *“Although formal learner support structures are generally considered an artefact of distance education, learner support is becoming more common in a range of formal and informal learning situations”*. According to Kehrwald, learner support is the process of addressing the needs learners may have during the process of intervention. *“In contemporary educational programmes, learner support adds value for learners by addressing their needs and promoting learning experiences which are more personally relevant and allow learners to define learning in their own terms”*.

Tait (2000:289) defined learner support in terms of its functions. The functions are three-dimensional, with the cognitive dimension referring to support provided during the learning process in the utilisation of learning material and resources. The institute and sustainment of a supportive environment underlines commitment and enhances self-esteem - the affective dimension. The systemic dimension refers to the establishment of administrative processes and information management systems which are effective, transparent and learner-friendly. Tait's definition of learner support will be further unravelled in Chapter 2 of this study.

Brindley's (2004) definition of learner support is pragmatic and all inclusive. *“Learner support is the generic name that has been applied to the range of services that has been developed to help learners meet their learning objectives and gain the knowledge and skills that they need in order to be successful in their courses”*. Learner support in this definition includes all the interactive processes aimed at the support and facilitation of the learning process. Interaction begins with the first enquiry by the learner and continues throughout the learning process, differentiating between the activities rendered to the prospective learner and the admitted learner (Brindley, 2004:7-8). Brindley's definition of learner support will serve as basis for the discourses used in defining learner support as a concept in Chapter 2.

According to Lee (2003:182), many researchers have opted for a holistic approach towards learner support and consider it as an inherent part of the total learning intervention. For the purpose of this study, learner support within the police service education and training environment is defined as a comprehensive and rigorous system supporting learning through the provision of a broad spectrum of services

(academic and non-academic) that are meant to enable learners to optimise their learning experience.

In the new paradigm of education nationally and internationally, training is learner-centred, thus the invaluable importance of learner support. According to Kehrwald (2008: 479), learner support has developed into an active and interactive learner-centred service which is consistent with the constructivist learning theory. Learner support is not only a concept that represents a sub system of the bigger training and development system only; rather, it is a concept underpinned by fundamental reasons and logic which are the cornerstone for the initiation, planning, needs analysis, designing, development, implementation, monitoring and evaluation of all learning interventions.

The constructivist learning theory as theoretical framework was adopted for this study as it is compatible with the definition of learner support as a holistic and integrated support system with the ultimate goal of assisting the learner to be successful in his/her study endeavour.

1.6 CONSTRUCTIVISM AS THEORETICAL FRAMEWORK FOR LEARNER SUPPORT

Garrison (1989:3) argues that a theoretical framework *“represents a broad paradigmatic set of assumptions that provides the elements of the theory but without the detail and completeness (nuances) of a comprehensive theory”*. The learning theories which survived many verbose attempts are the theories which are based on the principles of Constructivism. *“These principles posit that learning is achieved by the active construction of knowledge supported by various perspectives within meaningful contexts”*. In the constructivist context social interaction plays a critical role in the process of learning, as does cognition (Oliver & Herrington, 2003:12).

Oliver and Herrington (2003:12) too, favour Constructivism as a learning theory, arguing that its usefulness lies in its definition of learning: *“learning as a process of personal understanding and meaning making which is active and interpretative”* and learning as *“the construction of meaning rather than the memorisation of facts”*. Zhan and Le (2004:4) contribute to the debate by stating that a learner’s mind is not a clean slate that needs to be filled with information passively received from the teacher; on the contrary, the teacher has to facilitate and support the learner in the process of constructing his/her own knowledge in his/her own unique way, by linking it to the learner’s former knowledge and experience.

Constructivism is one of the latest approaches in the field of learner-centeredness and is defined by Henson (2003:8) as *“a learner-centred educational theory that contends that to learn anything, each learner must construct his/her own understanding by tying new information to prior experience”*. According to Young and Marks-Maran (1998:31), the point of departure of Constructivism is that people create their own understanding of the world and this subsequently influences their actions in relation to the world. New knowledge is therefore linked to old knowledge by cognitive constructs which assist individuals in their efforts to create meaning of the world. During the process of knowledge construction in search of understanding, successful learners are influenced by cognitive, motivational and meta-cognitive factors. Cognition entails the revision of old knowledge through reorganisation and reinterpretation, thereby aligning old and new knowledge. Motivation is basically intrinsic to the learning process since mankind has an inherent desire to search for knowledge and understanding of its world. Meta-cognition is all about understanding and is an important factor in the acquisition of higher order intellectual skills, like problem solving, decision making and critical thinking.

According to Tam (2000:2), learning, in the context of Constructivism, is an active process, and the learner is central in the learning process. “*Constructivist instruction asks learners to use their knowledge to solve problems that are meaningful and realistically complex*”. The problem provides the context for the learner to apply his/her already acquired knowledge and to take ownership of his/her acquisition of new knowledge. Constructivism supports interaction with other learners and other role players since the learner is granted the opportunity to test and fine-tune his/her understanding as the learning process continues.

A learning environment based on the principles of Constructivism has the following characteristics: experience in the knowledge construction process needs to be demonstrated; multiple views on the topic have to be appreciated, and experience in how to do it needs to be demonstrated; learning has to be embedded in realistic and relevant contexts; learners have to take ownership of their learning, and it has to be encouraged, by allowing participation during the learning process; learning has to be embedded in social experience; the use of multiple modes of representation and reflection has to be promoted and the concept of self-awareness has to be instilled during the knowledge construction process (Oliver and Herrington, 2003:12).

According to Young and Marks-Maran (1998:32) and Leach (1996:4), Constructivism as a theory of teaching and learning requires the facilitator, amongst other role players, to provide learner support of the highest quality to the learners. Leach (1996:4) agrees, but broadens the scope of learner support by defining it as an overarching concept which includes the teaching method as contextualised for Constructivism. Learner support is, according to Leach, not only a service which is supposed to be provided and managed but a process facilitating the creation of understanding and transformation.

The following schematic lay-out serves as a summary of all the relevant concepts related to Constructivism which were discussed in the afore-going paragraphs, except the concept web learning, since it falls outside the scope of the study.

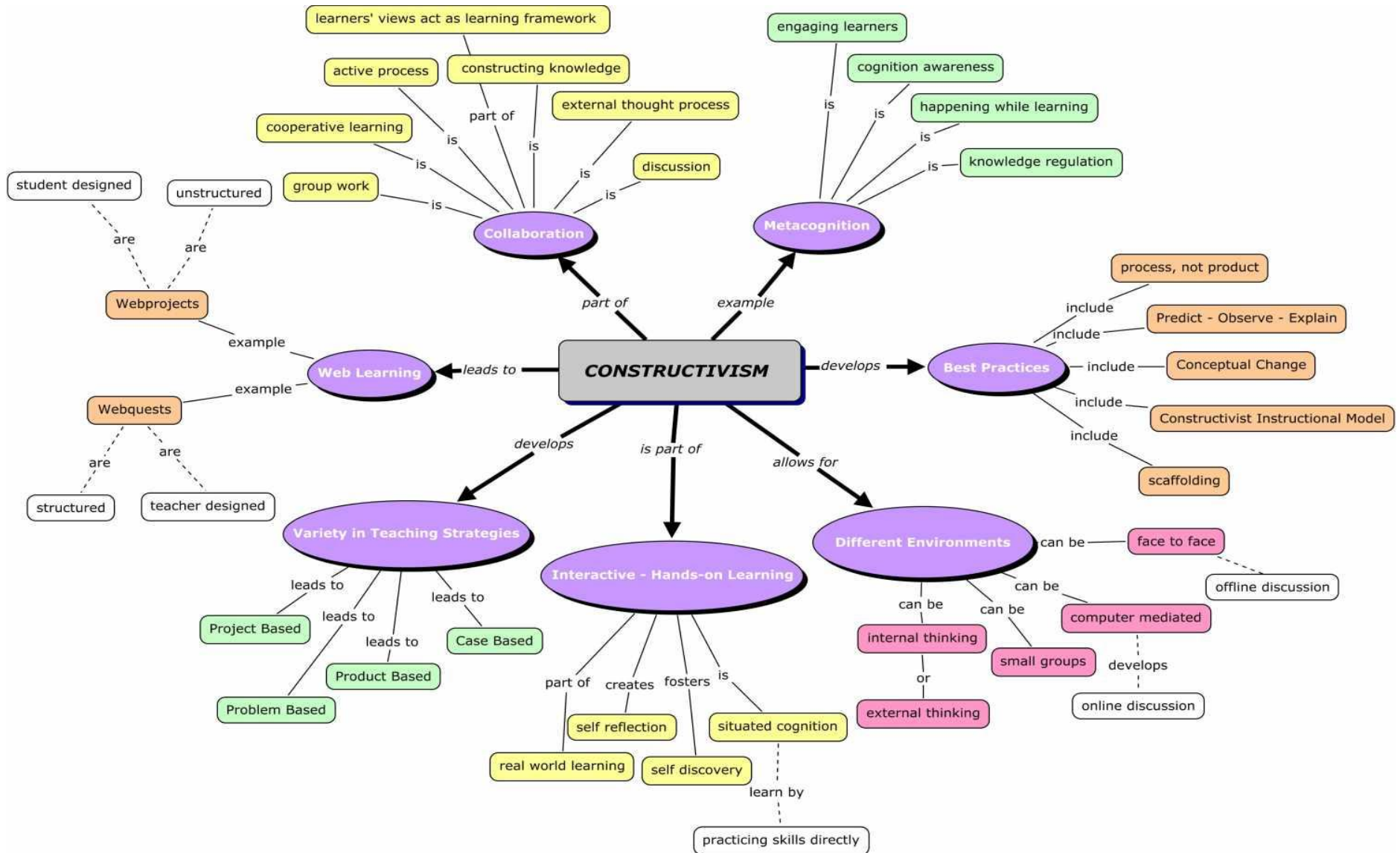


FIGURE 1.1: CONSTRUCTIVISM CONCEPT MAP

<http://constructivism512.pbworks.com/w/page/16397300/Constructivism%20Concept%20Map>

The concept, collaboration, forms part of Constructivism and represents the process of knowledge construction by utilising the learner's view as the learning framework, underpinned by the principle of cooperative learning. Group work as method, complemented by discussion as technique, is used to facilitate the external thought process. Collaboration is defined as an active process.

Constructivism as learning theory is an example of meta-cognition. Meta-cognition is characterised by the regulation of knowledge: it takes place while learning is facilitated, it creates cognitive awareness and most importantly, it involves the learners.

Best practices of Constructivism include the constructivist instructional model, the emphasis on the process rather than the product, and the processes of prediction, observation and explanation. Conceptual change is the focus of Constructivism and scaffolding is implemented as a supportive technique.

Due to its flexibility Constructivism can be applied in any environment and for any learning purpose. For instance, it facilitates internal as well as external thinking, small group, online and face-to-face discussions. It is part of hands-on learning, including, real world learning, self-reflection, and self-discovery, as well as situated cognition, where learning occurs in the direct practising of skills. A variety of teaching strategies are introduced by Constructivism, including for instance, project-based, problem-based, product-based and case-based teaching strategies.

In summary, Constructivism, which is a recognised theory in the field of education, focuses on learning and teaching processes. It centralises the learner with the ultimate purpose of assisting him/her to internalise and apply knowledge and skills. Three important elements of Constructivism are cognition, motivation and meta-cognition. The practical execution of the constructivist theory occurs through social interaction during learning and teaching processes and is referred to as collaboration but includes interaction between the learner, him/herself and the real world. Problem-based learning is considered as one of the important teaching strategies of Constructivism. Therefore, the principles of Constructivism provide substance and meaning to this research study, learner support systems have to be designed in such

a way that they enable learners to construct meaning and thereby become more successful in their studies.

1.7 RESEARCH DESIGN AND METHODOLOGY

Terre Blanche and Durrheim (2002:29) made it clear that a research design is a *“strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research”*. In other words, it is how the researcher proposes to conduct the research.

In this study, a survey research design was used. According to Creswell (2009:145), a survey design is *“a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population”*. The motivation for using the survey design is to generalise the research data received from a sample of the population in order to make inferences about the population from these.

The purpose of the empirical research phase is to explore trainees’ learner support needs, and to determine whether or not support is delivered in time to satisfy these needs within the academic phase of the basic police development learning intervention.

The aimed target population (total learners 4837) of this research study was the trainees who completed the academic phase of the BPDLP at the Basic Police Development Academies³ during November/December of 2011. At the time the study was conducted – during February 2013 - these learners completed the final integrated summative assessment at the end of January 2013 (The Field Training Phase took place from January until October 2012, although this phase was not covered in totality in this research study).

The timing of the completion of the questionnaire by the trainees was extremely important because they had to complete the academic phase, as well as the final

³ In the following Chapters the researcher will use the term Academies referring to the Basic Police Development Academies

integrated summative assessment phase to be able to answer the questions posed in the questionnaire.

For the purpose of this study the questionnaire was used as the data collection instrument for the study. The data thus obtained from a broad basis which can be as well utilised in future to improve the learner support services in the SAPS.

Potter (1997:78) developed a questionnaire as a survey tool which formed part of her doctoral thesis in education. *“Students were asked to rate the importance to them of specified services and were asked to indicate at which point(s) these services are most necessary”*. The learners were provided a questionnaire with a list of types of assistance and were requested to indicate on a 4 point Likert scale the importance of each one (1=very important and 4=none). They were further requested to rate, according to their own experience, how accessible (1=very important and 4=none) these services provided by their university had been. The same list of types of assistance was provided to the learners in the second question and they had to indicate at which stage(s) they thought the identified support services are needed by distance learners. They were granted the opportunity to choose as many stages as they wished to for each service. The stages were pre-enrolment, starting course/programme, moving through programme, finishing programme and never needed. The third question was to determine which factors had most assisted them in their distance education learning and the fourth question was about which factor(s) had most hindered them in their distance education learning? The fifth question focused on which change(s) in student support services at their university they would most like to see taking place.

The tool was also utilised, with some adjustments, by Clark in 2003, and Collins in 2007 in their respective research studies for the completion of their dissertations. Clark (2003:233) modified the questions in order to include *“the importance placed on student support functions and assistance, convenience/accessibility of services, and stages in the distance education experience in which these supports were needed”*.

Ozoglu (2009:61) utilised a questionnaire regarding learner support services in the Turkish Open Education System in completion of his doctoral dissertation. After Ozoglu (2009:61) had done a literature review, conducted interviews with staff members and reviewed the institutional artefacts of learner support services, he adapted the format of the questionnaire developed by Potter and adjusted by Clark and Collins, to correspond with the context of his study.

The questionnaire (Annexure A) utilised in this research study is based on the questionnaire of Ozoglu (2009). It was, however, customised and aligned to the current context of learner support in the SAPS.

The questionnaire consists of a Cover Letter and Three Parts: Part I focuses on General Information; Part II focusses on the Learner Support Experience, and Part III allows for General Comments. The Cover Letter is addressed to the Respondent⁴ explaining the purpose of the research study, highlighting that the research was approved by the SAPS, that no one was under any obligation to complete the survey, and that all questions had to be answered anonymously. The Cover Letter further indicates that the questionnaire is an opinion survey, based on the personal experiences of the learner support the trainees received during the academic phase of the BPDLP. An approximate time frame is indicated, as well as the target population of the survey, namely trainees who completed the academic phase of the BPDLP at the Academies at the end of 2011 and who completed their final integrated assessment at the beginning of 2013.

1.8 SIGNIFICANCE OF THE STUDY

Learner support outside institutions of higher learning has up to date received scant attention. Although it is generally accepted that learner support is a key element of all learning programmes, very little research has been done locally on the essentials of effective learner support systems, particularly in training institutions under the control

⁴ The term respondent(s) refer/s to the learner(s) or trainee(s) who participated in this research study.

of National Departments such as Health, Agriculture and the SAPS. The research will thus be addressing a serious gap in the knowledge and understanding of learner support outside institutions of higher learning, will serve as a base line document to conceptualise learner support comprehensively in the SAPS, and will contribute to its ultimate goal of being a learning organisation. It should, moreover, assist in the refinement of the learner support service in the SAPS. The research should also contribute to the accomplishment of the instruction to render a learner support service. Finally, the newly developed learner support service could serve as a quality assurance mechanism that could bring the SAPS on par with other providers of post-school education. The findings of the study could also be useful to the Quality Assuring bodies in South African post school education such as the Council on Higher Education.

1.9 OUTLINE OF STUDY

Chapter 1 of the study provides the background to the study, the purpose statement of the study, the problem statement and the research questions. The concept, learner support, is clarified and Constructivism as the theoretical framework for learner support is discussed. The research design, methodology, as well as the significance of the study are presented.

The results of a literature study on the topic of learner support will be reported and a model for learner support will be introduced in Chapter 2. In Chapter 3 the education and training mandate of the South African Police Service (SAPS), the lay out of the BPDLP, problem-based learning, as well as the SAPS's learner support implementation guidelines will be addressed.

Chapter 4 will explain the research design and the questionnaire as data collection instrument used in this study and Chapter 5 will focus on the presentation of the analysis of the research data. Chapter 6 will provide the research findings and Chapter 7 will address the conclusions and recommendations of the research study, as well as the proposed learner support model for the SAPS.

CHAPTER 2

CONCEPTUALISING LEARNER SUPPORT

2.1 INTRODUCTION

In this Chapter the essential features of learner support systems and processes in post-school education institutions will be critically analysed and discussed. A clear explication of learner support in terms of its definitional aspects will be provided before engaging in an overview of the literature to contextualise the breadth and depth of the concept. In following this process, the aim is to produce a framework of learner support that could serve as basis for the evaluation of learner support services of the South African Police Service.

Learner support, usually defined as the assistance and guidance offered to its learners by an academic institution, has often been understated and/or neglected by higher education institutions (LaPadula, 2003:119). Many reasons could be advanced for this trend, such as cost implications, personnel shortages, lack of vision, etc. Robinson (1995:1) even stated that learner support does not receive the merited attention from research departments or organisations. She offered the following possible reasons for this tendency, “*learner support is perceived as a less glamorous activity than some others*” (learner support personnel have often lesser status and power, and are even paid lower). Learner support is often only linked to the actual conducting of the training rather than being considered important enough to be at the centre of all the activities of an academic institution. Learner support is “*particularly vulnerable to financial cuts*”, or it is considered as a ‘pragmatic activity’ based on practical experience that is not necessarily rooted in research conducted on learner support. “*Learner support is weakly conceptualised*” and a theory of learner support grounded on substantial research has not yet been developed.

Lately, however, the request and need for distance education evolved nationally and internationally. Consequently, learner support is suddenly receiving a great deal more attention and interest amongst the providers of distance education. The revival

of learner support affirms once again that it is an intrinsic part of the delivery of quality distance education, according to LaPadula (2003:119). Hence, learner support is now considered an important component of the total education system.

The concept, learner support, is currently associated with distance education and e-learning. Informing this association is the notion that learners in these environments, due to evident reasons, are to a greater extent in need of structured learner support services if they are to be successful in their study endeavours. It is, moreover, evident in the literature that the term, 'student support', is primarily used in the distance education and e-learning context. For instance, Simpson, author of articles and books on 'learner support' in the context of open and distance learning, uses the term 'student support', in referring to the services rendered to learners (Simpson, 2000:5). However, the terms 'student support' and 'learner support' in the literature display interchangeable characteristics in descriptions of assistance rendered to the learner during the learning process. For the purpose of this study, the term 'learner support' will be used generically to describe the support available to learners/students.

Indeed, literature on learner support (Simpson, 2002; Thorpe, 2002; Moore, 2003; Holmberg, 2003; Anamuah-Mensah, 2004; Simpson, 2008; Tait, 2014; Dzakiria, 2008; Alias and Rahman, 2005) alludes to the fact that it is just as essential in campus-based and contact education as it is in distance education. For instance, although *"formal learner support structures are generally considered an artefact of distance education, learner support is becoming more common in a range of formal and informal learning situations"*, (Kehrwald, 2008:479). In fact, the scope of learner support in distance and network learning could be similarly employed in the campus-based context. Sewart (1993:2) concluded that there is no difference between a 'distance education student support system' and a 'traditional education student support system'. Hence, Garrison (1989:29) defined learner support as all the resources and services available to the learner, irrespective of the context or environment.

Given these arguments, the literature review conducted for this study included publications on learner support in campus-based as well as distance education contexts.

2.2 THE RATIONALE FOR LEARNER SUPPORT

The fundamental reasons for learner support in higher education could be deliberated from various viewpoints. For instance, Adelowotan and Adewara (2009:20-21) elevate learner support to a substantial function in the learning environment, claiming that it not only complements education but is a prerequisite for the successful facilitation of the learning process. Biggs and Tang (2007:19, 38, 54, 91 & 126), as a matter of fact, clarify the mandate for learner support by stating unambiguously that education has an explicit support dimension. According to Kehrwald (2008:479), learner support is invaluable to learners since it addressed their needs and positively encourages their experience of learning. The learners therefore benefit personally from learner support since they are allowed to define learning according to their own understanding and expectations. This viewpoint of Kehrwald confirms the symbiosis between the value of learner support and the principles underpinning the Constructivist theory and problem based approaches to learning. Atkins (2009:1) categorically states that the enhancement of learner support can improve the learner's experience and success.

According to Simpson (2000:8), three sets of reasoning exist to validate the rationale for learner support. He clusters the sets of reasons as practical motivation, theoretical motivation and moral motivation.

The practical reasons for learner support, according to Simpson (2000:8-9), are divided into learner retention and learner expectations. According to Crosling and Heagney (2009:9), the retention and success rate of learners in their higher education endeavours are a concern shared by institutions throughout the world. For instance, the White Paper for Post-School Education and Training (2013:31-32) refers to the low success rate of universities in South Africa. *“Improving student access, success and throughput rates are a very serious challenge for the university sector and must become a priority focus for national policy and for the institutions themselves”*. The same White Paper also argues for learner support as the solution to and improvement of the poor success rate of learners. This view is also mooted by Ludwig-Hardman and Dunlap (2003:1), who regard learner support as a vital element of a successful retention strategy. Learner support should therefore even be included

in the planning of a retention strategy (Voight and Hundrieser, 2008:10-110). Crosling and Heageney (2009:12), elaborating on these points of view, highlight academic advising, effective and efficient course management, academic support and quality services as important areas for consideration when retention strategies are planned. *“Institutions should ensure that students enter with, or have the opportunity to acquire, the skills needed for academic success. Learning support programs improve students’ chances of success and persistence”*.

The second practical reason for learner support, according to Simpson (2000:8-9), are the requirements of the learners. Notable tendencies concerning the learner currently emerging in higher education are that they have higher expectations, that the present learner corps, as consumers, are more diverse, and that the learners demand more flexibility in the implementation of learning interventions (Singh and Little, 2011:36). These tendencies have a direct influence on the profile of the learner currently: the traditional profile of the learner no longer exists. Upcraft; Gardener; Barefoot and Associates (2005:15) clearly state that the profile of today’s learner has changed. Traditionally learners were typically from the middle class, eighteen years old, single (without any responsibilities), studied full time, enrolled for a four year degree, lived away from home for the first time, met the expectations and standards to be admitted to a higher education institution, were prepared for the academic challenges and would complete their qualification in the prescribed time frame. Nowadays the profile of learners attending higher education has different characteristics.

Upcraft *et al* (2005:17-26) emphasising the changes in the profile of today’s learner, highlight demographic changes. For instance, the number of older learners is growing quicker than the number of younger learners. There are also characteristic changes. For instance, there are currently learners who are the first ones in their family who enrol for higher education and *“more of today’s students require remediation in basic reading, writing, and computational skills”*. Nowadays not all learners have the necessary finances to enrol at a higher education institution, therefore they need to find other ways of either financing their studies or explore other possibilities, for instance learnerships or occupationally-directed training, where

the employer is responsible for ensuring that the employee is trained in or skilled for a specific job.

These changes in the profile of today's learners result in more and greater demands by the learners since they consider themselves as consumers, paying for their education and using their valuable time to attend the training. The learners want value for money, and according to Fry *et al* (2009:113) they not only expect quality training from the institution but also require the necessary assistance and support to enable them to be successful in their study endeavours. *"Where students have a choice they will judge institutions by both the quality of the materials they produce and – probably even more – by the standards of student support they offer* (Simpson, 2000:9).

Simpson (2000:9) categorised the theoretical reasons for learner support as learner isolation and democracy versus authoritarianism. Learners are, in some instances during a specific instructional phase of training, isolated from other learners, the instructor or facilitator and the training institution. In most higher education learning interventions, the learner is also distanced from his or her family and friends who, during normal life challenges, function as his or her support system.

Learner isolation is defined by Wheeler (2002:419) as psychological distance. *"The extent of closeness or remoteness reported by students indicated the responsiveness of a given program to an individual learner's needs"*. This psychological gap can be effectively filled only by interaction between the learner and significant other role players who provide the appropriate learning support.

Sometimes, and specifically in the context of open and distance learning, the learning intervention can be very authoritarian, therefore *"Student support offers the student some choices and some chance to challenge orthodoxies"* (Simpson, 2000:9). A broader perspective on the democratisation of education is necessary and, according to Brindley (1995:9), the learner support system has to render services to all learners irrespective of their backgrounds.

Moreover, every learner has to be granted the opportunity to be successful in his or her study endeavours, irrespective of his or her learning style, gender or academic preparedness. It cannot be assumed that all learners have the same needs and abilities, hence the importance of learner support. It is, for instance, documented that learners from a non-traditional academic background or remote or rural areas could very easily be isolated in the institutional learning environment (Boulos *et al*, 2006:3).

There is also a moral element present in each educational activity. The value underpinning this statement could be phrased as *“assisting students to do what is right for them in whatever situation they are currently experiencing”* (Simpson, 2000:9). The value system supporting learner support, which originated from a learner-centred approach, is explained by Brindley (1995:106-107) in terms of six underpinning value statements. Firstly, education is a continuing right throughout a person's life and is thus a lifelong process. Secondly, most learners will be able to succeed if they are given the opportunity and the necessary support. Thirdly, the purpose of formal learning systems is to assist individuals to become cooperative learners who will increasingly be responsible for their own learning process.

Fourthly, the teaching-learning process is not a one-way process: it is interactive and has as its ultimate goal the facilitation of change and the empowerment of the learner towards taking action him/herself. Fifthly, the construct, ‘*accessibility*’, in the learner support environment means *“going beyond merely providing opportunities”*. Learner support is therefore much more than just providing opportunities for learners: it is all about meeting the needs of learners regarding a particular learning support service which has to be addressed at the specific time it is needed. Finally, the commitment to open access rests on two intrinsic sub values, *“an openness to different ways of learning and teaching to suit different needs and situations, and a responsibility to provide services for learners that give them the best opportunity for success”*, (Brindley, 1995:106-107).

In the South African context the moral reason for learner support is embedded in the Education White Paper 6 Special Needs Education: Building an inclusive education and training system, Department of Education (2001:10). In any democratic society the main purpose of the education system is to provide quality education for all

learners, to enable them to reach their full potential, to become part of the labour force, to participate in the labour market and to make continuous substantive contributions to the economy. The education system has the responsibility to develop and sustain quality education, based on the fundamental right of access to education for all learners. In the execution of this responsibility, equal opportunities have to be created for the effective learning of all learners.

In summary of the reasons Simpson (2000) and other authors provide as a rationale for learner support it is important to mention the essential role learner support fulfils in the provision of quality education and training. The quality of a learning programme, according to Thapliyal *et al* (2014:61), is influenced by a variety of factors. One of these is the different initiatives taken by the training institution to enhance the quality of a learning programme; another, substantial factor is the provision of learner support services.

In addition to the motivational reasons provided by Simpson (2000) and other authors as a rationale for learner support, LaPadula (2003:128) highlights the benefits to an academic institution rendering a comprehensive learner support service. Some of these benefits include embracing a learner-focussed environment, the improvement of the learner retention rate at the institution, the competitiveness of the institution in the continuously changing higher education environment and the satisfaction of accreditation requirements by the institution concerned.

Simpson (2000:179) resolves the debate on the rationale for learner support by positing that there is “... *reasonable and clear proof that student support works: that it is a necessary and cost-effective way of retaining students as well as an essential humanizing element of any open and distance-learning system*”.

In conclusion, the rationale for learner support reflects different reasoned expositions. It could be justified on that basis that it has a positive influence on learner retention; it could be considered as a solution to problems related to the satisfaction or not of the requirements, demands and expectations of learners currently enrolled at higher education institutions; it could be considered as an intervention that could address learners' experiences of isolation during training, and it could be seen as a way of

enhancing the democratisation of education. The underpinning moral value of learner support is the obligation of each academic institution to provide everybody with education that has the necessary support structures in place to ensure a successful learning intervention, something which will benefit the learner as well as the institution.

Thus, the rationale for learner support in the context of this study, based on the scope of Constructivism as theoretical framework for learner support, is to ensure that learner support completes and complements the learning intervention with a view to achieving the learning goals and enhancing the quality of learner and institutional results. Leach (1996:4) confirmed learner support is not only a service which is supposed to be provided and managed but a process facilitating the creation of understanding and transformation.

2.3 DEFINING LEARNER SUPPORT

Learner support is usually defined in the literature in its broadest context, inclusive of a variety of activities (Ozoglu, 2009:42). However, Tait (2000:290), Ryan and Dowling (2006:4), Thorpe (2002:108), Ludwig-Hardman and Dunlap (2003:3) and Chambers (2004:1-2) declare unambiguously that, a conceptualisation of the term, learner support, necessitates from the onset, the positioning of the learner as the central focus of all learner support activities. In this regard Chambers (2004:1-2) suggests a holistic perspective on the support a learner requires and, without hesitation, claims that it needs to be developed with the learner's point of view in mind. *"The goals of providing excellent support and caring about individual students and their outcomes should underpin all support processes and be shared by all sections of the organisation that support students"*.

The eminent status the learner is afforded in the definitions of learner support is apparent from an extensive review of the literature on learner support. Even so, indications are that most of the definitions are tend to be holistic and/or generic in nature as is evident from Brindley's (2004:7-8) definition of learner support as *"....the generic name that has been applied to the range of services that has been*

developed to help learners meet their learning objectives and gain the knowledge and skills that they need in order to be successful in their courses”. Learner support could therefore be regarded as an umbrella term for all those services, including the interactive processes aimed at supporting and facilitating the learning process. Interaction starts with the first enquiry by the learner and continues throughout the learning process right up to its end.

The schematic presentation which follows is a summary of Brindley’s (2004:11) definition of a comprehensive learner support system.

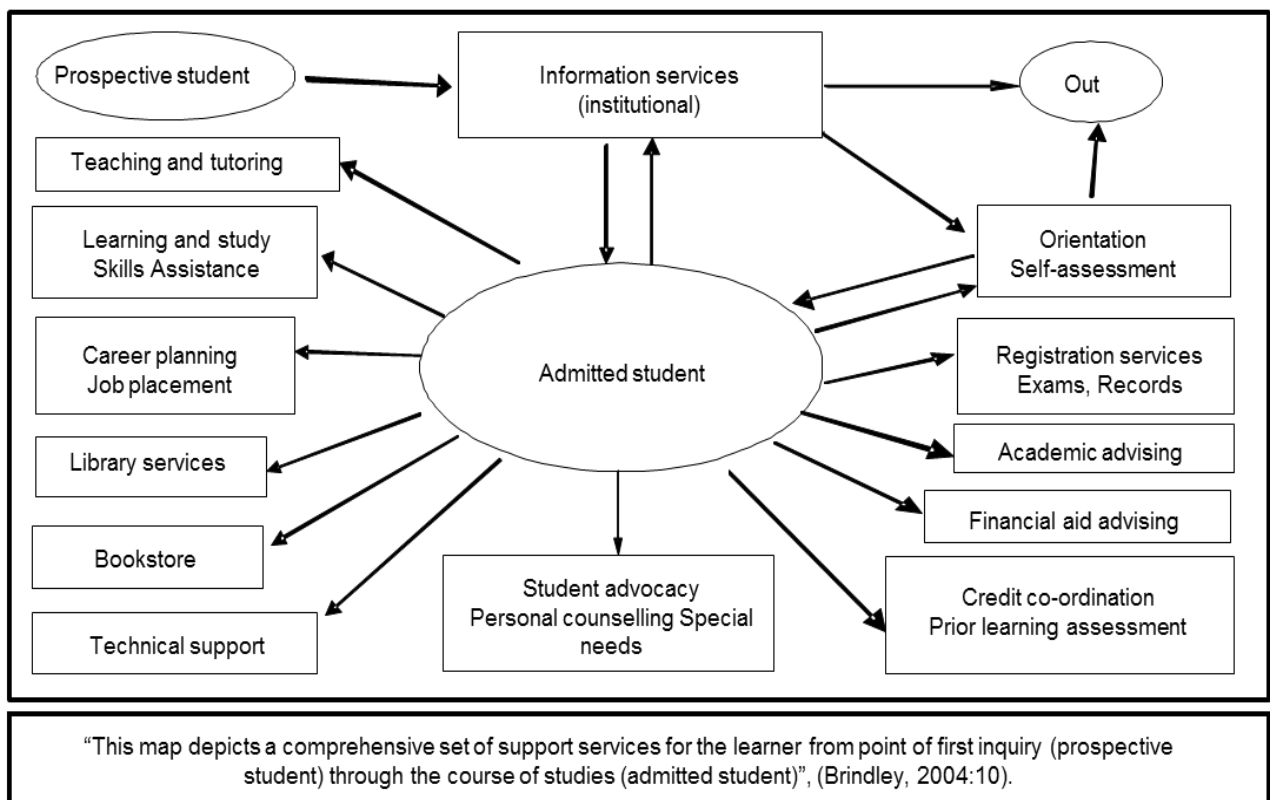


FIGURE 2.1: SCHEMATIC PRESENTATION OF LEARNER SUPPORT SYSTEM

The learner support system consists of a set of services rendered by the institution to the learner. Brindley (2004:10) distinguishes between the prospective learner and the admitted learner: the prospective learner receives the essential information, and then makes an informed decision to either enrol as a learner at the institution or to research other options. Should the prospective learner decide to enrol at the

institution he or she is then admitted and is entitled to access the whole range of learner support services rendered by the institution.

Brindley's learner support system is reflected in Simpson's (2000:6-7) definition of learner support which, he claims, includes all the activities "*that assist in the progress of students in their studies*". For easy conceptualisation, he categorises learner support in Academic and Non-academic (or counselling) support activities, although he acknowledges that these terms ('academic' and 'non-academic' support) might have different meanings in different contexts.

Brindley's and Simpson's conceptualisations of learner support are also reflected, albeit in somewhat different terms, not only by Barker and Crawley (2007), who describe it as "*strategies which empower learners to fulfil their learning, career and personal potential*" but also by Kehrwald's (2008:479) assertion that learner support is "*the process of meeting the needs that learners have related to learning*".

Tait (2000:289), however, defines learner support differently, not in terms of its outcome or process but in terms of its functions. According to him, the functions are three-dimensional – cognitive, affective and systemic. The cognitive dimension refers to the support provided during the processing of learning through the utilisation of learning material and resources. The institution's ability to create and sustain a supportive environment that reflects its commitment and enhances learners' self-esteem is regarded as the affective dimension. The systemic dimension is that aspect of learner support that involves the establishment of administrative processes and information management systems which are effective, transparent and learner friendly. These three dimensions are, however, interrelated.

Thorpe (2002:108) defined learner support as "*all those elements capable of responding to a known learner or group of learners, before, during and after the learning process*". According to Thorpe (2002), these elements could be described in terms of the learner (individual or group) - in other words, the individualisation of the learner, by addressing his or her specific needs and goals; the second element is the "*interpersonal interaction*". Ludwig-Hardman and Dunlap, (2003:3) takes the interpersonal interaction place in two dissimilar contexts, namely, the institutional

context and the teaching context. Time and duration is the third element of learner support, *“it is the process experienced by individuals and groups, from the point of considering study, choosing whether or not to study, through studying and then ending study or progressing further”*, (Thorpe, 2002:109). Thorpe’s third element coincides with Brindley’s (2004:7-8) viewpoint that the learner support process begins with the interaction during the first enquiry by the learner and continues throughout until the end of the learning process.

The South African Institute for Distance Education (SAIDE) defines learner support, as assistance which is available to every learner, and which will directly and positively influence his or her success (SAIDE, 2004:50-54). The Iowa Department of Education (2004:7) agrees, explaining that the logic of learner support is embedded in the belief that learner support will lead to positive results by learners. Also, learner support provides learners with the assistance they need to accomplish the wanted results (Association for the Development of Education in Africa [ADEA], 2002; Roberts, 2004; Usun, 2004; Ukpo, 2006).

For the purposes of this study, learner support is defined as within the police service education and training environment *as a comprehensive and rigorous system supporting learning through the provision of a broad spectrum of services (academic and non-academic) that are meant to enable learners to optimise their learning experience.*

2.4 LEARNER SUPPORT STRATEGIES

Hughes (2007:350) focussed on two main strategies for the implementation of a learner support system, namely an integration strategy and a motivation strategy. The integration strategy concentrates on the creation of a social and academic match between the learner, the institution and the academic processes.

Ludwig-Hartman and Dunlap (2003:2) moot that a learner’s perseverance is directly influenced by the level of his/her integration into the learning environment. Elaborating on the levels of integration, they claim that academic integration refers to

the learner's identification with his/her role as a learner or student, his/her level of academic performance, and his/her 'academic self-esteem'. Social integration includes personal interaction, as well as interaction and connection with the broader academic community. Put differently, the learner needs to feel part of the community of learning in order to be a successful learner or student.

Practical examples of the successful implementation of an integration strategy, highlighted by Voight and Hundrieser (2008:10-110), are orientation programmes and first year experience courses. These facilitate integration into the learning environment by helping the learner to establish an identity and to adopt the culture of 'being a learner'. During orientation programmes, the authors suggest, topics that should be covered are, amongst others, the enhancement of communication and research skills, the improvement of learning skills and the familiarisation of learners with the learning environment. LaPadula (2003:124) endorses the importance of orientation programmes as interventions which assist learners in developing the confidence and sense of belonging they need to engage with the academic community.

Blackmun and Thibodeau (2008:145) regard the establishment of learning communities as a significant integration strategy in the area of learner support. Although the authors contextualise learning communities in distance education, their definition of a learning community is as applicable to campus-based learning. *"Learning communities coordinate educational content and experience that is relevant to the community and to the individual, and provide for resource sharing to support the institution's mission for distributed education"*. Examples of learning communities are study groups, mentorship programmes and chat rooms.

Motivation strategies, on the other hand, according to Hughes (2007:350), emphasise the learner's motives for success, which might be influenced, for instance, by the reasons the learner selected a specific course, the learner's financial position, employment propositions and life considerations, all of which could be interpreted as altruistic motives.

It was these views that spurred me on to use my survey to also determine learners' reasons or motives for enrolling in the BPDLP which would ultimately lead to their joining the SAPS. In doing so I bore in mind Hughes' (2007:350) caution that the personality profile of the learner, as well as his or her cognitive abilities, could have an influence on his/her motivation level.

The implementation of early warning systems to timely identify learners in need of support and/or learners who do not have the adequate educational foundation is highlighted by the White Paper for Post-School Education and Training (2013:32) as an example of how a motivation strategy could be implemented as part of a learner support programme. Ludwig-Hartman and Dunlap (2003:10) as well as Hughes (2007:352) also emphasise the importance of early warning systems, arguing that these could assist in the identification not only of obstructions that might have been overlooked but also of non-participation and other possible challenges experienced by learners.

Focusing on withdrawal rather than non-participation, Hughes (2007:350) argues that the reasons for withdrawal have to be addressed. According to him, the reasons could be addressed by first identifying the "at risk" learners and then providing them with pro-active and pre-course support. Indications from research are that the retention rate of institutions has risen with this kind of learner support intervention. Even so; institutions tend to prefer the second, reactive approach, which involves the identification of learners who, for instance, do not participate or submit their assignments. Learner support is then provided to these learners according to their needs. There are, however, some reasons why learners want to withdraw which cannot be addressed and which, therefore, have to be accepted by the learner and the institution.

A critical strategy for the successful execution of learner support, according to Naidu (2006:109), is the implementation of creative instructional designs like scaffolding and problem-based learning to optimise the quality of a learning experience. Learner support is an essential element of learning interventions in problem-based learning in that it focuses on learning and other activities which both enhance the motivation of learners and promote their involvement in professional actions. In this regard

Johnson (2008:117) emphasises the development and enhancement of learners' study skills as another strategy in the successful implementation of learner support provided that the study skills component stands on its own, as a separate initiative from the actual facilitation of learning material.

Allied to the development of study skills is the development of learners' information literacy competencies, specifically in relation to their critical thinking skills. Information literacy, which is defined by George and Frank (2004:135) as "*the ability to identify an information need and the ability to locate, evaluate, and effectively use the information*", is an essential to learner success. A critical element in the development of literacy competencies is technical proficiency. Since information literacy competencies develop over time they need to be addressed throughout the learning intervention.

Librarians play a key role in this regard for various reasons. Firstly, access to a library, which is an invaluable learner support resource (Spacey and Goulding, 2004:344,350), is critical to the gathering of information. Secondly, access to information to be found in a library is no longer limited to the physical library space: library services currently also make resources other than online computer guides available on their web pages. In fact, the notion of electronic libraries, or 'networked learner support' as it is called by Fowell & Levy (1995:274), is gaining momentum in higher education. Thirdly, it is the librarian who will be responsible for *network management, information literacy training, the development of new services to deal with converged enquiries, etc.* In short, it is the librarian who is responsible for ensuring that the library becomes, and remains, an invaluable learning resource centre. Given the importance of library services, I address library services as a theme in the survey I conducted with learners who served as my research target group.

Another vital element in the successful implementation of learner support, according to Walti (2013:6), is the integration of portfolios and learning journals in the learning process. Since both portfolio work and journal writing occur throughout the learning process, over a period of time both need to be systematically and consequentially introduced to the learner. Apart from their function as a learner support strategy, portfolios and journals are often also utilised as assessment instruments. Portfolios

are typically used as a means of assessing a learner's accumulated knowledge and skills over a period of time. By implication, the organised collection of evidence included in portfolios is always goal driven. Journal writing, on the other hand, is not about the collection of evidence; rather, it serves as a means of *"intentional reflection used to facilitate and support the development of insight, cognitive awareness, and critical thinking"* (Walti, 2013:6). Used together, portfolios and journal writing create opportunities for the development of meta-cognitive skills, the building of self-confidence and the development of the abilities learners need to become independent and self-directed in their study endeavours. Once this happens, learner support services would have achieved its ultimate goal, namely *"to enable learners to successfully implement and enjoy success in completing the learning tasks"* (Oliver and Herrington, 2003:14).

Ideally, learner support has to be ultimately, as well integrated in the design and development of the curriculum. Thus, within the SAPS, the preferred strategy is a contextualised strategy in terms of learner support.

2.5 THE ACADEMIC AND NON-ACADEMIC ACTIVITIES OF LEARNER SUPPORT SERVICES

As previously indicated, Simpson (2000:6-7) categorised learner support in terms of Academic and Non-academic or Counselling support activities. This is an accepted differentiation, generally used in the field of education and could therefore assist in the conceptualisation of the learner support process in this study.

Academic support activities focus on supporting learners with the cognitive, intellectual and knowledge challenges of a specific course or learning programme (Simpson, 2000:6-7). Thorpe (2002:9) emphasises that academic support in the teaching context focuses on a specific learning intervention. However, generic skills, like numeracy and literacy, or learning skills in general, also form part of academic learner support activities. Academic support activities comprise, the definition of the scope of the specific learning programme, the explication of important concepts critical to the learning programme, the dissection of the layout of the learning

programme, the provision of feedback on formal and informal assessments, the follow-up of learner's progress during the learning intervention, the enrichment of the learning experience by broadening the territorial domain of the course or the learning programme, and a sharing of the excitement of learning (Simpson, 2000:6-7).

Supporting Simpson's (2000:6-7) definition of academic support Tait (2000:289) focuses, amongst others, on the cognitive dimension of learner support. The cognitive dimension refers to learner support provided during the processing of learning in the utilisation of learning material and learning resources. According to Ludwig-Hardman and Dunlap (2003:3-4), scaffolding could be used as a technique to accomplish the cognitive function of learner support. The performance of the learner is assisted, in a cooperative context, by interaction and the promotion of the principle of potentiality for success. Scaffolding requires the provision of a high level of structure to the learner during the beginning stages of a learning intervention, with the responsibility gradually being devolved to the learner as he/she internalises and masters the skills required at a higher cognitive level. Scaffolding also assists the learner in the development of self-directed learning skills. *"It is generally held by many educators that students of all ages learn best when immersed within a culturally socially rich environment in which scaffolding of learning can be achieved"* (Boulos *et al*, 2006:4).

An additional activity, linked to the generic learning skill function of an academic learner support service, according to Ludwig-Hardman and Dunlap (2003:4-10) is personal advice regarding learning strategies, outcomes and resources as well as assistance with the compilation of academic action plans and the solving of instructional challenges. This service is rendered one-on-one by advisors, referred to as mentors, in the academic institution. The advisors/mentors could also teach scaffolding as a skill to assist the learner in the development of his or her own personal academic action plan, and the information gathered during the recruitment and admission process could be utilised to map out the learner's academic programme. *"As the mentoring relationship evolves, learners take greater responsibility for their learning goals and strategies"*. However, the role of the advisor/mentor changes during the course of the process as does the level of scaffolding, which eventually focuses on acknowledgement, positive feedback,

encouragement, assistance when necessary in the clarification and validation of learning plans, and attendance to academic or administrative matters.

Academic support encapsulates, amongst others, the following themes: the assistance which the learner receives during the actual training, aspects of the learning material, and the information provided to the learner regarding the assessment process. These themes were addressed in the survey done for this study.

Non-academic, or counselling, learner support activities focus on the support provided to learners *“in the affective and organisational aspects of their studies”*. Examples of these activities are practical advice and assistance, the provision of information, advocacy, financial assistance, the determination of challenges, the provision of general guidance, and feedback on non-academic abilities and skills (Simpson, 2000:6-7). Simpson’s definition of non-academic or counselling learner support corresponds directly with Tait’s (2000:289) explanation of the affective, as well as systemic dimensions of learner support. Tait (2000:2890) defines the affective dimension as the institution and sustainment of a supportive environment, emphasising commitment and the enhancement of the learners’ self-esteem.

The Student Centre of the City University, London is cited as an example of best practice in non-academic or support services. In 2010 this Centre was the award winner of the ‘Service Mark’ accreditation in recognition of services rendered to students. In 2011 the same Centre was the winner of the *“Times Higher Education Leadership and Management Awards in the category of Outstanding Student Services Team”*, <http://www.city.ac.uk/>. Learner support is one of the aspects of the student support service of this university, focussing on the mental health and well-being of learners by, for instance rendering one-on-one emotional and practical support, liaising with external agencies, advising and advocacy, and/or mentoring sessions. The health services are managed by a nurse who does the original assessment and, if necessary, refers the learner to a general practitioner. Counselling services are entirely confidential and conducted on a one-on-one basis by a professional counsellor. These services, as rendered by the City University of London, effectively illustrate the affective dimension of learner support.

Additional activities to the non-academic or counselling support include career planning, job hunting, job placement, and advice on the development of skills for career progress and job hunting (Ludwig-Hardman and Dunlap, 2003:4-9, and Thorpe, 2002:109). According to LaPadula (2003:121-122) career counselling assists the learner in formulating realistic career goals, while empowering him/her to achieve the determined goals.

The systemic dimension of learner support as explained by Tait (2000:289) entails the establishment of administrative processes and information management systems which are effective, transparent and learner-friendly. This definition ties in with Simpson's explanation of the organisational aspects of non-academic or counselling learner support service. According to Ludwig-Hardman and Dunlap (2003:3), the systemic dimension of learner support focuses on administrative processes and procedures which need to be provided in a well-timed and accurate mode.

Complementing the systemic dimension of learner support, as well as the organisational aspects of the non-academic or counselling learner support service, are the recruitment and admission functions of learner support. The purpose of these functions is to determine whether or not there is an appropriate fit between the learner and the provider of education. Specific instruments are used to ascertain the fit between learner and provider: firstly, an intake interview is conducted, focusing on the expectations of the provider regarding the learning outcomes of the specific course or learning programme and its relationship with the personal or professional goals and the current capabilities of the learner. Specific questions, which aimed at determining, amongst others, the learner's reason for considering higher or further education, the level of his/her technology literacy, his or her preferred method of learning, the support structures in place at his/her home or place of work, and the stressors in his/her life - family responsibilities, for instance – are asked by the counsellor conducting the interview.

Self-assessment instruments focus on the learner's current competencies, gained through prior studies and/or work, while learning orientation questionnaires are used to determine his/her orientation to learning. In summary, both ascertain the learner's eligibility and readiness for the specific course or learning programme. In addition to these, diagnostic pre-assessment instruments are used to determine the learner's competencies in relation to the programme requirements. These instruments are utilised to identify the learner's strengths and areas requiring improvement and are meant to assist the learner in his/her attempts to reflect on his/her learning goals and strategies, both of which are crucial to self-directed learning (Ludwig-Hardman & Dunlap, 2003:4-10).

All the instruments mentioned above, as described by Ludwig-Hardman and Dunlap (2003:4-10), form part of the learner support system. Should it be determined that there is a non-fit between the learner and the specific course or learning programme he/she wants to enrol for, the learner will be advised to consider other alternatives. In short, these instruments are used to anticipate the potential success of the learner, and to develop his/her personal learning plan.

From the preceding description of the recruitment and admission function of learner support it is clear that it differs from the usual recruitment and admission functions of an institution. The purpose of the recruitment and admission function of learner support is to assess the intensity of learner support needed by the learner. As a researcher I consider it as a very important function of learner support but, in terms of my own experience and observations it does not currently form part of the learner support services rendered to learners attending the BPDLP in the SAPS.

The importance of interpersonal interaction in the teaching context (academic support), the institutional context (non-academic or counselling support), and the learner, is highlighted by Thorpe (2002:109). According to Ludwig-Hardman and Dunlap (2003:3), the learner needs to know the personnel who are providing the support services and must have the opportunity to interact with them at a personal level.

Thorpe (2002:109), foregrounded the success of learner support, in terms of its availability, “*at times of need*”, in both, the teaching, and institutional contexts. The salient aspects of interpersonal interaction are that all role players should be involved and that the focus should be on learning and performance rather than on the exchange of basic information. By implication it is important to the success of any interpersonal interaction aimed at learner support that there is a healthy relationship between the learner and the role players providing the learner support service. For instance, according to Chambers (2004:6), some learners might have a need for personal contact with a personnel member during the recruitment and admission phase because they have specific questions or they want to discuss their personal situation.

2.6 THE DIFFERENT STAGES OF LEARNER SUPPORT

Chambers (2004:2) refers to the different stages a learner goes through in his/her study endeavour and recommends the provision of learner support services during each of these stages. “*...institutions should put support procedures in place for each of these stages so that prospective and current online students have high quality experiences that are characterised by easy access to information, high quality learning experiences, and prompt, accurate and friendly responses to all enquiries*”. Atkins (2009:4-5) agrees with Chambers by also referring to the different stages a learner moves through during his/her studies, emphasising that the stages of learner support have to synchronised with the learning stages.

The following table is a summary of the stages of learning and the synchronised parallel stages of learner support.

TABLE 2.1: SUMMARY OF STAGES OF LEARNING AND LEARNER SUPPORT

STAGES OF LEARNING (Chambers, 2004:4-5)	STAGES OF LEARNING (Atkins, 2009:4-5)	SYNCHRONISED STAGES OF LEARNER SUPPORT (Atkins, 2009:4-5)
Recruitment	Decision	Course choice enquiries
Enrolment	Orientation	Proactive pre-course contact
Induction	Preparation	Learning skills development
Participation	Study	On-course support Proactive support for first assignment Residential schools Proactive mid-course contact Careers
	Revision	Exams and end of course assessment
	Reflection	Proactive/Between/ Post course contact
Graduation		
Beyond graduation		

Atkins (2009:4-5) did not indicate the learner support stages which corresponds with the last two stages of learning as explained by Chambers (2004:4-5), namely graduation and beyond graduation. However, these learner support stages do exist and are mentioned in the literature review, but do not form part of the empirical section of this study and therefore are not be mentioned and will not be discussed.

The purpose of the first stage in the learner support process is to assist learners who consider studying with their enquiries regarding course choices, primarily by providing them with accurate information about the institution, the field of study, and the career opportunities associated with the considered course of study (Chambers, 2004:4-5).

According to Chambers (2004:7), a streamline enrolment procedure, coupled with a clear and simple description of the steps of the enrolment procedure, is critical. Learners need the contact details of the different personnel members should they need assistance or have any enquiries during the enrolment stage.

Feedback on the progress of the enrolment process is also important to the learner, its main value being *“in reassuring them”*, (Chambers, 2004:7). Atkins (2009:4-5) refers to this learning stage as orientation and to the learner support stage as proactive pre-course contact.

The aim of the induction or preparation stage is to welcome enrolled learners *“so that they begin to establish their sense of belonging with the institution’s community”* (Chambers, 2004:4). Any additional or other information not provided to the learners during the previous stages now need to be communicated to them, because they might be more open to the information during the induction stage. In this regard Chambers strongly emphasises the importance of the timeliness of the rendering of the learner support service if it is to be effective and sufficient.

During the induction or preparation stage, learner support service could include the appointment of a course advisor allocated to each and every learner. The course advisor and the learner need to establish a relationship which will continue until the learner has completed his/her studies. Such ongoing engagement between them will enhance the course advisor’s understanding of the personal circumstances and needs of the learner for whom she/he is responsible. Consequently, the course advisor will remain an ongoing point of contact for and fulfil a supportive role in the learner’s endeavours to satisfy the demands of the course being studied (Chambers, 2004:7). Included in this stage is the requirement that the development of learning skills be attended to.

Atkins (2009:2) is of the viewpoint that the learner support stages, as synchronised with the different learning stages, could be applied in a range of open and distance education settings and that they could even be adjusted for campus-based settings as well. Since learner support services are process-oriented the six stages described above comprise both proactive and reactive activities.

Atkins (2009:4-5) recommend, moreover, that every training institution has to develop and formulate its own customised specified objectives for each learner support stage. They also suggest that each objective needs to have its own targets and minimum standards for service delivery and that these have to be determined by the training

institution concerned. In addition to this, Chambers (2004:4) emphasises, learner support should be an all-inclusive approach, with all the staff members (academic and non-academic) working together to address the needs of the learner, thereby providing him/her with a positive learning experience throughout. This learner support approach “*will enhance the reputation of the institution*” (Chambers, 2004: 4-5).

It needs to be noted that the first two stages of learner support as aligned with the stages of learning form part of the non-academic or counselling activities, hence the learning support activities mentioned in which learners engage during these two stages are related to the organisational aspects of learner support only. Stages 3 to 6, on the other hand, relate to some of the academic support activities of learner support. It might therefore be necessary to revise the stages of learning, as indicated by Chambers (2004:4-5) and Atkins (2009:4-5), in order to contextualise it for the SAPS, then a proper alignment with the stages of learner support, including the different activities can be done. Only then could learner support services provided to the learner be regarded as timely, holistic and integrated.

2.7 AN INTEGRATED LEARNER SUPPORT FRAMEWORK

With regard to the South African context, the Manual for Student Support Services (2009:6) proposes an integrated learner support framework for Technical Vocational Education and Training (TVET) Colleges. The proposed framework is based on best practice in colleges, universities, schools and other institutions involved in teaching and learning and could therefore implemented in any other learning environment as well.

The purpose of the Integrated Learner Support Framework is to support learners in their efforts “*to achieve academic success and to access the world of work*” (Manual for Student Support Services, 2009:3), and consists of four main components, namely pre-entry and entry support, on-course academic support, on-course personal support, and exit support, with each component containing a range of activities.

The integrated learner support framework is presented in the following schematic presentation.

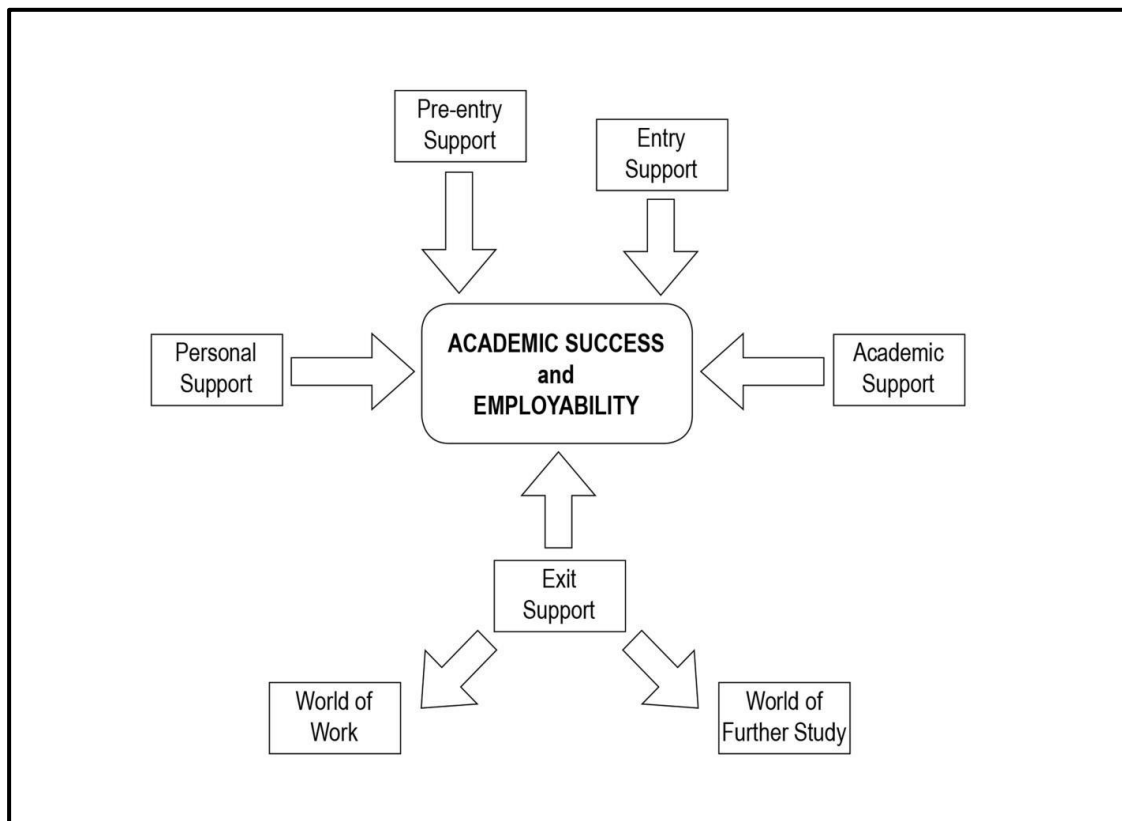


FIGURE 2.2: INTEGRATED LEARNER SUPPORT FRAMEWORK

(Manual for Student Support Services, 2009:6)

As indicated in Figure 2.2, the pre-entry and entry support components consist of five activities, namely pre-entry career guidance and placement, learner registration, financial aid, learner conduct, and learner orientation. Each of these five activities is briefly discussed below.

During the pre-entry career guidance and placement activity awareness initiatives concerning career options are introduced to prospective learners to ensure that they make the correct career choices in terms of their interests, abilities and aptitudes. *‘The ultimate goal of correct selection and placement is for students to be adequately prepared in terms of knowledge, skills and motivation so that they can develop further in their chosen fields’* (Manual for Student Support Services, 2009:15). If learners do not make an informed decision about their career planning it may result in a waste of time and money, frustration, discontent and adversity. The ultimate

purpose of the pre-entry career guidance and placement activity is, therefore, to assist the prospective learner to get clarity and assurance, and to start focussing on his/her chosen career (Manual for Student Support Services, 2009:15).

General information regarding entry requirements, costs involved, different career paths, etc. is communicated to prospective learners. Importantly, the availability of support programmes, for instance career guidance, counselling, academic support, health and well-being, life orientation and financial aid needs to be conveyed to prospective learners in this early stage. Different types of assessment take also place during the pre-entry career guidance and placement stage. These include assessment of their personality attributes, abilities, motivation and interests, all of which are of value in the selection process of the training institution, as well as in guiding learners in their decisions regarding career choices. Prospective learners' basic fundamental knowledge and skills of English, Mathematics or Mathematical Literacy also need to be assessed to determine whether or not they will be able to cope with the demands of the learning material (Manual for Student Support Services, 2009:16-18).

In the Manual for Student Support Services (2009:23-33), the second activity of the pre-entry and entry support component is reflected as learner registration. *“A college which has invested in implementing efficient contracting processes makes a strong contribution towards the academic success of its students. Administrative processes that are transparent, user-friendly and streamlined allow students to settle down to their studies more readily”*. Learners need to feel that they are welcome in an organised, learner-focused environment and they need to experience that everything is done to include/integrate them in the existing community of learning. This experience will lead to *“a sense of pride in and belonging”* and eventually to academic success. Important documentation during this stage are application/registration forms, bursary application forms, contracts, documents with important dates and the code of conduct of the training institution.

The Financial aid component consists of the application for, administration of, and awarding of bursaries. Procedures in place regarding financial aid need to be consistent, professional and efficient. The fourth activity, learner conduct, is aimed at

familiarising learners with the values, disciplinary procedures, accepted behaviour and non-accepted behaviour in and of the training institution, as well as of the consequences of misbehaviour. During this stage learners should be given the opportunity to adjust to the learning environment and, eventually, to become *“responsible citizens of our country”*. The purpose of a code of conduct, in particular, is to *“promote responsible and disciplined behaviour; create a safe learning environment for all who are involved in the teaching and learning process and develop respect for self, others and the environment as a strong value”* (Manual for Student Support Services, 2009:35-47).

The last activity of the pre-entry and entry support component mentioned in the Manual for Student Support Services (2009:53-54) is learner orientation. The purpose of learner orientation is to assist learners with their academic and social integration, which includes enabling them to make the transition from their previous learning environments. The orientation programme needs to be well planned, structured, and coordinated, and compulsory. Ideally it should be presented in two phases, namely at the beginning of the academic year and on a continuous basis throughout the academic year. While the risk that learners might not to be able to cope with the academic demands cannot be completely removed, an orientation programme like the one described here should assist them in meeting other learners with similar concerns, understanding the expectations of the training institution, and enjoying the experience of being a learner.

The second component of the Integrated Learner Support Framework is on-course academic support. This systematic academic support system is based on the principle that learners do not all learn at the same pace, thus some learners may need more support than others. This is one of the reasons why the early identification of the academic support needs of the learners is critical. These needs could be determined by utilising a diagnostic baseline test for each learning area which should give the lecturer a sense of how learners would cope with the demands of the subject/s concerned. Trainers/facilitators also need to identify the areas where most of the learners are not performing according to the required standard and then address the need by, for instance, implementing academic support tutorials. Additional to this on-course academic support is ad hoc individual support by

trainers/facilitators to learners with academic challenges. By implication, regular meetings with all the role players are important. *“Through such information exchanges a complete picture of students can be developed that makes academic support a whole-college responsibility which does not rest with a single person or department”* (Manual for Student Support Services, 2009:67-69).

According to the Manual for Student Support Services (2009:75), a common challenge in further and higher education is that most of the learners are not prepared for learning beyond school. Some of the learners have gaps in their knowledge and skills and sometimes the trainer/facilitator is confronted with a big gap between the good and weak learner in one big class room. In addition, trainers/facilitators are pressurised to improve throughput, the quality of teaching, and to keep track with new developments in their subjects or fields of expertise. Because of this, trainers/facilitators feel that they have less time for quality training, yet they are required to constantly improve on the standard of training and learning.

The Manual for Student Support Services (2009:75) therefore suggest a different approach to academic support, one in which academic support is no longer regarded as additional assistance to learners in separate classes and time frames, but is all inclusive in the classroom on a daily basis. This implies that trainers/facilitators need to find means to facilitate more effective learning in the classroom by, for example, utilising teaching methods which reflect *“a supportive academic learning environment”*. In justifying this suggestion, the Manual for Student Support Services (2009:5), highlights the change in the composition of the learner population, the *“higher levels of cognitive demand in new programmes”* and the consequences and challenges posed by these. Specifically mentioning *“.....multiple language groups in one classroom; different age groups and therefore different students’ needs on one campus”*, the document suggests that it therefore has to be accepted that there is *“a wider range of academic support needs”*.

The final element of on-course academic support is the provision of work experience, according to the Manual for Student Support Services (2009:87). *“The process of translating knowledge and skills from a training environment into a real world one needs to be supported as this does not happen automatically”*. Work experience

could be provided via simulated training or actual experience in the workplace. Either way learners need to be prepared for the world of work in terms of a range of competencies, including language and number skills (foundational); teamwork and the ability to deal with customers (social); work place technology (technological) and specific work-related knowledge and the ability to apply these in the work environment (technical).

The third component of the Integrated Learner Support Framework, namely Personal Support, has four focus areas: learner health and well-being, leadership development, learner development and parental involvement (Manual for Student Support Services, 2009:99).

The purpose of learner health and well-being programmes is to assist learners *“to manage their studies and personal lives in a positive way and to prevent problems from arising”*, (Manual for Student Support Services, 2009:99). For instance, some of the registered learners might just have completed school and are thus still in an adolescent developmental phase. During this phase continuous personal development and growth are taking place, and they might well have a critical view of the world and themselves. This has to be taken into consideration in the planning of Learner Health and Well-being programmes: *“appropriate support programmes are presented to guide students through this time so that they are stimulated and encouraged to grow as individuals and to develop their personal strengths”*, (Manual for Student Support Services, 2009:102). In short, programmes like these should in general be aimed at improving the quality of life and wellness of the total learning community.

Although the focus of Learner Health and Well-being programmes is prevention, it has a counselling component as well. Personal problems may manifest as disciplinary matters: for instance missing classes and poor performance may be indicators of learners' suffering in terms of personal matters, problems which could range from *“everyday hassles to those that are seriously affecting their ability to function”* - trauma and life crises, for example (Manual for Student Support Services, 2009:105). The purpose of counselling is *‘to assist and guide students to cope with*

problems and to help them to take responsibility for their studies and personal lives” (Manual for Student Support Services, 2009:101).

Leadership development provides opportunities for learners to develop new skills, for instance to serve on the student representative council. These leadership structures need to support all learner support initiatives and interventions at a training institution, their main function is, and therefore, to be aware of trends that may be of such concern that it needs to be addressed by the relevant support component. Leadership development can be divided in sport activities, cultural activities and recreation and social activities. These activities provide learners with the opportunity to develop holistically, to adapt to a healthy lifestyle and to assist with their integration process in the learning environment. Parental involvement and support are *“often a key factor in maintaining a student’s motivation and achievement”*, (Manual for Student Support Services, 2009:133). However, the training institutions nowadays need to include different types of families as part of parental involvement, for instance extended families, combined families, single-parent families, grandparent families and child-headed families.

Exit Support is the last component of the Integrated Learner Support Framework and is aimed at preparing learners for work or further study, job placement and graduate tracking (Manual for Student Support Services, 2009:133). When a learner nears the end of his/her learning intervention at a training institution, he/ she will need support to deal with the challenges and reality of the world outside the training institution. Preparation for work-readiness and support of learners can be provided in two ways, *“through formal, subject-based learning in the classroom (life orientation) and by means of tailored support services provided to students before they leave the college”* (Manual for Student Support Services, 2009:146). Examples of direct requests from learners regarding exit support are more information about job requirements, assistance with the compilation of their CV’s, compiling letters of application and assistance with the preparation for the job interview.

Job placement and graduate tracking functions do not fully operate currently at training institutions. “Very few colleges have a dedicated placement service in place. For the most part, current college placement practices involve informal processes”,

(Manual for Student Support Services, 2009:157). Graduate tracking could therefore be utilised as a measurement tool to determine the training institution's *“match between the training and support provided by a college and the needs of its local and regional economy”* (Manual for Student Support Services, 2009:171).

In conclusion, the Integrated Learner Support Framework provides a set of broad but well-articulated guidelines for the design, development and implementation of a learner support system at any training institution. It is comprehensive enough to cover, to a great extent, all the stages and elements of a learner support system and could therefore serve as a baseline, and/or, with the necessary customisation, could be implemented in any training environment. The different activities could be clustered in terms of academic and non-academic or counselling support: the Pre-entry and Entry support activities are non-academic in nature; the Personal and Exit Support components are both non-academic and counselling activities, and the Academic Support component is clearly academic in nature.

The conceptualisation of the learner support process in the study necessitated a thorough literature review to enable me to distinctively define it. Informed by the insights I gained from this review I use the section that follows to present a proposed model for learner support in the SAPS.

2.8 A PROPOSED MODEL FOR LEARNER SUPPORT

There are certain factors that need to be considered in the planning phase of a learning support service. Tait (2000:3), for instance, advises tertiary institutions to consider specific elements in the planning of a learner support framework. He alludes to the importance of learner characteristics like gender, age group, employment or unemployment, income range, educational background, place of origin in relation to geographical position, special needs, language, ethnic and cultural characteristics, and the level of technological communication knowledge and skills.

Another important element is the assessment of the technological support needs of learners as well as the technological infrastructure of the institution. The third element focuses on the requirements of the learning programme, for instance the assessment strategy: *“the training and quality assurance systems will need to reflect that, especially if continuous assessment is to represent a significant rather than a marginal element of overall assessment (Tait, 2000:5).*The number of learners enrolled will also have an influence on the planning and development of a learner support framework although it often happens that the learner support framework is similar for small and large scale learning programmes (Tait, 2000:5).

The last two elements, according to Tait (2000:6-7), are geography and management systems. The location of the institution in relation to the geographic position of learners is an important consideration, especially in open and distance learning. Moreover, different management systems need to be taken into consideration in the planning of the learner support framework, that is, the quality assurance processes of the services, financial budget committed to learner support, *“and the ways in which reward for such investment can be defined in terms of student persistence, robustness of assessment and examination systems, and quality of learning experience”*.

The following schematic presentation is an illustration of the proposed model for learner support.

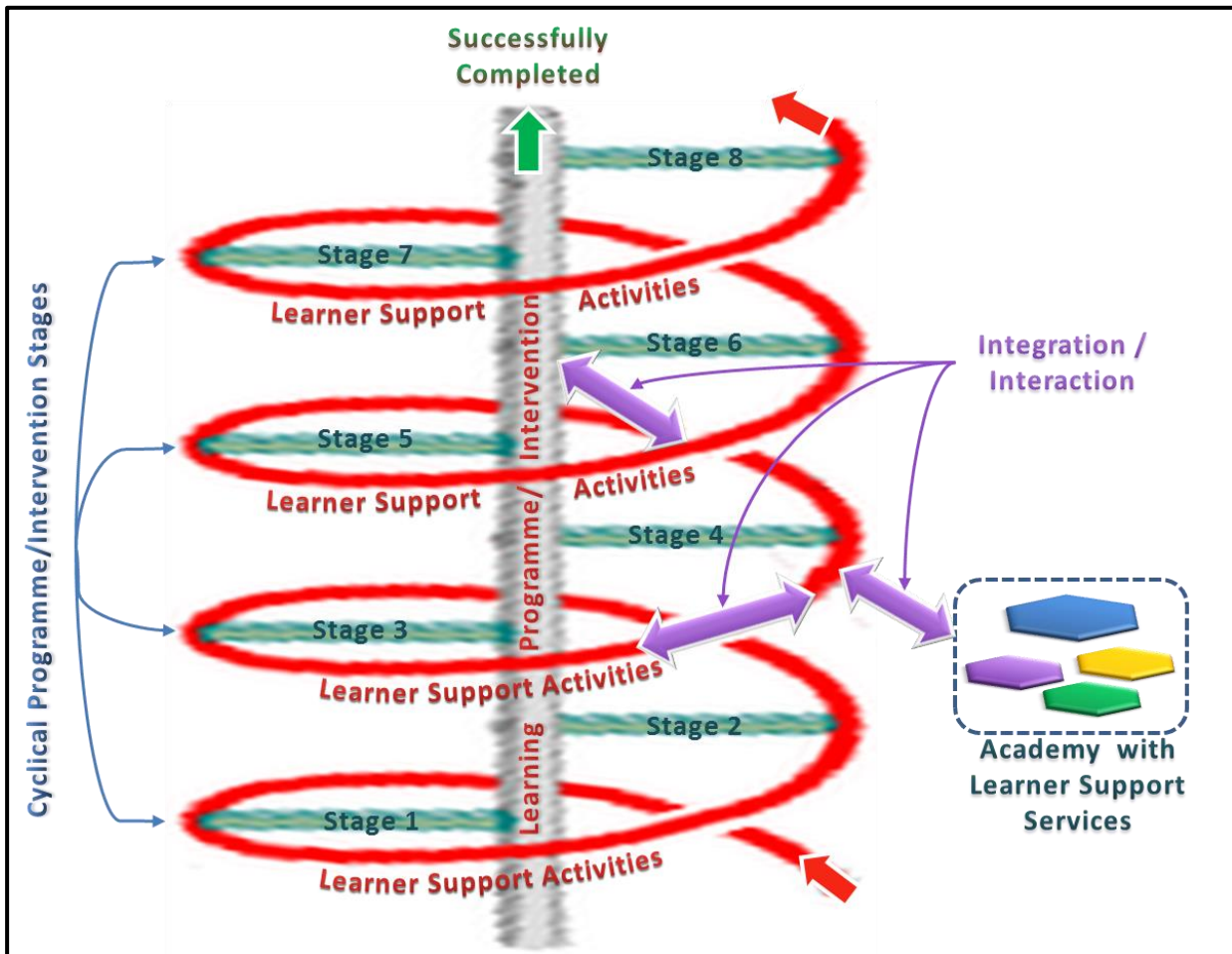


FIGURE 2.3: PROPOSED MODEL FOR LEARNER SUPPORT

The proposed model of learner support is founded on the helical building process lifecycle model (The National BIM Standard Committee: Institute of Building Science, 2015:1). Whereas learner support is generally explained as a linear process in literature the proposed model of learner support presents learner support as a cyclical process with continuous feedback and “*cycle-cycle knowledge accumulation*”. The three important elements of this model are the learning programme (which forms the “*central knowledge core*”), the learner support activities, and the learning institution providing a learner support service. Amongst these three elements continuous interaction and integration have to take place (The National BIM Standard Committee: Institute of Building Science, 2015:1).

The learner support model as proposed to be utilised in the SAPS training and development environment will be further explained in Chapter 7.

2.9 CONCLUSION

Learner support is an essential and integrated part of the learning and teaching process. It assures a positive learning experience, with successful outcomes, meeting the objectives and with the overall aim of ensuring that quality learning and teaching are taking place. It is a consistent service rendered to all learners (prospective and registered), on an individual base and in groups, provided at a given time, complementing all other activities part of the learning and teaching process from point of first enquiry to graduation.

It is finally, a learner-centred service, utilised by and based on the needs of the learner. However, the learner support service needs to be holistic, responsive, interactive and flexible; the relationship between the personnel of the institution and the learners should be highly valued and the service should be clustered in different activities.

A successful, well-balanced, independent and rounded off learner, functioning to the best of his or her ability at all levels, is a dream come true for any authority providing a learner support service to its learners.

CHAPTER 3

POLICE EDUCATION, TRAINING AND DEVELOPMENT: EDUCATION AND TRAINING MANDATE OF THE SAPS AND ITS LEARNER SUPPORT IMPLEMENTATION GUIDELINES

3.1 INTRODUCTION

In this Chapter the focus is on current developments in police training. To this purpose the chapter includes an overview of the SAPS mandate regarding education, training and development and a discussion of relevant legislation, policies and documentation and guidelines for the practical implementation of learner support in the SAPS.

The chapter begins with an overview of police education, training and development, and the profile of the police trainee. Included in this overview is an explanation of the mandate and responsibilities of the South African Police Service (SAPS) as a service provider of education and training to its employees. A theoretical framework of police training and development is discussed. A lay out of the BPDLP of the SAPS will be provided and the learner support function within the BPDLP will be discussed.

3.2 AN OVERVIEW OF POLICE EDUCATION, TRAINING AND DEVELOPMENT

Police education, training and development is continuously evaluated and assessed to keep track with new political, social and economic changes globally. *“Police education and training systems across the globe are in a process of transition”* (Paterson, 2011:1). Internationally, attempts are currently made to change approaches to policing. Many countries, including South Africa, are, for instance, utilising the services of higher education institutions to assist them in their attempts to enhance the professionalism of their police agencies or organisations, that is, towards ensuring that the police in general adopt *“a more consistent and professional*

approach to the complex task of policing society in a manner which respects both individual and collective rights”, (Paterson, 2011:1).

Research conducted by Millie and Das (2008:184).on the training systems of Germany, Japan, Switzerland and France (considered as developed countries) indicate that, without the appropriate training and development of police officials, these countries would not be able to effectively implement the rule of law. The power to implement the rule of law is vested in the police. To a large extent the effective exercising of this power depends on community perceptions of police decisions and/or actions. In order to ensure that the community experiences these as being legitimate and in their interest, police officials have to ensure that whatever they do or say reflects the principles of neutrality, equality and universality. Only then would their decisions/actions be regarded as legitimate and fair. Informed by these research findings all four the countries are now placing an increased emphasis on the role of the community in their police training and development. In Germany, for instance, the emphasis is on the law and democracy, in Japan and Switzerland it is on the involvement of community members, and in France on human rights and multiculturalism. Comparisons of their police training systems are difficult, though, because their histories, culture and political interest are markedly different. Calls for change in the approach to policing internationally were already heard in 2002, at the International Police Executive Symposium on *“Police Education and Training: A Comparative, Global Perspective”*. Twenty-four countries, including the Africa continent, attended this symposium, which took place in May 2002 in Antalya, Turkey. In a summary of papers presented at the Symposium, Peter Kratcoski (2004:103-104) indicates that the *“changing nature of police work in the 21st century is viewed as having a strong influence on present-day police education and training”*.

According to Kratcoski (2004), there has to be a clear distinction between education and training in a policing environment. Acknowledging the inter-dependence of the two (education and training), he argues that education focuses on *“developing the ability to conceptualize and expand the theoretical and analytic learning process, while training involves gaining the skills needed to accomplish the immediate tasks and goals of police operations”*. The time allocated to the theoretical component of a learning intervention would therefore, according to him, depend on the

implementation strategy provided by the ETD practitioners who design and develop the learning material as well as on the contiguous demands of the organisation.

A second observation Kratcoski (2004:104) makes is that, while there are similarities in police education and training in several countries, there are also many differences. In countries that have been politically stable for a very long time police organisations have sufficient resources, well-trained and motivated instructors, appropriate facilities, and enough time to design, develop, fine-tune and modify advanced education and training interventions. In countries like these, the focus of education and training is “*on technological advances, appropriate responses to social change, and ensuring human rights*”.

In contrast, countries which had recently become independent or were experiencing political instability face challenges related to the recruitment of new police officials, the education and training of many new students at a time, and the fact that these students are placed on duty immediately after the completion of their basic training. The design and development of learning programmes in such countries, being based on critical needs, requires the immediate implementation of ETD processes. The financial resources may not be immediately available to purchase the necessary equipment, to establish state of the art training facilities and/or to invest in facilitators who are qualified, motivated and equipped for the job (Kratcoski, 2004:104).

In looking at the South African context, it will be difficult to draw an exact parallel to the two examples given. Our context is different given the legacy of the past. Following the first democratic elections in 1994, the SAPS had to be rebuilt as a service that would reflect the demographic and political realities of the country. Included in the challenges to do so was the imperative to integrate a fragmented police service, to accommodate cadres from the liberation struggle, and to take cognisance of the substantial differences in the training background of its members: – some sectors were well trained while others had to be retrained and re-skilled.

In summarising the papers of the Symposium, Kratcoski (2004:103-105) reached two important conclusions: first, all police members must receive continuous education, training and development during their police careers; second, the effectiveness and

relevance of police training need to be constantly assessed. While acknowledging the importance of training and development in any policing context, the International Police Executive Symposium, paid scant attention to the role learner support plays in the training and development process.

Perpetual assessment and evaluation of the effectiveness and relevance of police training remains a relevant theme for discussion, debate and research by authority organisations (overseeing bodies) in almost all countries. Training in the SAPS is no exception. Regardless of all the debates on police training, it remains a concern to many role players in South Africa. The Parliamentary Portfolio Committee on Police, the Independent Complaints Directorate (ICD) and the SAPS itself, to mention only a few authorities, “*consistently noted the need to train SAPS staff*”. For instance, one of the findings mentioned in the Shadow Legacy Report 2004-2009 is that the annual reports of the SAPS, while portraying figures of personnel trained, make no reference to the effectiveness and efficiency of the training. Neither is there any reference to an evaluation of the impact that training interventions had, or of the retention of acquired skills and knowledge in any capacity (The Parliamentary Portfolio Committee on Police 2010:11).

In contrast to these reports, capacity building and the development of human resources in the SAPS are highlighted as priorities in the Draft White Paper on Police (GOVERNMENT GAZETTE No. 38527, 3 March 2015:22). In terms of this document, police officials not only need to be highly skilled but they should also have the capability to understand and unravel complicated crimes. This requires “*a curriculum and training methodology that speaks to the democratic philosophy of policing*”. Such a philosophy of policing would require a strong commitment by all police officials to be professional in their conduct to all the citizens of South Africa, loyal to the SAPS and the country, to uphold public values and thereby to gain the respect of the public and their colleagues. The police official of the 21st century should have chosen the SAPS as his/her career and should be able to account for all his/her actions to all managerial mechanisms and systems. Furthermore, the democratic philosophy of policing demands a police official “*who is able to use his or her discretion in providing an appropriate service response, conversant and familiar with his or her local policing*”

precinct, able to proficiently use technology and has more than rudimentary conflict resolution and community engagement skills.”

To instil the democratic philosophy of policing indicated in the Draft White Paper on the Police (GOVERNMENT GAZETTE No. 38527, 3 March 2015:22), an altered approach towards training and development in the SAPS is essential. In this regard Paterson (2011:286; 288) argues that *“Reforms in training and education are a constituent part of the ongoing shift to a service-orientated professional police in a number of countries”*, with traditional police functions having broadened from normal peace-keeping and law enforcement functions to problem-solving, technological challenges, multinational crimes and crime prevention strategies.

The international trend of continuous training and development of police officials is also reflected in the Draft White Paper on the Police (GOVERNMENT GAZETTE No. 38527, 3 March 2015:20 & 22). Udrea (2014:598/600), concurring with Kratcoski’s (2004:103-105) conclusion, moots that the purpose of continuous training and development is, amongst others, to consolidate, improve and expand current, general, and specialised knowledge and skills, maintaining skills and abilities in terms of theory and practice. One could therefore conclude that continuous education and training, or professional development, should be a key area within any police service. The question is, ‘Which principles should inform training and development, and what role should learner support play in the ETD processes of the SAPS?’

Lino (2004:125) also affirmed the importance of continuous education and training for police members, claiming that *“Police education and training is the main prerequisite to enable law enforcement agencies to provide a more secure environment to the community”*. He indicates, moreover, that, at the end of the day, police education and training have a *“positive effect”* on the *“quality of life”* of the community as a whole. *“In this sense, police work is antagonistic because while democracy demands freedom, police are asked to restrain outlaw behaviours. The ability to maintain such complex and dynamic behaviours within certain limits is the ultimate in policing. In order to acquire the knowledge needed, police officers must develop their skills in a multi-cultural learning pattern”*. In the South African context, for example, the multi-cultural learning pattern is the involvement of outside educational institutions in the

training of police officials. Millie and Das (2008:185) agree with Lino that the dichotomy in policing involves that maintenance of a balance “*between the pressure to get things done and the pressure to get things done correctly*”. Criminal justice in a democratic community often demands the execution of crime control measure on one hand while simultaneously protecting the rights of the suspect on the other.

It is common knowledge, nationally and internationally, that police training and development are currently a public concern, hence the outcry from Charles (2000:73) 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 experience*”.

Many knowledgeable and educated persons in the field of police education and training agree with this call. Docan-Morgan (2007:156), for instance, suggests the use of the *Staircase Model of Deception and Detection Training Research for Law Enforcement Officers* because, according to him, the ability to discover deception is one of the most important skills police officials need to have. The reason for this, according to Docan-Morgan, is that: “*Law enforcement officers are confronted with making judgments of truth and deception on a daily basis. The decisions law enforcement officers make regarding the truth of a suspect’s statement has potentially tremendous consequences*”.

In studying current ‘deception detection training’, Docan-Morgan came to the conclusion that it is failing, because the principles of effective training are not taking into consideration, for instance, “*trainee needs are not assessed, training content is lacking, and the trainer and trainee engage in passive roles*” (Docan-Morgan, 2007:143). Based on my own experience as a training police official I agree that this conclusion is applicable to many police training interventions. I would like to add, however, that police training is also failing because the necessary learner support is not forthcoming.

While Docan-Morgan (2007:156) recommends the use of the *Staircase Model of Deception and Detection Training Research for Law Enforcement Officers* as a

conceptual framework for understanding deception and detection training, I believe that it could also be considered in the design, development and implementation of any other basic police training intervention. My reasons for saying this are briefly described below.

This model, which is based on the needs-centred training model, is underpinned by the assumption that the training context must be taken into consideration at every stage of the training process. Each step of the Staircase Model builds on the preceding ones and lays the foundation for the next one. There is, however an end goal - the final assessment and the addressed needs of the trainees. The first step in the Model is to determine the needs of the trainees; thereafter the other steps will build on one another. The facilitator may, however, to move up and down between the steps if this is necessary in addressing the needs of the trainees (Docan-Morgan, 2007:157).

Docan-Morgan (2007:157-168), proposes specific questions that need to be asked, continuously, in the implementation of each step of the learning process. In terms of the learning outcomes the questions to be asked are: Where are the trainees now? Where does the trainer want the trainees to be? What are the reinforcing and constraining factors? How does the trainer get the trainees from where they are now to where he/she wants them to be? What are the role and goals of the trainer? What are the roles and goals of the trainees? What are the significance of these roles and goals? How could the different roles, goals and learning material possibly be aligned? A subsequent question after the introduction of Docan-Morgan's *Staircase Model of Deception and Detection Training Research for Law Enforcement Officers* is who the trainees are he is referring to in this Model? This question will be answered in section 3.3.

3.3 THE POLICE TRAINEE PROFILE

The reasons why young middle class members of society are choosing the police as career could, according to Fekjaer (2014:467), be summarised as follows: joining the police is a family tradition; policing is a job with elements of expression which

complement the values of the working class, for instance masculinity but this reason depends of the status and image of a police official in the country, namely, patriotism and conservatism, and the subservient benefits of the police profession, such as 'secure employment' and 'upward mobility'.

According to Janusauskas (2013:24, 29), today's police official must display specific characteristics to be able to serve a modern, quick and continuously changing community. These changes are evident in community relations, which are becoming more sophisticated, the rapid increase in technological levels, and the expectations that the police official will be professional in all the decisions he/she is taking, decisions that have a direct influence on the welfare of the community and the individual alike.

The two most important characteristics of a police official, according to Janusauskas (2013:24, 29), are professionalism and responsibility. In terms of the principles of a democratic society a police official not only needs to know the moral norms and rules but should also be able to apply these in his/ her daily functions. A police official must be able to solve problems and debrief conflict situations. For instance, the right to use force is entrusted to a police official but it needs to be used with responsibility. Such responsibility and professional behaviour, which a police official is supposed to display, might be the motivation or reason for individuals choosing to become police officials.

An important dimension of the trainee profile is the stage of life in which trainees currently find themselves. According to Cleveland (2006:1) and Birzer (2003:32), all police trainees could be considered as adults or mature persons. Consequently, the training approach should be typical of adult education. Adult, or adulthood, as a key concept in adult education, is defined by Tight (1996:14-15) "*as a state of being that both accords rights to individuals and simultaneously confers duties or responsibilities upon them*". Tight also acknowledges that adults are a heterogeneous group of people forming the client foundation of adult education and training. Birzer and Roberson (2007:218), taking cognisance of this point, therefore emphasise the need to frame police training in an "*adult education model*". Also informing their position is the andragogy theory of Malcolm Knowles, who

emphasises the self-directed learning concept as well as the role of the trainer as facilitator in the process of adult education.

Birzer and Roberson (2007:218) also agree with McCoy (2006:77) and Birzer (2003:29) that there is currently a movement in many police organisations to adopt a community-orientated policing approach, an approach which requires police officials to become problem solvers and police organisations to become learning organisations. Changing from a traditional police organisation to a learning police organisation pre-supposes a change in the manner in which training is executed, a change informed by andragogic theory. This theory and the community-orientated approach to policing complement each other in the sense that both are guided by principles of adult learning, learner-centeredness, self-directed learning, problem-solving techniques, experience-centred and lifelong learning.

In a qualitative study of the classroom social environment in law enforcement education conducted by Oliva and Compton (2010:328) they ask, “*What do law enforcement officers value in the classroom?*” The answers emerging from their study indicate that police officials appreciate training environments that are interesting and motivating. They favour instructional methods that are intellectually stimulating and involving. They appreciate quality learning material, and prefer instructors who are interesting, have a sense of humour and involve their students in learning activities. They prefer discussing the practical issues of police work and want to apply their training directly to their daily duties and responsibilities hence they learn best by practising what they have learned. Participating officials enjoy interaction amongst students, and amongst students and instructors, and want to learn from one another. They bloom when they are allowed to introduce themselves to the rest of the class and want to keep in touch with one another for future reference.

Classrooms must be structured in such a way that instructors are able to present the course in an efficient and effective manner. They prefer well-structured courses, with learning materials being presented in the indicated time frame and with well communicated class and classroom rules being spelt out at the beginning of a course. They prefer to be informed about everything and do not appreciate

unexpected surprises regarding course requirements and objectives (Oliva and Compton, 2010:328).

The research findings of Oliva and Compton (2010:328) are supported by McCoy (2006:78, 90) and Birzer (2003:30) who indicate that learners need to have the freedom to participate in the learning experience and to regularly receive feedback about their progress. While these theorists agree that there is still a place and time in police education and training for the behavioural training method Birzer (2003:32) cautions that this approach might inhibit the learner's openness, participation and positive feelings about the learning experience. *"A learner-centred approach can only be effective if law enforcement instructors understand adult learning theory and are trained to use a variety of instructional methods. Law enforcement instructors need to be content area experts that have a desire to learn about teaching adults and continually reflect on their practice"*. Although learner support is not mentioned by McCoy and other authors on this theme, Birzer (2003:30) is of the view that it could add tremendous value to the successful use of adult learning theories provided that the instructor/facilitator understands the important role of learner support in police education and training.

The findings of Oliva and Compton also seem to resonate with the work of Smith and Drago (2004:195) who highlight key elements apparent in successful workplace training. These elements include, for example, well-designed courses, learning content being presented by capable instructors, reliable technology supporting the presentation of learning material and the absence of a financial burden on the employee attending the training. Udrea (2014:587), taking cognisance of the viewpoints expressed by Oliva and Compton as well as Smith and Drago, adds that the professional training and development of employees in a police organisation or agency is a managerial responsibility in the sense that it is the organisation's/agency's responsibility to ensure that the standard and quality of training is maintained at or elevated to the required levels. Moreover, the management of a police organisation has to ensure that the employees receive the necessary assistance to adapt to the changes in the working environment.

Indications are, therefore, that the relevance of training and development interventions needs to be addressed on a continuous basis by any organisation providing training and education to its employees. *“Skills and knowledge of existing workers must be updated periodically to address competition, fast-changing technology, and organizational change”*. Support to the learner *“can be the critical component for success”*, in addressing this challenge, according to Smith and Drago (2004:195). Smith and Drago (2004:195) further emphasise that, although *“... there are common aspects to learner support in any environment; support in the workplace has its particular character and issues”*.

Approaching learner support from a business perspective, Smith and Drago (2004:193) claim that the traditional business model has been turned around: nowadays the focus is on the training of personnel as well as on the provision of the requisite support. *“Organizations are beginning to realize that the key to their success is learner success, and targeted methods of support for the learner are paramount”*. From the employer’s perspective, training is directly linked to the organisation’s performance objectives. In this regard Smith and Drago (2004:194) mention three types of training goals appropriate to the training of employees, namely information transference, skills development and competency development.

According to Smith and Drago (2004:195), the need for training exists at every level of an organisation, from entry level all the way up to senior management. The need for training is also applicable to long term employees and to employees who joined the organisation recently, irrespective of their qualifications or position in the organisation. The trainee could, therefore, be someone with a Grade 12 certificate, someone who is a highly educated senior manager, someone who has just started with his/her career or someone who has changed careers or fields internally in the organisation. *“In other words, developing a learning support program for workplace training means planning for a broad spectrum of needs, individual backgrounds, and personal learning styles”* (Smith and Drago, 2004:195).

The profile of current police trainees, changes in the approach to policing, as well as the business approach towards learner support, require a rigorous modification in the training of the police official of today. More specifically, adherence to the principles of

adult education is critical to the successful implementation of police education and training and must, therefore, be regarded as indispensable.

3.4 THE SAPS AS A SERVICE PROVIDER OF EDUCATION AND TRAINING TO ITS EMPLOYEES

South Africa as a country, “*became an internationally accepted democracy in 1994 when President Nelson Mandela was elected as the first President of the new South Africa*”, (<http://www.saps.gov.za/about/history.php>). This new democracy brought about many changes in the way matters in the country had to be run, also in the sphere of policing. For instance, prior to 1994 South Africa was divided into what was commonly referred to as the TBVC States (Transkei, Bophuthatswana, Venda and Ciskei), Self-Governing Territories (Gazankulu, Kangwane, Kwandebele, Kwazulu, Lebowa and Qwaqwa) and Development Regions (old South Africa). The different TBVC States and Self-Governing Territories were also known as Homelands. Each Homeland had its own police agency and, including the old South African Police, there were eleven police agencies in the country. Each of these had its own uniform, rank structure and conditions of service and was established according to different legislation. Once the interim Constitution of the Republic of South Africa was adopted the Homelands and old development regions were all combined and became part of an integrated South Africa consisting of nine provinces in all (<http://www.saps.gov.za/about/history.php>).

In addition to the ‘new’, National Police Service, the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) also made provision for the appointment of a National Commissioner, to be appointed by the President of the Country. In terms of the Constitution the responsibilities of the National Commissioner would be to “*exercise control over and manage the police service in accordance with the national policing policy and the directions of the Cabinet member [Minister of Police] responsible for policing*”, (Chapter 11, paragraph [1] and [2], p.116 of the Constitution of the Republic of South Africa).

As regards the regulation of the national South African Police Service (SAPS), Chapter 11 of the Constitution (Act 108 of 1996) states that *the objectives of the police service are to prevent, combat and investigate crime, to maintain public order, to protect and secure the inhabitants of the Republic and their property, and to uphold and enforce the law*” (Chapter 11, paragraph 205 [3], p 115 of the Constitution of the Republic of South Africa, 1996). In 1995 the South African Police Service Act (Act 68 of 1995) was promulgated to give effect to this mandate. Therefore, the purpose for the SAPS came down to the following.

The purpose of the South African Police Service (Act 68 of 1995) is *“To provide for the establishment, organisation, regulation and control of the South African Police Service; and to provide for matters in connection therewith”* (South African Police Service Act, 1995 [Act No 68 of 1995]). Police governance, in terms of the scope of this Act includes the following: *“ensure the safety and security of all persons and property in the national territory; uphold and safeguard the fundamental rights of every person as guaranteed by Chapter 3 of the Constitution; ensure cooperation between the Service and the communities it serves in the combating of crime; reflect respect for victims of crime and an understanding of their needs; and ensure effective civilian supervision over the Service”* (South African Police Service Act, 1995 [(Act No 68 of 1995)]).

The SAPS is one of the government departments in South Africa with a direct responsibility to render post-school education and training. As such it has a mandate to establish internal training institutions and provide training and development to its employees. According to Scott (2011:1), the SAPS must, in terms of the South African Police Service Act 68 of 1995 (Section 11), provide both initial and continuous staff development, with the National Commissioner determining *“the training that members shall undergo”* (South African Police Service Act, 1995 [Act No 68 of 1995]).

In the Sector Skills Plan 2011-2016 of the Public Service Sector Education and Training Authority (PSETA) it is stated clearly that the SAPS is one of the identified government departments which have specialist technical functions and is therefore also affiliated to another line function SETA, namely the SASSETA (Safety and

Security Sector Education and Training Authority). The area of responsibility of SASSETA is the safety and security sector and was established on 1 July 2005 with the merging of the POSLEC SETA (Police, Private Security, Legal, Correctional Service and Justice sector education and training authority) and DIDTETA SETA (Diplomacy, Intelligence, Defence & Trade education and training authority). Informing the merger was the establishment of an integrated education and training authority for the safety and security sector which would include the military, the police and the diplomatic sectors (<http://www.sasseta.org.za>). SASSETA, was re-certified by the Department of Higher Education and Training, for five years as from on 1 April 2011, with its primary purpose being specified as the promotion of a culture of ongoing learning. To this purpose, it is required to facilitate opportunities for the transfer of skills and the development of all South Africans in the safety and security sector who seek recognised industry qualifications, (<http://www.sasseta.org.za/index.php>).

It is important to mention that other service providers are not allowed to train for or on behalf of the SAPS. For instance, the National Certificate: Policing (ID 50122), which was re-registered with effect from 1 July 2012, is ring-fenced to the extent that only the SAPS and/or service providers recommended by the SAPS (Metropolitan Police Agencies, for example) will be accredited to present the qualification with the SASSETA (Joint Communiqué between the SAPS and SASSETA - Presentation of the National Certificate: Policing 50122 - undated).

Training providers who are already accredited by SASSETA will be granted the opportunity to complete the training for learners who are already enrolled, but are not allowed to register new learners after the last date for enrolment (30 June 2013). Moreover, no private or TVET training providers will be accredited to provide this qualification. The public has been notified that if they enrol for the National Certificate: Policing (ID 50122) at NQF Level 5 with private and public providers as from 2013-06-30, the qualification will not be certified by the SASSETA upon completion of the course since the SAPS is currently presenting this qualification as its entry level qualification over a period of 2 years in all Academies (Joint Communiqué between the SAPS and SASSETA - Presentation of the National Certificate: Policing 50122 - undated).

The agreement regarding the National Certificate: Policing NQF Level 5 qualification (ID 50122) does not, however, prevent other service providers of higher education to present diplomas and degrees in policing or related subjects that are beneficial to the SAPS and its members. These training interventions are not included in this study since they do not focus on initial basic police training.

Any dynamic and growth-orientated organisation wanting to stay current and abreast with new developments has to be cognisant of the importance of the development of its human resources. Human resource development forms part of human resource management and deals specifically with the training and development of the employees of an organisation. *“Human resource development includes training a person after he or she is first hired, providing opportunities to learn new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities,* (<http://www.whatishumanresource.com/human-resource-development 2014/07/11>).

The Human Resource Development Strategy for South Africa (HRD-SA) 2010-2030 defines human resource development as the *“formal and explicit activities that will enhance the ability of all individuals to reach their full potential. By enhancing the skills, knowledge and abilities of individuals”,* HRD improves *“the productivity of people in their areas of work”* (The Human Resource Development Strategy for South Africa (HRD-SA) 2010-2030, 2009:11). By implication, the ultimate goal of human resource development is to enhance the effectiveness of the organisation. It follows, according to Gossmann (2007:15), that the purpose of training and development in the SAPS is to assist the organisation in the selection of its key competencies and to develop the employees accordingly. These competencies should then enable employees to perform their tasks to the best of their ability.

The overall goal of the training and development division in any organisation is to create a *“skilled and willing workforce”* which will benefit the organisation (<http://www.whatishumanresource.com/human-resource-development 2014/07/11>). In the SAPS, the Division Human Resource Development is mandated by the National Commissioner to design, develop, implement and present customised training and development interventions in the different fields for all the SAPS

employees. Together, the vision and mission statements of the Division Human Resource Development in the SAPS commit the organisation to the delivery of “*quality education, training and development*”.

The Division Human Resource Development consists of five components, namely: General Research and Curriculum Development, ETD Standards, Basic Police Development, In-Service Police Development, and Leadership, Management and International Development. The Component, Basic Police Development, is the custodian of the BPDLP, which is the debut, central and foundational learning intervention in the SAPS. In Policy Document 1/2007: Education, Training and Development Policy in the South African Police Service, basic training is defined as: “*institutional training and field training that prepare entry level police officials for the execution of their duties*”. The focus of this study is only on the academic training phase¹ of the BPDLP and the learner support services provided by the Basic Police Development Academies during this phase.

There are several policy documents in place which are meant to direct the activities of the Division Human Resource Development, for instance the Education, Training and Development Policy in the South African Police Service, Policy Document 1/2007, the Implementation Guidelines for providing Learner Support and Guidance, 2013-2015 and the Guidelines on Workplace Learning Programmes in the SAPS, 2013-2015.

The SAPS undoubtedly has a unique work force which has to fulfil an unequalled role and responsibility in South Africa. Since it has the mandate to equip its employees with a range of knowledge, skills and attitudinal behaviour patterns, the SAPS must ensure that it develops its human resources in terms of its organisational needs. In so doing, it not only has to align the organisational needs with community expectations and the current approach to policing but it also has to ensure that this alignment is visible/reflected in the training and development of police officials.

¹ the academic training phase refers to the first part of the BPDLP, the learners are receiving at the basic police development academy

3.5 A MODEL FOR POLICE TRAINING AND DEVELOPMENT

In this section the learning theories currently underpinning training and development in the SAPS and in international courses in police training and development will be discussed.

The current approach adopted in the training and development of police in the SAPS, with specific reference to the BPDLP is problem-based learning. In 2011 the SAPS ETDP (education, training and development practitioners) Development Centre identified the need for a different approach in the training and development of those enrolling for the BPDLP. The need for change emerged from a more comprehensive enquiry into the reasons for poor service delivery in the SAPS. Based on the findings of this enquiry the SAPS personnel attached to the SAPS ETDP Development Centre, in consultation with experts in the field of education, recommended the adoption of problem-based learning as the most appropriate approach to training and development in the SAPS. The recommendation was well received and supported by the senior management of the Division Human Resource Development in the SAPS. Implementation of the new approach was preceded by presentations aimed at introducing key role players to problem-based learning, both as a concept and as a means of problem-based enhancing the implementation of the BPDLP (SAPS ETDP Development Centre, 2011:1, 9). The actual implementation of this new, problem-based learning approach in the SAPS is described below, following citations of literature on problem-based learning, adult learning and learner-centeredness.

There are different versions of the problem-based learning approach in the field of education. Barrows (2002:119), for instance, defines it as a distinctive method of education intended to equip learners with practical problem-solving skills, to inculcate in them a lifestyle of self-directed learning and to promote team work. The ultimate purpose of this approach, according to Barrows (2002:119), is to assist learners in the acquisition of an integrated body of knowledge derived from many different learning areas or subjects. This approach, according to Werth (2009:29), problem-based is closely aligned to the principles of adult learning, where existing problems are used as basis for the facilitation of learning. More specifically, learners are encouraged to utilise their past experiences in solving the problems. Learning,

therefore, is directed by the learners themselves and they can immediately apply the acquired knowledge to general as well as workplace problems.

According to De Graaff and Kolmos (2003:658), problem-based learning is underpinned by specific theoretical learning principles. First of all, the starting point of the learning process should be the problem. Although the organisation influences the type of problem posed, the problems must be based on real life situations. Selected problem situations should not only contribute to the achievement of stipulated educational objectives but should also satisfy the applicable educational criteria. Problem situations, actual or hypothetical, could also be adapted to ensure their relevance to the context and/or educational objectives concerned should this be deemed necessary. Since it is the problem which directs the learning process and the formulation of the questions posed, rather than the preparation of the answer, an opportunity is created to contextualise the learning content. This, in turn, enhances learner motivation and comprehension.

The principles of self-directed or participant-directed learning, experience learning, activity-based learning, group-based learning and inter-disciplinary learning are all embedded in the problem-based approach to problem-based learning. The learner's own experiences and interests constitute the frame of reference for the internalisation of that which has been learnt. Activities, fundamentally part of problem-based learning, include research, decision-making and writing. Inter-disciplinary learning is an important principle of problem-based learning, since the solution to a problem could lie beyond the traditional boundaries and methods of a particular subject. Since almost the entire learning process takes place in groups or teams the personal competencies of learners are developed as part of the learning process, with learners being implicitly educated in the principles of group cooperation (De Graaff & Kolmos, 2003:658).

The last principle of problem-based learning, according to De Graaff and Kolmos (2003:658) is exemplary practice. Not only must the learner acquire a deeper understanding of the problem but he/she must also be able to apply the knowledge, theory and methods from previously learnt fields to new ones. By implication the learner must have a broad sense of the field of interest and the knowledge and skills

he/she are supposed to be proficient in, however an extensive overview of the objectives of the learning intervention is as well required.

Gerard Cleveland, the President of the Police Society for Problem-Based Learning in Clayton, California clearly states that *“Police Training is Adult Education”*, (2006:1). As indicated earlier, adult, or adulthood, as the key concept in adult education, is defined *“as a state of being that both accords rights to individuals and simultaneously confers duties or responsibilities upon them”* (Tight, 1996:14-15). Tight also indicates that adults are a heterogeneous group of people that forms the client foundation for adult education and training. Birzer and Roberson (2007:218) too, argue that police training, should move towards the *“adult education model”*, basing their claim on the andragogy theory of Malcolm Knowles, who emphasises self-directed learning and the role of the trainer as facilitator in the adult education process.

According to Chin and Williams (2006:14), adult learning is underpinned by the following key principles. Firstly, efficient learning takes place when the subject, or the matter for discussion, relates to the personal interests of the learner, and when there is a logical connection between the learning intervention and the learner’s already existing experience. Secondly, adult learners need to understand the rationale or purpose of the learning intervention and they need to be involved in the planning and evaluation of the learning process. Thirdly, how adult learners experience the learning intervention (good or bad) forms the foundation for subsequent learning activities. Fourthly, adult learners are mostly interested to learn that which they can immediately apply to their personal life or work environment and, finally, adult learning is problem-driven, rather than content-focused.

Further discourses on problem-based learning focus on the potential of its implementation in police training and development. In this regard Shipton (2009:65) moots that the problem-based learning approach is particularly suitable in a police environment since it promotes learner-centeredness. He does, however, cautions against using this approach with novice learners in a policing context because, according to him, it does not provide them with adequate direction. Shipton (2009:65) however arguing that the use of scaffolding strategies could assist the novice learner in achieving the learning outcomes. *“As students’ progress through their program,*

direct guidance and scaffolding would be used in a flexible manner to support the learning of content, in addition to developing the critical thinking and self-directed skills recruits constantly require throughout their careers”.

Regardless of debates on the use of problem-based learning for novice trainees, all previous discourses agree on the importance of using a learner-centred approach in police training. In other words, there is general agreement that the needs of trainees must be considered and that all actions and interventions must be constructed and performed in accordance with these needs. That such consideration should take place throughout the learning process is also not contested since some salient aspects requiring learner support are more than likely to emerge during the learning process. Informed by these arguments I decided to use the learner-centred approach towards learner support as my theoretical perspective on and frame of reference for this study.

Henson (2003:10), who conducted a rigorous literature study on the learner-centred approach, highlights the fact that, while learner-centeredness has existed for over five thousand years, it has not remained static. Current uses of the approach reflect many new influences and ideas. The latest development is called Constructivism which, according to Henson (2003:8), could be defined as *“a learner-centred educational theory that contends that to learn anything, each learner must construct his or her own understanding by tying new information to prior experience”.*

Another initiative, taken by a Work Group of the American Psychological Association's Board of Educational Affairs, is the development of *“Learner-Centred Psychological Principles”* (McCombs, 2004:23). The core elements reflected in these principles are the learner, the learning process and the active and reflective nature of learning. *“They focus on psychological factors that are primarily internal to and under the control of the learner rather than conditioned habits or physiological factors”.* The interaction between internal and contextual factors as well as the external environment is not, however, negated (Work Group of the American Psychological Association's Board of Educational Affairs, 1997:3).

“The principles are intended to deal holistically with learners in the context of real-world learning situations”, (Work Group of the American Psychological Association's Board of Educational Affairs, 1997:2). Although the 14 principles can be separated into different categories (namely cognitive and meta-cognitive, motivational and effective, developmental and social, individual difference factors influencing learners and learning) they should ideally be interpreted *“as an organized set of principles”*, not as single loose standing principles (Work Group of the American Psychological Association's Board of Educational Affairs, 1997:2). Considering the thrust of these principles it could be inferred that they are informed by the Constructivist theory.

What follows is an explanation of the essence of each of the *“Learner-Centred Psychological Principles”* and the ways in which they advance learner support.

The principles included in the cognitive and meta-cognitive factors, are (1) the nature of the learning process, (2) the goals of the learning process, (3) the context of learning, (4) the construction of knowledge, (5) strategic thinking, and (6) thinking about thinking ((Work Group of the American Psychological Association's Board of Educational Affairs, 1997:3).

The nature of the learning process is intentional, with learners being allowed to construct their own meaning based on new information, previous experiences, and personal thoughts and beliefs. Learners have to generate, as well as engage with the relevant personal goals. The educator may, however, assist them in the development of significant learning goals which are coherent and complement both personal and educational expectations and interests. The formulation of goals like these will assist the learner in his/her attempts to *“construct useful representations of knowledge and to acquire the thinking and learning strategies necessary for continued learning success across the life span”* (Work Group of the American Psychological Association's Board of Educational Affairs, 1997:3-4).

Learning does not take place in a vacuum: it is influenced by environmental factors, for instance culture, technology and instructional practices. Only when acquired knowledge has been integrated into the learner's already existing knowledge and understanding, will he/she be able to apply it in new tasks and situations. The principle of strategic thinking assists the learner in the development of a range of

strategies which he/she can utilise in learning, reasoning, problem-solving and the mastering of concepts. The principle of thinking about thinking is a meta-cognitive strategy which the learner immediately implements when a problem occurs in his/her attempts to achieve his/her goals: he/she is, for instance, able to choose alternative options methods to reach the goal or to revise its appropriateness and utility ((Work Group of the American Psychological Association's Board of Educational Affairs, 1997:3-4).

According to the Work Group of the American Psychological Association's Board of Educational Affairs, 1997:4-5), the seventh (motivational and emotional influences on learning), eighth, (intrinsic motivation to learn), and ninth (the effects of motivation on effort) principle, are clustered together in the category motivational and affective factors. The learner's quality of thinking, information-processing and motivation to learn can be increased or decreased by his/her "*internal world of thoughts, beliefs, goals, and expectations for success or failure*". Positive emotions, for instance curiosity, enhance motivation and help learning and performance; even moderate anxiety could enhance learning and performance since the learner focuses on a specific task. On the other hand, intense negative emotions, for instance a high level of anxiety, panic, anger, insecurity or worrying thoughts about competence, failure, punishment, humiliation or stigmatisation tend to diminish motivation, interfere with learning and lead to low performance.

Intrinsic motivation and creativity, in concert with higher-order thinking, are embraced by "*tasks that learners perceive as interesting and personally relevant and meaningful*". These tasks need to meet, in complexity and difficulty, the learner's abilities and he/she needs to believe that he/she is able to complete the task successfully. These tasks also have to correspond with real world situations and meet the needs of the learner concerning choice and control. Another important indicator of motivation to learn is effort, that is, the learner has to invest energy, strategic effort and persistence in order to acquire composite knowledge and skills. Educators therefore have to facilitate motivation by implementing different strategies, for instance purposeful learning activities, to improve learner effort, commitment to learning and the standard of comprehension and understanding (Work Group of the American Psychological Association's Board of Educational Affairs, 1997:5).

The tenth and eleventh principle - developmental influences on learning and social influences on learning, form part of the cluster, developmental and social factors. *“Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account”*. Social interactions, interpersonal relationships, and communication with others are positive influencing factors on learning, especially collaboration with others during instructional tasks. When learning environments are sensitive to diversity and provide learner support according to the needs of the learners and, for that matter, respects their needs, flexible thinking, social competencies and moral development are promoted. Learning and learners’ self-esteem will improve when individuals have respected and caring relations with others who realise their potential, appreciate them and accept them as individuals (American Psychological Association, 1997, Appendices, 12/12/01:A2).

The last group of principles in the *“Learner-Centred Psychological Principles”* framework are individual differences in learning (12), learning and diversity (13), and standards and assessment (14). Informing these is the notion that learners have different learning strategies, approaches and capabilities which were formalised by previous experiences and inherited attributes. Educators need to assist learners in identifying their learning preferences and assist them to either extend or to alter these where necessary, but with the necessary respect for individual differences. *“The same basic principles of learning, motivation, and effective instruction apply to all learners”* although learning could be influenced by language, ethnicity, race, beliefs and socioeconomic status. Individual differences have to be respected and accommodated in learning tasks and contexts since the learner’s motivation will be enhanced and learning will be supported (American Psychological Association, 1997, Appendices, 12/12/01:A3).

The setting of suitably high and challenging standards is an integral part of the learning process: effective learning will take place since the learner experiences the challenge of reaching a set standard. *“Assessment provides important information to both the learner and teacher at all stages of the learning process”*. There are different types of assessment, for instance on-going assessment is aimed at determining the learner’s understanding of learning material and his/her progress towards the

achievement of learning goals; standardised outcomes assessment focuses on the progress and achievements of the learner; performance assessment focuses on the achievement of the learning outcomes, and self-assessment positively contributes to the learner's motivation and self-directed learning ((Work Group of the American Psychological Association's Board of Educational Affairs, 1997:6).

The crux of all 14 these principles and the quality of the success achieved by their application are embedded in the support the learner receives during the learning process. According to McCombs (2000:5), the "*Learner Centered Psychological Principles (APA, 1993, 1997)*" provides a knowledge basis on the comprehension of learning and motivation in a contributing environment which supports the needs, capabilities, experiences and interests of the learners.

"The Learner-Centred Psychological Principles" developed by the Work Group of the American Psychological Association's Board of Educational Affairs, which were explained in the preceding paragraphs redirect the discussion back to further reflection on problem-based learning in the SAPS.

According to the document of the SAPS ETDP Development Centre, problem-based learning is an internationally accepted approach to the facilitation of learning. Its essence is that the learning process is exciting and rewarding for both the facilitators and as for the learners. *"With PBL, the facilitator presents the learner with a problem, not lectures or assignments or exercises. Since the learners are not handed 'content' at first, the learning becomes active in the sense of discovering and working with the content that the facilitator determined to be necessary to solve the problem posed"* (SAPS ETDP Development Centre document, 2011:1).

Having taken cognisance of various theoretical views on problem-based learning the ETDP Development Centre of the SAPS, using a structured but creative process, developed a customised problem-based learning model for the SAPS. This model is schematically illustrated in Figure 3.1.

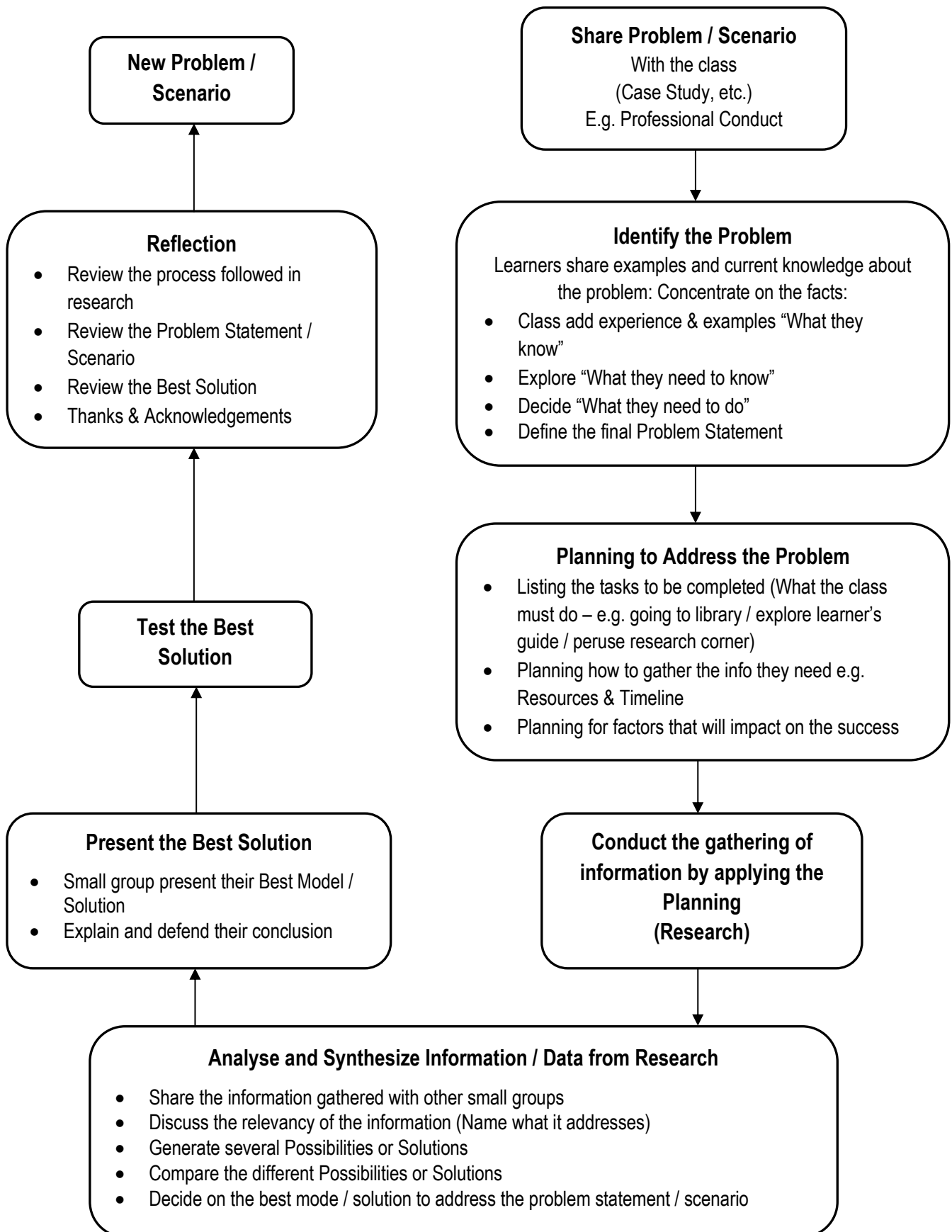


FIGURE 3.1: THE PROBLEM-BASED LEARNING MODEL OF SAPS

(SAPS ETDP Development Centre document, 2011:2)

The implementation of the SAPS problem-based learning model follows a practical approach, founded on the generic principles of problem-based learning. The SAPS problem-based learning process takes place in two main phases, namely: (1) understanding the problem, and (2) conducting research by exploring the curriculum and resolving the problem. Each phase entails a number of steps. During the *understanding the problem* phase, the facilitator introduces the problem (scenario) to the learners, who have to identify the elements of the problem. The second step in this phase is to determine what the learners know about the problem, highlighting the facts captured in the scenario. It is important, during this step, to focus on individual knowledge as well as on the strengths and capabilities of the other team members. Thirdly, a problem statement is formulated, based on the analysis of what learners know and need to know to be able to solve the problem. The problem statement could be revised in order to incorporate newly discovered information or to discard old information. However, a proper problem statement has to be formulated before any research can be conducted or before any learning actions commence (SAPS ETDP Development Centre document, 2011:3, 4 & 5).

In Step four of the first phase all the possible solutions to the problem have to be listed and ranked from the strongest to the weakest. The 'best' solution has to be chosen, the criterion being that all the aspects of the problem have been addressed. The fifth step is to determine what the learners need to know and be able to do to solve the problem. Important questions during this step are: How do learners rank the different options? How does it relate to the list of solutions? Most importantly, does the group agree? All the actions that have to be taken need to be listed on a timeline. The sixth step focuses on what the learners need to know. The facilitator introduces possible resources where the learners can find the knowledge, information and data which will assist them in filling the gaps and working towards the identified solution (SAPS ETDP Development Centre document, 2011:6 & 7).

The second phase of the problem-based learning process is the actual conducting of research. Learners have to write down the solution with all the supporting documentation attached. In order to do so they have to formulate the problem and the conclusion/s clearly, explain the process they followed, the different options they considered and any difficulties they experienced. They then have to defend their

solutions and findings, reflect on their conclusions, and ask the “what if” question to evaluate their findings and recommendations in different circumstances. *“Learners must be able answer questions both from the facilitator and the rest of the class, thereby verifying assimilation”*. The facilitator has to ensure that all the required learning outcomes have been met and, if necessary, may request further reading on a specific topic. The second step is the review of the learner’s performance, including a debriefing exercise, during which the successes, as well as the “not so good performance” are identified. Feedback in terms of recognition, support and acknowledgement needs to be communicated to the learners, since it is important in motivating them to continue with their study endeavour (SAPS ETDP Development Centre document, 2011:7, 8 & 9).

The ultimate goal of the problem-based learning approach in the SAPS is to introduce learners to the subject content by following a scientific process of reasoning, filling the gaps in the learner’s own knowledge base and applying the learner’s own newly gained knowledge in redefining or discarding their ideas by bringing forth a whole new set of learning needs (SAPS ETDP Development Centre document, 2011:9).

Although the importance of an integrated approach towards the implementation of problem-based learning in the SAPS is highlighted, as well as the involvement of all role players in the planning and execution of the learning intervention, the role of learner support in the success of problem-based learning is not mentioned or highlighted in documentation and discussions regarding problem-based learning in the SAPS.

Problem-based learning is deemed suitable in a police environment, specifically in police training and development for a number of reasons. Firstly, based as it is on the principle of adult learning, it coincides with the SAPS viewpoint that learners in a police environment need to be considered as adult learners and that adult learning promotes, amongst others, self-directed learning and the role of the trainer as facilitator. Secondly, learner-centeredness or needs-centeredness is the essence not only of problem-based learning but also of police development and training. Finally, problem-based learning assumes that appropriate support would be forthcoming to

ensure that learners are successful in their learning, and successful learning is a key goal of police training and development.

3.6 THE BASIC POLICE DEVELOPMENT LEARNING PROGRAMME (BPDLP) IN THE SAPS

Basic police training is defined, according to the Good Practices in Basic Police Training – Curricula Aspects Document, as *“the very first type of general police education or training provided to newly recruited police members of commissioned or non-commissioned categories upon joining the police service, aimed at teaching them basic police competencies”*. It is important to emphasise, however, that any special course with basic elements which also focuses on specific knowledge and skills in a specific area of policing (drugs, human trafficking or management, for instance) does not fall within in the ambit of basic police training (Good Practices in Basic Police Training – Curricula Aspects Document, 2009:11).

Basic police development, or initial training as referred to it by Udrea (2014:598; 599 & 600), is defined as an opportunity granted to the employees of an organisation to obtain a qualification that will enable them to perform a specific job or function. It is considered as the first phase of an employee’s professional development and training, after recruitment and selection processes have been conducted. The selection criteria in a policing environment are amongst others, focussing on theoretical knowledge, mental and physical health, and physical skills. The timeframe for basic training in police environments differs between countries (Millie & Das, 2008:194). There are differences in the curricula as well but, according to Udrea (2014:600), *“Typically basic training included an overview of the types of information and skills a police officer would need to perform effectively”*. Moreover, the content of a basic training curriculum is *“strongly influenced by the social and cultural setting of the country”*.

Although Udrea (2014:600) highlights the importance of contextualising a basic training curriculum for police officials in terms of the current profile of the country concerned, the Organisation for Security and Cooperation in Europe (2009:8) developed a core curriculum for basic police training based on best practices. The purpose of this curriculum is to develop police recruits into police officials who will be able to act uniformly in any democratic community. As a matter of interest, the curriculum is divided in three main sections. The first section focuses on the values and ethics at the core of democratic policing. A police official's conduct must always be in line with democratic values such as the fair and impartial treatment of all individuals and sensitivity to race, ethnic, sexual, gender and religious factors. They need to be aware of cultural diversity and discrimination and their conduct has to reflect their respect for fundamental human rights, integrity and the police code of conduct. In short, police officials need to protect the rights of all citizens of a country while enforcing the law of the country concerned.

The second section of the curriculum focuses on the application of these values and ethics in scenarios where police officials are required to practice sound judgement. *"The police are the most visible manifestation of government authority responsible for public security, with front-line personnel – in day-to-day contact with citizens. The skill with which they perform their duties will determine the public perception – positive or negative – of the national police service"*. The daily decision-making tasks of police officials, as well as their actions, should reflect well-grounded judgement based on democratic ethics and values (Good Practices in Basic Police Training – Curricula Aspects Document, 2009:8-9).

The third section concentrates on practical policing skills, focusing on baseline requirements in the use of equipment, communication, self-management skills, and the proper use of firearms. It further includes patrolling skills, for instance knowledge of general procedures, the traffic law, how to conduct searches and what to do as a first responder on a crime scene or major incident. This includes basic knowledge of all laws and relevant policies, the basic principles of the criminal investigation process and procedures, as well as ways of gathering evidence. Police officials need to develop professional skills in such a way that they are able to respond automatically to typical situations, using tested techniques. These skills should also

assist them in performing sensible series of actions in emergencies and under abnormal circumstances. Field training does not form part of this study although it is considered as one of the key components of the curriculum (Good Practices in Basic Police Training – Curricula Aspects Document, 2009:8-10). This core curriculum for basic police training could serve as a baseline for the development of a curriculum for basic police training in any democratic country.

In South Africa, the name of the basic police training intervention is the BPDLP. It is a unit standard qualification registered at NQF level 5 with the South African Qualifications Authority (SAQA), a qualifications authority body established according to Section 3 of the South African Qualifications Authority Act, 1995 (Act 58 of 1995), and the Higher Education Act, 1997 (Act 101 of 1997). The title of the registered qualification is National Certificate: Policing (ID 50122) in the field of Law, Military Science and Security. The minimum credits are 130 and the Quality Assuring Body is the Safety and Security SETA (SASSETA).

Learning assumed to be in place is Communication Skills at NQF level 4 and Numeracy Skills at NQF level 4. However, additional learner support regarding communication skills has to be rendered to assist learners in performing at the required level, particularly in the domain of writing skills. The reason for this need is that, although English is the second language of most learners, English is the sanctioned language medium in the SAPS.

The purpose of the qualification is summarised as follows: *“Qualifying learners are capable of using a series of legal and policing skills to protect and serve members of communities in accordance with the Constitution of South Africa. This will allow the learner to provide a more effective service that will improve community satisfaction and position them to fulfil their mission of creating a safe and secure environment for all who live in South Africa”*, (www.saqa.org.za).

A learner who has completed this qualification is equipped with the knowledge, skills and experience needed to balance the constitutional and legal rights of individuals with the right to legally interfere with those rights in the execution of his/her duty in order to keep a community safe and secure. The awarding of the qualification also implies that the police official concerned can apply policing principles in crime prevention, is able to conduct an investigation which involves the gathering of information and evidence, can assess situations and decide on the tactical techniques and skills which need to be applied in the execution of police duties while sustaining the safety of everybody involved, him/herself included. The qualified official would also be able to compile the required documentation in supporting criminal prosecutions, give evidence in a court of law and implement the principles of service delivery in a Client Service Centre, (www.saqqa.org.za).

This qualification will, moreover, enable a learner in the Safety in Society sector to obtain a nationally recognised qualification in the policing environment, thereby enhancing according policing a professional status. The qualified learner could, moreover, be employed in the broader law enforcement environment with the opportunity of specialising in the policing environment. It reflects the needs of the sector safety in society, both the employers and employees (www.saqqa.org.za).

The qualification, National Certificate: Policing, consist of unit standards. These unit standards are classified as core, fundamental, and elective standards. The affected unit standards focus on the following themes: the adherence to professional conduct and organisational ethics; how to conduct preliminary investigations; the exercising of physical defensive restraining techniques; tactical and street survival techniques; community policing; crime prevention; the proportional application of the use of force; the management of a client service centre; managing the detention of persons in custody; receiving and attending to complaints; how to take finger, palm and sole prints of persons for identification purposes; the use of firearms; knowledge and understanding of the criminal justice system; knowledge and understanding of the Law of Evidence; knowledge and understanding of the Criminal Procedure Act; knowledge and understanding of the principles of common law crimes and statutory law offences; the assessment of road user fitness; how to attend and handle domestic violence; how to conduct visible traffic patrols; how to control traffic;

knowledge and understanding of children and youth at risk, and those accused of crimes; how to ensure a safe passage in traffic; how to evaluate loads on vehicles; how to examine a vehicle's fitness at the roadside; how to handle and use a stopper-gun for operational purposes; how to inform road users; how to inspect, drive and maintain an official vehicle; how to administer the firearms control process and procedures; how to apply client service techniques to improve service delivery; how to apply counter human trafficking strategies within an immigration context; how to apply knowledge of ethical principles, standards and professional conduct in public sector management and administration; how to attend and manage a collision scene; knowledge and understanding of how to conduct human trafficking official enquiries; knowledge and understanding of human trafficking and its legal implications; knowledge of how to apply performance management, and the management of property storage.

It is stated clearly in the unit standard that all fundamental unit standards (36 credits) must be completed; all core unit standards (80 credits) must be completed and, when an elective stream is selected, all the unit standards in that stream must be completed with a minimum of 14 credits, before the qualification can be conferred on a learner (www.saqa.org.za). One of the methods used in the assessment of learners who work towards the achievement of this qualification is integrated assessment. *“Integrated assessment means that form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods”*; according to the Criteria and Guidelines for Providers of SAQA (2001:31). *“The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a learner is able to achieve all the exit level outcomes”*, (www.saqa.org.za).

The practical implementation of the BPDLP (NQF level 5, 135 credits) in the SAPS, based on the National Certificate: Policing, (ID 50122), can be explained as follows:

The purpose of the BPDLP is to equip learners with knowledge, skills and attitudes required to:

- Protect and serve members of the community in accordance with the Constitution of South Africa
- Balance the Constitutional and legal rights of individuals, whilst performing policing duties
- Evaluate policing principles and their application in relation to crime prevention
- Conduct criminal investigations by gathering information and evidence
- Evaluate situations and select the tactical techniques and skills needed to execute policing duties and maintain the safety of self and others
- Support criminal prosecution by preparing documentation and giving evidence in a court of law
- Apply the principles of service delivery within a Community Service Centre.

The timeframe for completion of the BPDLP is two years or 24 months, divided into three phases. The first phase is the Academy Phase, a period of ten (10) months at an accredited Police Development Academy; the second phase is the Field Police Development Phase and consists of twelve (12) months at designated Field Police Development police stations (6 of which must be in the Client Service Centre and 6 working crime prevention); the third phase is the Final Integrated Assessment phase -theory and practice to be assessed - which requires the trainee to spend two (2) months at an accredited Academy.

Once police trainees have completed the training and are found competent (after 24 months), they are permanently enlisted in the South African Police Service as constables, and have access to all the benefits applicable to the SAPS members.

The BPDLP consists of six learning areas, each with a number of specific modules. The learning areas, as well as the modules are consecutively presented:

LEARNING AREA NUMBER	TITLE OF LEARNING AREA	NUMBER OF MODULE	TITLE OF MODULE
1	ORIENTATION TO THE SAPS	1	Professional Conduct
		2	Performance Enhancement Process (PEP)
		3	Drill
		4	Self-Management
		11	Computer Literacy
2	LAW	5	Criminal Justice System
		6	Criminal Law
		7	Criminal Procedure
		8	Law of Evidence
3	COMMUNITY SERVICE CENTRE	9	Community Service Centre
4	CRIME INVESTIGATION	10	Conducting Investigations
5	CRIME PREVENTION	12	Introduction to Crime Prevention
		13	Community Policing
		14	Sector Policing
		15	Crime Prevention Approaches, Techniques and Planning
6	STREET SURVIVAL	16	Use of Firearms
		17	Fitness
		18	Use of Force
		19	Tactical and Street Survival Techniques
		20	Tactical Combat
		21	Tactical Procedure
		22	Buddy First Aid

Trainees are subjected to summative assessments to be declared competent in the BPDLP. The following areas, with sub-areas are covered in the summative assessments:

ACADEMIC	STREET SURVIVAL	DRILL	PHYSICAL FITNESS
-Law -Client Service Centre -Crime Investigation -Crime Prevention	-Handgun (Z88 Pistol) -Shotgun -Long Rifle (R5 Rifle) -Tactical Movements		

In terms of the South African Police Service Act, 1995 (Act No 68 of 1995,) there are some requirements all new recruits wishing to attend the BPDLP should satisfy. These requirements are: The applicant must have a Senior Certificate (Grade 12) or an equivalent qualification. The Higher Education Act 101 of 1997 defined Grade 12 as the highest grade of education offered by any school which meets the requirements as explained in the South African Schools Act, 1996 (Act 84 of 1996). The applicant must be a permanent resident of the Republic of South Africa (RSA), between 18-29 years (35 years of age for serving Reservists/Public Service Act Personnel of the SAPS) and physical, medical and mental fitness (psychometric tests) will be conducted according to the profile of a police official. A valid driver's licence for at least a light motor vehicle is a prerequisite, as well as fluency in English and any other official language. The applicant must have no previous criminal convictions and must be prepared *“to undergo any training as determined by the National Commissioner of the SAPS”*, (SAPS Journal Online, undated).

A Memorandum of Understanding (MoU) is signed between the SAPS and the recruit. The MoU is a contract for the period of 24 months between the SAPS and each police recruit. The contract is thus applicable for the timeframe the recruit (learner) is attending the BPDLP. The contract is negotiated between the SAPS and the SSSBC (Safety and Security Sectoral Bargaining Council). The main focus of the MoU is the granting of organisational rights to police trainees, recognised employee organisations are allowed to exercise organisational rights, however it should not be negatively influence the training intervention.

The lay-out, as well as the implementation of the BPDLP (full time with contact sessions, block release to be subjected to field training and a contact session to conduct the final integrated assessment) should inform the learner support to be offered. Learner support services have to resonate with the training and development model, since it has an imbedded teaching and learning philosophy. The training and development model of the BPDLP is problem-based learning which has to lay the foundation for thorough principles and ultimately a sound and effective learner support system.

The SAQA document regarding the Criteria and Guidelines for Providers distinctly states that *“Learner guidance is a form of learner support that should be available at a minimum of three points in the learning process, unless the learning programme dictates otherwise. Learners need to have access to reliable advice and information before they enrol in a particular programme, during the period they are engaged in the learning programme and when they complete the programme. Considerations of age, race, gender and language should be made in order to render this service as accessible as possible”* (SAQA Criteria and Guidelines for Providers, 2001:31.). Learner support also received specific attention in the document Criteria for Quality Distance Education in South Africa. Learner support is divided in academic support, counselling support, administrative support, learning centres as part of learner support and the monitoring/quality assurance of the learner support services rendered (Criteria for Quality Distance Education in South Africa, 2003:12-14).

The important role, as well as the timeliness of the learner support provided to learners, is highlighted in the SAQA document regarding the Criteria and Guidelines for Providers (SAQA document regarding the Criteria and Guidelines for Providers, 2001:31). Timeliness is a significant aspect in the survey the researcher conducted.

According to the SAPS’s *Implementation Guidelines for providing learner support and guidance 2013-2015*, learner support is a requirement for provider status with SASSETA and the rendering thereof is also promoted by the National Qualifications Framework (Implementation Guidelines for providing learner support and guidance 2013-2015, 2013:2). The National Qualifications Framework (Implementation Guidelines for providing learner support and guidance 2013-2015) was discussed in Chapter 2.

3.7 THE LEARNER SUPPORT FUNCTION IN THE BASIC POLICE DEVELOPMENT LEARNING PROGRAMME (BPDLP)

The discussion of the learner support function in the BPDLP is based on the *“Implementation Guidelines for Providing Learner Support and Guidance 2013-2015”* document of the SAPS.

In terms of the organigram of the Academies, the learner support services are categorised in four components, Learner Affairs, EHW, Library and Medical Health Care Centre. Each Academy has a Learner Support Head, reporting to the Commander of the Academy. However, the infrastructure of this position is not fixed, and learner support as a function is not specifically stipulated in any document regarding basic training or the BPDLP in the SAPS. The job description of the Learner Support Head at the Basic Police Academies is based on the *Implementation guidelines for Providing Learner Support and Guidance 2013-15*. This document is generic, provides guidelines to all Education, Training and Development (ETD) practitioners in the SAPS, as well as to individuals tasked with learner support functions and is applicable to all learning interventions in the SAPS.

The purpose of the SAPS policy document on learner support, *“Implementation Guidelines for Providing Learner Support and Guidance 2013-2015”*, can be summarised as learner support needs to be integrated in the bigger human resource development function with the aim of guiding, supporting and counselling learners when they experience a specific problem. *“This is done to enable learners to progress through learning programmes and to achieve required levels of competence”*. Professional counselling is excluded from the focus of this document. Contrary to the fact that it is considered as an essential service, it is made clear in the document that unnecessary disruptions of the learning process by the learner support services need to be avoided and absenteeism from the learning programme shall only be considered in consultation with the Management of the Academy (*“Implementation Guidelines for Providing Learner Support and Guidance 2013-2015”*, 2013:2).

The document is compiled from a responsive view on learner support, for instance the gist of the document is to identify learners with learning needs and to provide guidance and assistance in this regard, to identify *“causes and characteristics of learners who experience barriers to learning”* and to manage the learning environment in such a way that learners who experience barriers, can be accommodated. The onus is on the trainer/facilitator to identify learners with special needs in an early stage for those *“problems are pro-actively addressed”*. Guidelines are provided to the trainer/facilitator on ways of identifying and dealing with the

categorised special needs. The use of formative assessments is encouraged as instruments to identify learners with special or learning needs. It is mentioned, however, that *“should a trainer/facilitator find difficulty in identifying the specific problem, the learner must be referred to the Learner Support function”*, (*“Implementation Guidelines for Providing Learner Support and Guidance 2013-2015”*, 2013:3-4).

The document, *“Implementation Guidelines for Providing Learner Support and Guidance 2013-2015”*, defines special needs learners as those who might have emotional problems, learning disabilities, for instance poor visual and/or auditory perception, little or no study skills, physical disabilities, visual handicaps, learners hearing impairments, communication problems, health problems and cultural differences. *“Learner needs that cannot be addressed in the learning environment must be referred to professionals for help and assistance”*. (*“Implementation Guidelines for Providing Learner Support and Guidance 2013-2015”*, 2013:4-14).

The guidelines discussed regarding learner support as captured in the document *“Implementation Guidelines for Providing Learner Support and Guidance 2013-2015”* clearly reflect an attempt to administratively comply with legislative requirements and to ensure that the necessary documentation prescribed by mandatory legislation is in place in the SAPS. Although the content of the documentation is compiled with good intent, it is generic rather than contextualised. The document is thus not developed with the needs of the unique police trainee, within his or her unequalled learning environment, in mind. Structurally, posts have been created and, functions and even personnel were allocated to manage and render learner support in the SAPS, specifically at the Basic Police Academies, but in terms of delivering the service, much more refinement is required. There are differences in the structure of the learner support office at the distinguished Basic Police Academies.

It is sometimes considered a disadvantage if you are transferred to the learner support office and the personnel of the learner support office does not have the same esteem as the other personnel members, such as the trainers and/or facilitators. The challenge is thus to move the current arrangements to a point where substantive compliance with the legislative frameworks would be achieved. This requires a reconceptualisation of the learner support service based on a thorough understanding of the learner support needs of the trainees and the development of a comprehensive service that will be able to address the support needs of the learners. The intended research sets out to answer the formulated research questions by focusing on the needs of the trainees in the Academies.

3.8 CONCLUSION

Police education, training and development must be continuously evaluated to ensure that it remains relevant and current. The continuous training and development of police officials is essential for an effective and efficient police organisation/agency. However, police training and development demand an adult education approach with two main focus areas, namely learner-centeredness and problem-based learning. Embedded in the mandate of the SAPS to provide training and development to its personnel is the obligation to render a learner support service. The necessary administrative processes and documentation are in place in the SAPS; however, the types of learner support needed by police officials, and the effectiveness and timeous delivery of the current learner support services rendered, need to be attended to, to determine the alignment of the current learner support services with the needs of the learners, and to recommend ways of improving the effectiveness and timeliness of the services.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In Chapter 4 the research methodology of the study is discussed and the process adopted in answering the research questions is described. The focus is on the research design as well as the data collection and analysis process.

The central research question of the study is: How do learners who attended the BPDLP experience the learner support services they received?

In order to answer the central research question, the following sub-questions were formulated:

- What is the scope of learner support offered by the SAPS in the BPDLP?
- To what extent did the learners experience the learner support services helpful and/or useful?
- To what extent were the learner support services rendered timely?
- How frequently did the learners utilise the learner support services?
- What recommendations did the learners suggest to improve the current learner support services offered by the SAPS?

The research questions necessitated a research design which allows for a systematic and rigorous examination of the learner's perceptions and expectations of learner support services/assistance during the academic training phase of the BPDLP. Since survey research lends itself particularly well to the determination of perceptions and expectations, the researcher decided to use a survey research design as basis for the study. Both in its definition and in the accessibility of potentially generated data it seemed to be the design that would best facilitate the achievement of the research purpose.

In the following sections, survey research as a research design will be discussed, focussing on the elements of survey research and the process of survey research. The target population of the research study, the sampling process and the representivity of the sample will as well be addressed. The method utilised to collect the data, the instrument used to collect the data, the validity and reliability of the questionnaire, the piloting of the questionnaire and the administration of the questionnaire will be as well addressed.

4.2 SURVEY RESEARCH AS RESEARCH DESIGN

Each of the research questions listed in the previous section could be clustered around one of two research objectives, namely to determine (a) the type/s of learner support needed by police learners during their basic training and (b) whether or not the rendering of these services were effective and timeous. It is these two objectives, rather than the research questions themselves, that not only determine the scope of survey research but also direct the research process itself (Kasunic, [2005:13], and Lyberg & Biemer [2008:422]). Thus, this research study is approached from a utilitarian paradigm and the epistemological point of departure with specific reference to the empirical study was pragmatic from nature.

Hox et al (2008:2), in defining survey research as a “*research strategy in which quantitative information is systematically collected from a relatively large sample taken from a population*”, not only reiterates Mouton’s (2001:152) and Kasunic’s (2005:5) emphasis on the quantitative nature of survey research, but also indicates the advantages associated with the use of relatively large samples in survey research. According to Hox et al (2008:1), survey research entails the identification of a specific group of people from whom information is collected, thereby giving the researcher some understanding of what the entire group does or thinks, Creswell (2009:146), Fraenkel and Wallen (2009:390), and Fowler (2014:ix) agree, arguing that the use of a relatively large sample drawn from a specific population lends itself to the drawing of inferences on the characteristic/s, attitude/s or behaviour of the population. These inferences, in turn, could serve as basis for generalisations about the specific population as a whole.

Survey research designs could be either cross-sectional or longitudinal in nature (Mathers et al, 2009:5). This study utilises a cross-sectional survey design. The distinguishing feature of the cross-sectional survey design is that it focuses “*on a single fixed period in time*”, providing the researcher with a ‘snapshot’ of the experience/s of the target group at a particular time. Cross-sectional surveys are basically descriptive or exploratory in the sense that their main purpose is to describe behaviour or attitudes (Mathers et al, 2009:5 and 43). They are, according to Creswell (2012:377), mostly used in educational research but could also be utilised to determine beliefs, opinions or practices. Doing so, he argues, is important, since attitudes, beliefs and opinions signify what people think about certain matters, while practices serve as illustrations of respondents’ actual behaviour. The focus of this study is, however, limited to the determination of learners’ perceptions and expectations of the learner support services/assistance they received during the academic training phase of the BPDLP.

According to Mouton (2001:152 and 153), the type of data collected in survey research is empirical, primary, new and numerical. Research questions focus primarily on descriptive, the dominant mode of reasoning is inductive, and sampling techniques are either probabilistic (random) or non-probabilistic (non-random) (Kelley et al, 2003:264).

The primary method of data collection in survey research is questioning (Fraenkel and Wallen, 2009:390). Questions could, according to Mouton (2001:153), be asked in the form of structured questionnaires and/or structured interview schedules. The answers to the questions constitute the empirical data of the research study (Fraenkel and Wallen, 2009:390). Data analysis is most descriptive, with inferential statistics and statistical graphics complementing the presentation of the empirical data (Mouton, 2001:153). According to McMillan and Schumacher (2001:304), “*Most surveys describe the incidence, frequency, and distribution of the characteristics of an identified population*”.

Kasunic (2005:5), foregrounding the characteristics of survey research, claims that, since it is directed by the principles of human behaviour and the mathematical laws

of probability and statistics, survey research is theory-based. In support of his claim he points out that numerical values are assigned to non-numerical characteristics of human behaviour in ways that allow consistency in the interpretation of these characteristics. Also, a logical sequence of actions is followed, according to a specific set of rules. Most importantly, survey research is impartial (in the sense that units of the population are selected without preference), and representative (because the units included in the study represent the focus of the study as well as the population being studied). Finally, survey research is replicable hence other researchers who utilise the same methods in similar ways should get basically the same results.

McMillan and Schumacher (2001:305) confirm the wide acceptance of survey research in education, ascribing its popularity to its versatility: it can be utilised to assess any problem or question; it is efficient, and credible information can not only be collected at a relatively low cost but can also be generalised. In short, according to McMillan and Schumacher (2001:305), *“surveys are often the only means of being able to obtain a representative description of traits, beliefs, attitudes, and other characteristics of the population”*. According to Lynn et al (2012:3), one of the greatest strengths of survey research lies in its use of a multi-disciplinary research design which allows the tapping of theory and expertise from a scope of disciplines - for instance psychology, statistics, sociology and economics.

Since survey research is considered as a science the use of scientific criteria is critical to the assurance of the total quality of the survey. The definition of total quality as ‘fitness for use’ is widely accepted by survey research experts. By implication, according to Hox et al (2008:3), adherence to quality requirements should be ensured throughout the process, based on the methodological and statistical principles (accuracy, timeliness and accessibility of survey data, for example) applicable to specific stages of the research process.

The design of survey research is based on four cornerstones, namely the coverage, sampling, response and measurement and the foundation of these four cornerstones is the specifications of the survey. *“Only when these cornerstones are solid, high quality data are collected, which can be used in further processing and analysis”*, (Hox et al, 2008:4-6). Put differently, a good survey design is one in which *“every*

individual in the population of interest can potentially be selected in the sample; results can be generalised to the population of interest; quantities of interest can be estimated accurately and cost-effectively; and the survey is flexible for some unanticipated uses” (Lohr et al, 2008:98).

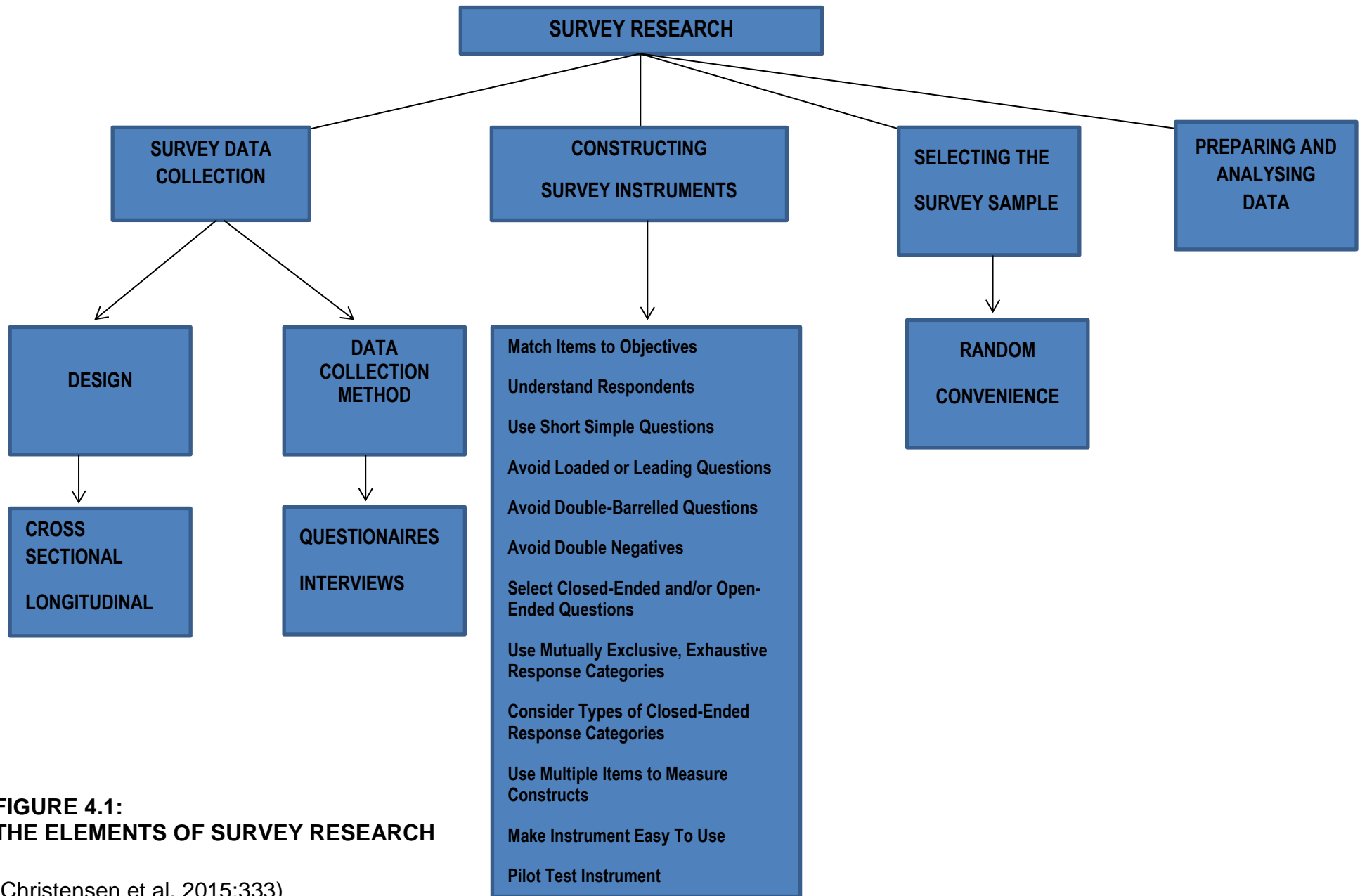
The specifications of a survey, which form the foundation of the design process, essentially entails the naming and defining of the concepts the researcher wants to measure. This requires the determination and formulation of the research objectives. The objectives are then transformed into research questions, each of which has to be rephrased as one or more survey questions. The defined concepts have to be changed into measurable variables by eliminating or reducing specification errors, for instance a survey question failing to ask what is meant by the research question. This process ensures “construct validity”, a concept which Hox et al (2008:4) defines as *“the extent to which a measurement method accurately represents the intended construct”*. Hox et al (2008:16) define construct validity in terms of the measurement instrument, specifically the extent to which it can distinguish what is observed in measuring one construct from that which is observed in measuring a different construct. Drost (2011:116), on the other hand, argues that construct validity refers to how well a concept, idea or behaviour is transformed *“into a functioning and operating reality”* (Drost, 2011:116).

Construct validity, according to Kasunic (2005:8), is one of two types of validity to be considered in survey research. The other type is external validity. Whereas construct validity focuses on the measurement process (*“Are we measuring what we think we are measuring?”*), the focus of external validity is on the extent to which the results can be *“generalized to other people, places, or times”*. According to Drost (2011:120), external validity has two components: firstly, the generalisation of the research findings to the well-defined target population and, secondly, the generalisation of the research findings across populations.

4.3 THE ELEMENTS OF SURVEY RESEARCH

Christensen et al (2015:333) identified the key elements of survey research as being survey data collection, the construction of the survey instrument, the selection of the survey sample and the preparation and analysis of the data (see Figure 4.1). The collection of survey data consists of two sub-elements, namely the design and the method of data collection.

Figure 4.1 presents a summary of the elements of survey research, according to Christensen et al (2015:333).



**FIGURE 4.1:
THE ELEMENTS OF SURVEY RESEARCH**

(Christensen et al, 2015:333)

Having taken cognisance of the elements in Christensen’s survey research process the researcher designed this study as a cross-sectional survey and collected the requisite data by means of questionnaires. Instead of designing a new data collection instrument an existing one was adapted to serve the research purpose. The process followed in doing so is subsequently described, as is the process followed in the preparation and analysis of the research data. The survey sample was randomly drawn, tempered with an element of convenience.

4.4 THE SURVEY RESEARCH PROCESS

Kasunic (2005:8), Lyberg & Biemer (2008:422) and Christensen et al (2015:333) considered survey research as a logical process consisting of a sequence of steps or stages. Biemer and Lyberg (2003:27) explained the survey research process by means of a schematic presentation, replicated in this study as Figure 4.2.

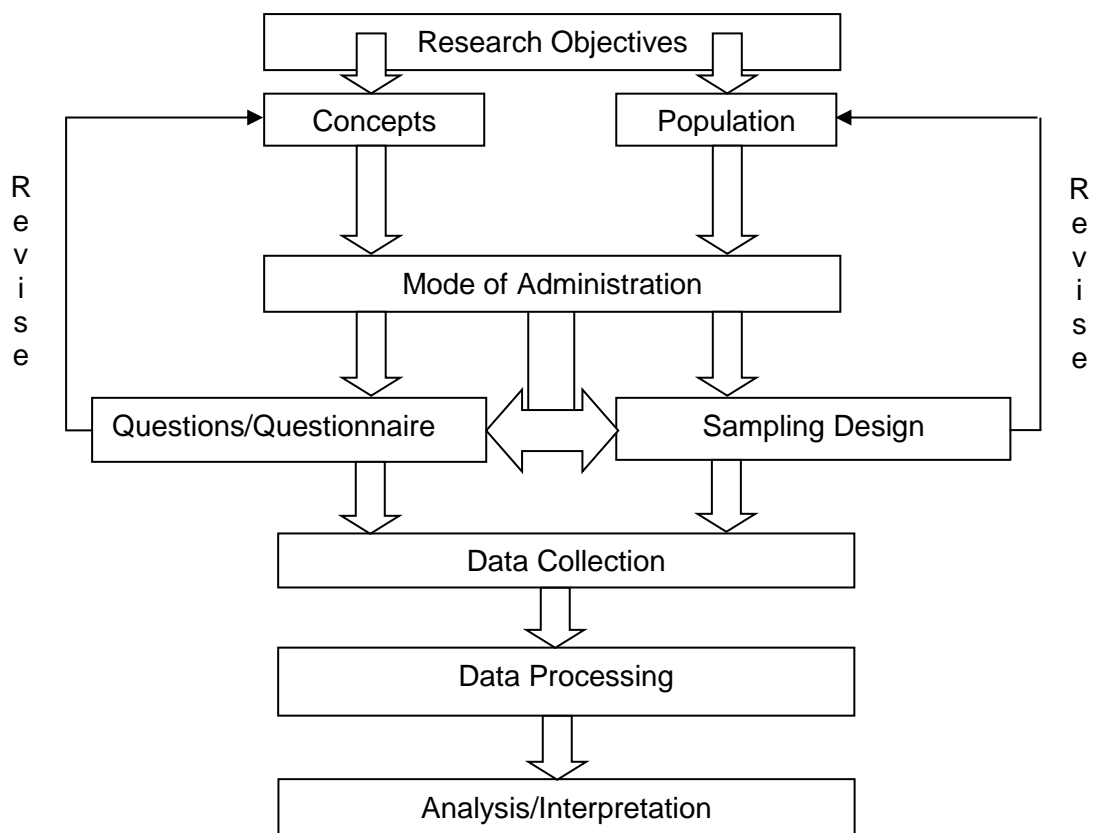


FIGURE 4.2: THE SURVEY RESEARCH PROCESS

(Biemer and Lyberg, 2003:27)

The survey research process followed in this study is derived from Biemer and Lyberg's model represented in Figure 4.2. The actual steps followed are summarised in Table 4.1 and more explicitly discussed in subsequent sections of this Chapter.

TABLE 4.1: SUMMARY OF THE SURVEY RESEARCH PROCESS

Stage		Description
1.	Research objectives	Formulate the research objectives/research questions
2.	Concepts	Name and define the concepts
3.	Population	The process of describing the characteristics of the target population, which define it as an entity.
4.	Mode of administration	Decide on the mode of administration
5.	Sampling design	Explain the sampling process
6.	Questions Questionnaire	Customise of an existing questionnaire
7.	Data collection	Describe the data collection process
8.	Data processing	Describe the processing of the data
9.	Analysis/Interpretation	Describe the collection, coding, capturing and translation of data

Stages 1 and 2 of the research process used for the survey conducted as part of this study were described in Chapters 1 to 3. In these chapters the research questions, as well as the conceptualisation of the term 'learner support' were dealt with in sufficient detail for it not to be repeated here.

4.5 THE TARGET POPULATION OF THE RESEARCH STUDY

Fraenkel and Wallen (2009:91) defined a target population as the population that displays certain features which are of interest to the researcher. The population targeted for this research study consisted of 4 837 learners who had all completed the academic training phase of the BPDLP at the various Academies during November/December of 2011 and had by the end of January 2013 finished their final integrated summative assessment at the said academies.

The final integrated summative assessment was conducted from November 2012 until 31 January 2013 and the empirical data for the research study was collected during February 2013. The timing for the completion of the questionnaire by the trainees was extremely important because they had to have completed both the academic training phase and the final integrated summative assessment phase in order for them to be able to answer all the questions posed in the questionnaire.

(The Field Training Phase – which follows the academic training phase - took place from January until October 2012 but is not covered in its totality in this research study).

Another feature of the target population of this study is its demographic presentation. The SAPS BPDLP is offered at ten Academies across the country. Nine of these were offering the BPDLP during the time this research study was being conducted and were therefore considered as its target population. The tenth Academy, while also a Basic Police Development Academy, was not targeted as part of the population because it was not at that stage offering the BPDLP, having other training priorities at the time.

The actual distribution of the target population at the different Academies when the survey took place is presented in Table 4.2.

TABLE 4.2: DISTRIBUTION OF TARGET POPULATION

Name of Academy	N
Academy A	197
Academy B	827
Academy C	446
Academy D	170
Academy E	214
Academy F	432
Academy G	629
Academy H	1777
Academy I	145
Total	4837

Of the nine academies listed in Table 4.2, two (Academy A [N=197], and Academy I [N=145]) did not participate in the survey, because they were experiencing temporary

communication network failures on the day the e-mail, consisting of an explanation of the research and the expectations of the researcher, as well as copies of all the letters of approval and the questionnaire was sent. Thus, the accessible population – i.e. the portion of the population to which the researcher had access (Yount, 2006:2) - was 4 495.

4.6 THE SAMPLING PROCESS FOR THE RESEARCH STUDY

Coverage, as described by Hox et al (2008:7), is one of the cornerstones of survey research. The term, “coverage”, as used by Lohr (2008:99), refers to the percentage of a target population (or population of interest) which is included in the “sampling frame”, a term used to refer to the specification of units in the target population from which a sample could be selected (Lohr, 2008:112).

Coverage errors could be minimised or avoided only if every member of the target population “*has a known and non-zero chance of being selected into the survey*”, (Hox et al, 2008:7). The two most common coverage errors are under coverage and over coverage. Under coverage means not all units of the target population is included in the sample frame and over coverage means a unit of the target population appears more than once in the sample frame.

The sample frame of this survey study was constructed by requesting the Commanders of the Academies to randomly select 50% (half) of the total number of learners present at his/her Academy at the time to participate in the survey.

Since the learners at the Academies were at the end of the BPDLP, before the passing out parades (graduation ceremonies), and the researcher did not want to disturb or interfere with last minute planned activities (administrative activities, practising for passing out parades, etc.) at the Academies, the researcher entrusted the Commanders with the selection of a sample. In doing so they first had to determine when certain platoons were available (had time off or were not busy with essential tasks, for example) to participate in the survey during a specific time frame. Thereafter they had to randomly select 50% of the total number of available learners

present at his/her Academy at that specific time to participate in the survey. The consideration given to the availability of specific platoons and/or learners adds an element of convenience sampling to the random sampling method typically used in survey research (see Table 4.3 for an explanation of the sampling frame used in this study).

TABLE 4.3: SAMPLE SIZE OF SURVEY

Academy	N Population	N Sample Frame (50% or half of Population)
Academy B	827	414
Academy C	446	223
Academy D	170	85
Academy E	214	107
Academy F	432	216
Academy G	629	315
Academy H	1 777	889
Total	4 495	2 249

An important factor, highlighted by Yount (2006:3) and Maree (2007:178), is the consideration given to the *homogeneity* of the target population during the determination of the sample size. Based on the features of this study's target population, the researcher would claim that homogeneity (i.e. the extent to which "*the members of the population are similar on the characteristic under study*") is very high.

Another important cornerstone of survey research, according to Hox et al (2008:10-11), is *response*, with specific reference to the rate of response and the deviation between respondents and non-respondents. A non-response error refers to both a unit non-response and an item non-response. A unit non-response occurs when the researcher fails "*to obtain any information from an eligible sample unit*". Respondents may have refused to participate in the survey or there might not have been any contact between the researcher and the respondents. Item non-response occurs when certain questions are answered in the questionnaire while others are not. Non-response becomes problematic when (a) there is a difference between the response and non-response units in terms of the variables of interest for the study, and (b)

non-response can be defined as selective, resulting in certain groups not being represented in the survey.

In this study the target population comprised 4 495 learners, the sample frame was 2 249, 1 479 questionnaires were returned– of which 1 421 were usable. The total response rate was therefore 66% (see Table 4.4 for a numerical summary of the sampling process and responses).

TABLE 4.4: SUMMARY OF SAMPLING PROCESS

Academy	N Population	N Sample (50% of Population)	N questionnaires received back	N spoiled questionnaires	N usable questionnaires
Academy B	827	414	230	21	209
Academy C	446	223	228	3	225
Academy D	170	85	81	6	75
Academy E	214	107	214	4	210
Academy F	432	216	194	1	193
Academy G	629	315	253	16	237
Academy H	1 777	889	279	7	272
Total	4 495	2 249	1 479	58	1 421

4.7 REPRESENTIVITY OF THE SAMPLE

The sample included 1 421 respondents, or 31.6% of the targeted learner population – that is, of learners who received training during the time frame the survey was conducted at the seven BPDLP academies. A total of 58 questionnaires were spoiled, therefore the total usable questionnaires was 1 421 (the actual usable sample of the survey).

Hox et al (2008:9-10) argues that sampling refers to the number of units which are included in the final sample. He ascribes sampling errors to the fact that only a sample of the target population rather than the whole population is examined. The bigger the randomly selected sample, though, the better sampling errors could be

curbed. Put differently, random samples that are large enough produces the desired precision.

Dr John Curry, cited by Yount (2006:4), introduced the sample size rule of thumb principle to his research students as a means of determining the sample size. In terms of this rule, if the size of the accessible population is between 1 000 and 5 000, the sampling percentage needs to be 5% (Yount, 2006:4). The accessible population of this study was 4 495, thus the sample size should be 225 (5%) according to the sample size rule of thumb principle. The sample size of this study was much bigger, it was 2 249 (50%).

According to Gay (1987:114 and 115) 10% of a large population and 20% of a small population should be the minimum guideline to determine the sample size. Gay does not, however, specify what constitutes a large or a small population, thus leaving it open to individual interpretation. If Yount's (2006:4) interpretation of 36 000 being a large population is used as a yardstick, the accessible population of this study (4 495) would be considered small. By implication, 20% of 4 495 would be 899.

The sample size of this study was 2 249, much more than the provided minimum guideline. The actual sample of this study is larger than the sample size suggested by Yount (2006:4), citing Curry and explained by Gay (1987:114 and 115). Following Maree's (2007:179) argument that the accuracy of characteristics associated with a sample and the target population is positively influenced by bigger samples sizes, the size of the sample in this study should have a positive influence on the characteristics being investigated. For a comparison of the population and the actual samples drawn from the various academies, see Table 4.5.

TABLE 4.5: THE SAMPLE OF THE SURVEY

Academy	N Population	% Population	N Sample drawn	% Sample Drawn	N Sampled	% Sampled	% Sampled of population per academy
Academy B	827	18.4	230	15.5	209	14.7	25.3
Academy C	446	9.9	228	15.4	225	15.8	50.4
Academy D	170	3.8	81	5.5	75	5.3	44.1
Academy E	214	4.8	214	14.5	210	14.8	98.1
Academy F	432	9.6	194	13.1	193	13.6	44.7
Academy G	629	14.0	253	17.1	237	16.7	37.7
Academy H	1 777	39.5	279	18.9	272	19.1	15.3
Total	4 495	100.0	1 479	100.0	1 421	100	31.6

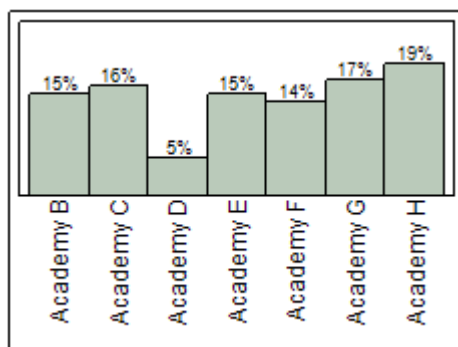


FIGURE 4.3: THE SAMPLE OF THE SURVEY

It is clear from the information captured in the table and displayed in the bar chart; Academy D (5.5%) had the least number of respondents in the survey and Academy H the most (18.9%).

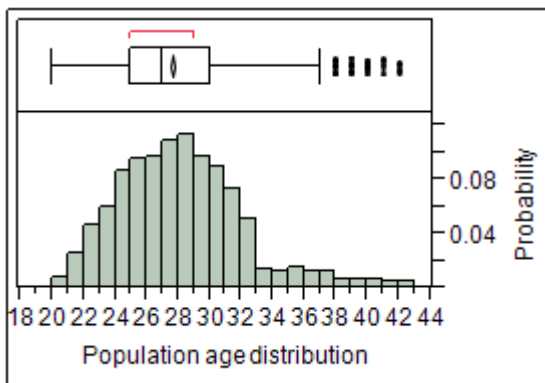
An evident observation is that almost the whole population of Academy E (98.1%) was sampled, whereas only 15.3% of the learners at Academy H were sampled. There can be a combination of accounts for this outcome; however the researcher is not in a position to interpret the observation.

Only information on the age and gender demographics of the entire population (4 495) was available and therefore these two demographics were used to confirm

the representivity of the sample (1 421). The demographic representivity in terms of respondents' age and gender was determined by comparing these characteristics of the sample with those of the population per academy.

For comparative purposes the tables and histograms that follow present the demographics in terms of age of the sample and the entire population, as well as the age and gender of the sample and the population per Academy.

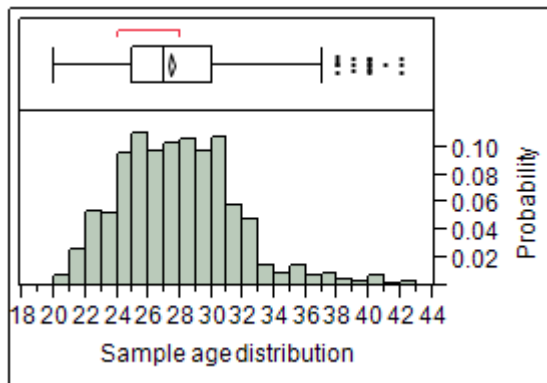
Age distribution of entire population



Parameter	Value
Mean	27.61
Standard Deviation	3.788

Percentile		Value
100.00	maximum	42
99.50		41
97.50		37
90.00		32
75.00	quartile	30
50.00	median	27
25.00	quartile	25
10.00		23
2.50		21
0.50		20
0.00	minimum	20

Age distribution of sample



Parameter	Value
Mean	27.371
Standard Deviation	3.65

Percentile	Value	
100.00	maximum	42
99.50		40
97.50		36
90.00		32
75.00	quartile	30
50.00	median	27
25.00	quartile	25
10.00		23
2.50		21
0.50		20
0.00	minimum	20

FIGURE 4.4: AGE REPRESENTIVITY

Respondents' ages vary from 22 to 42 years. The mean age is 27.4 years and the standard deviation 3.65 years. The age of fifty percent of the respondents is in the category 25 to 30 years. Moreover, 50% of respondents are 27 or younger and 25% percent of respondents is 25 years or younger and 25% is 30 and older.

From the distribution and box-whiskers plot of ages above, it can be seen that the ages are skewed to the right resulting in outlying age values.

Based on a comparison of the means and the standard deviations of the entire population and sample regarding age it can be concluded that the sample is acceptably representative of the entire population.

The Mean and Standard Deviation of the age of the respondents per Academy is presented in the next table.

TABLE 4.6: AGE OF RESPONDENTS PER ACADEMY

Academy		Mean	Standard Deviation
Academy B	Population	27.59	3.941
	Sample	27.77	3.857
Academy C	Population	26.59	3.773
	Sample	26.80	4.019
Academy D	Population	26.67	3.506
	Sample	26.64	3.292
Academy E	Population	26.80	3.257
	Sample	27.13	3.186
Academy F	Population	27.38	3.342
	Sample	27.39	3.499
Academy G	Population	27.21	3.501
	Sample	27.16	3.469
Academy H	Population	28.26	3.888
	Sample	28.11	3.738

TABLE 4.7: AGE OF RESPONDENTS PER ACADEMY PER AGE CATEGORY

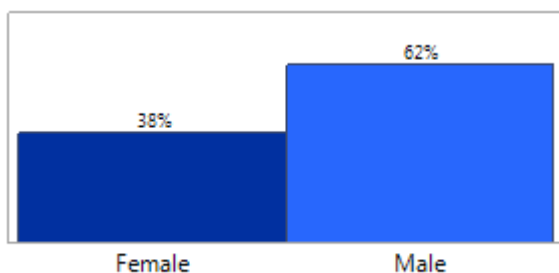
Academy		<25 years	25-27 years	28-30 years	>30 years
Academy B	Population	33.0%	29.1%	24.4%	13.4%
	Sample	19.8%	31.7%	31.2%	17.3%
Academy C	Population	44.8%	26.2%	20.0%	9.0%
	Sample	34.2%	28.4%	19.4%	18.0%
Academy D	Population	41.2%	28.2%	22.9%	7.7%
	Sample	28.4%	40.5%	18.9%	12.2%
Academy E	Population	36.5%	33.6%	23.4%	6.5%
	Sample	20.1%	34.0%	32.1%	13.9%
Academy F	Population	30.1%	35.4%	25.7%	8.8%
	Sample	20.5%	30.5%	33.2%	15.8%
Academy G	Population	32.8%	32.4%	25.1%	9.7%
	Sample	22.6%	29.6%	34.8%	13.0%
Academy H	Population	24.2%	32.2%	27.9%	15.8%
	Sample	17.4%	26.4%	35.1%	21.1%

The lower ages (<25 years) in the sample drawn are under-represented and the older ages (25-27 years; 28-30 years; >30 years) are over-represented in the sample.

TABLE 4.8: GENDER OF RESPONDENTS PER ACADEMY

Academy		Female	Male
Academy B	Population	25.3%	74.7%
	Sample	27.8%	72.3%
Academy C	Population	37.3%	62.7%
	Sample	42.7%	57.3%
Academy D	Population	38.8%	61.2%
	Sample	40.0%	60.0%
Academy E	Population	33.6%	66.4%
	Sample	35.2%	64.8%
Academy F	Population	46.3%	53.7%
	Sample	47.7%	52.3%
Academy G	Population	19.9%	80.1%
	Sample	24.1%	76.0%
Academy H	Population	48.1%	51.9%
	Sample	47.8%	52.2%

It is apparent that gender distribution per Academy for the sample does not significantly differ from the actual gender distribution confirming the extent to which the sample as a whole is representative of the population.



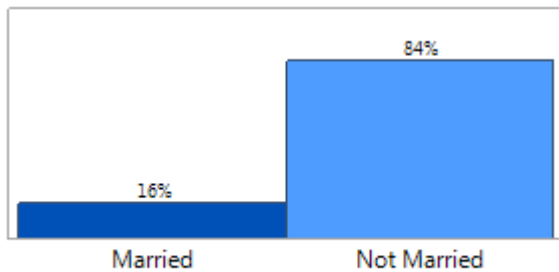
Gender	N	%
Female	536	37.8%
Male	883	62.2%
Total	1419	100.0%

The gender distribution of the sample is 62.2 % males and 37.8% females.

Considering the large random sample, and having compared sample and population demographics, it could be concluded that the sample drawn for this survey research study is representative of the target population.

In the following sections the profile of the respondents will be further portrayed as captured from the data analysis.

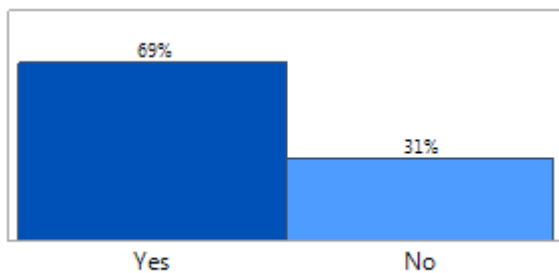
TABLE 4.9: MARITAL STATUS



Marital status	N	%
Married	231	16.3%
Not Married	1187	83.7%
Total	1418	100.0%

The distribution of respondents' marital status indicates that 16.3% is married and 83.7% is not.

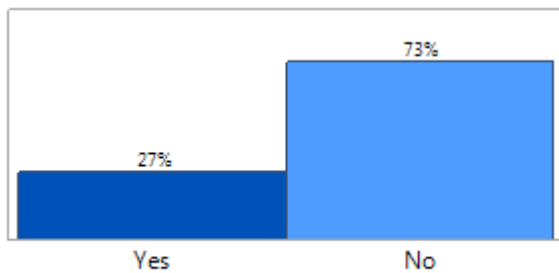
TABLE 4.10: DEPENDANTS



Dependants	N	%
Yes	967	68.8%
No	439	31.2%
Total	1406	100.0%

The respondents who participated in the survey, 68.8% have dependants, and 31.2% do not.

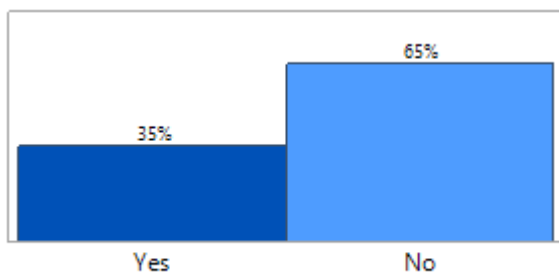
TABLE 4.11: PREVIOUS EXPOSURE TO OTHER TRAINING INTERVENTIONS OUTSIDE THE SAPS



Previous SAPS training	N	%
Yes	383	27.2%
No	1024	72.8%
Total	1407	100.0%

The number of 383 of the respondents (27.2%) indicated that they had previously (after Grade 12) been exposed to other training outside the SAPS. The indicated other training outside the SAPS was clustered by the researcher in two categories, related training and non-related training to the police environment: 26.61% completed training related to the police environment before they joined the SAPS and 73.38% completed training not related to the police environment before they joined the SAPS, and 72.8% of the respondents indicated they had not been previously exposed (after Grade 12), to any other training outside the SAPS.

TABLE 4.12: FULL-TIME EMPLOYED PRIOR JOINING THE SAPS



Previous employment	N	%
Yes	476	34.7%
No	894	65.3%
Total	1370	100.0%

The respondents (34.7%) indicated that they were previously full-time employed before joining the SAPS and 65.3% had not been in full-time employment after completing Grade 12 and before they joined the SAPS.

The profile of the target group (respondents) can be summarised as follows: the average age is 27 years; the dominant gender is male; a remarkable percentage of the respondents are not married; approximately two-thirds of the respondents have dependants; approximately two-thirds of the respondents were not previously

exposed to training outside the SAPS and 35% of the respondents were full time employed prior joining the SAPS.

The responses of the respondents to the question “*Why did you join the SAPS?*” will be dealt with in Chapter 5.

4.8 DATA COLLECTION

According to Fraenkel and Wallen (2009:390), the primary method used for data collection in survey research is questioning. According to Mouton (2001:153), questions could be posed by means of structured questionnaires and/or structured interview schedules. Interviews could be face-to-face or via communication media - telephonic interviews, for example. Questionnaires could be self-administered or interviewer-administered (Richardson et al, 2000:243). Regardless of the format in which the questions are structured the answers provided by respondents constitute the empirical data of the research study (Fraenkel and Wallen, 2009:390).

Richardson et al (2000:244-245) identified nine factors that need to be taken into consideration when choosing a data collection method, namely: cost implications; the characteristics of the target population (the completion of a self-administered questionnaire would, for instance, require a basic proficiency in reading and writing as well as the motivation to complete the questionnaire); the sampling strategy; the desired response rate; the question format; the question content (if, for instance, respondents provide sensitive feedback, a self-administrated questionnaire is more appropriate); the length of the questionnaire; the length of the data collection period, and the availability of personnel and facilities. Kelley et al (2003:265) added two more factors to these nine, emphasising the importance of ensuring that the data collection process is both thorough and ethical.

Measurement and measurement errors do, however, occur during the data collection process. According to Hox et al (2008:11), there are three primary sources of measurement errors - the questionnaire, the respondent and the data collection method. “*A well-designed and well-tested questionnaire is the basis for reducing*

measurement error". Respondents might have misunderstood the question, might have found it difficult to remember an event, or might have purposefully provided incorrect information.

In order to enhance the accuracy of measurement, according to Yount (2006:3), the true measure of the variable and the occurrence of errors need to be considered. Errors derived from accidental/impertinent sources, for instance the degree of motivation of respondents, their interest in the topic, the condition of their mood while participating in the survey, recent events, and their future expectations need to be determined. All of these sources could cause variations in the results. *"In all statistical analysis, the objective is to minimize error and maximize the true measure. As the sample size increases, the random extraneous errors tend to cancel each other out, leaving a better picture of the true measure of the population"*.

For the purpose of this study a self-administered questionnaire was utilised as the data collection instrument. The data thus generated could serve as a broad basis for future improvements to learner support services/assistance in the SAPS. Interviews as a complimentary data collection instrument were also planned to conduct, however due to the time factor and cost constraints, it could not materialised.

A questionnaire is *"an instrument designed to elicit information that will be useful for analysis"* (Babbie, 2014:262) and, according to Maree (2007:157) the use of questionnaires has many advantages: many respondents can complete the questionnaire in a relatively short timeframe; the administration of questionnaires is comparatively cheap and easy to conduct; respondents can be *"reached across long distances"*, and the response rate are optimal. It is for these reasons that a questionnaire was selected as the data collection instrument in this study.

4.9 THE QUESTIONNAIRE AS DATA COLLECTION INSTRUMENT

Kelley et al (2003:263) stipulate the following quality criteria for a questionnaire. Questionnaires need to have a professional appearance and be easy to understand. In other words, all the questions must be numbered and grouped together according

to a specific theme. The identified themes could then be utilised as questionnaire headings. The formulation of the questions is of the greatest importance: double-barrelled questions and leading or ambiguous questions should, for instance, be avoided. Questions could be open or closed-ended but as a rule closed-ended questions with pre-coded response options are preferred for topics in which the possible responses are known to the researcher in advance. Closed-ended questions are easier to code and analyse and are in general quicker to administer than open-ended ones. Open-ended questions could, however, be used when the possible replies of respondents cannot be anticipated by the researcher or when possible responses are too numerous to pre-code. Even though the contrasting of open-ended questions could be time consuming to administer and difficult to analyse they could, if comprehensively answered by respondents, provide useful information and insight into a topic. Respondents may, however, find open-ended questions demanding.

Potter (1997:78) developed a questionnaire as a survey instrument which formed part of her doctoral thesis in education. *“Students were asked to rate the importance to them of specified services and were asked to indicate at which point(s) these services are most necessary”*. The questionnaire presented learners with a list of assistance types which they had to scale in terms of importance using a four point Likert scale (1=very important and 4=not important at all). They were further requested to rate, in terms of their own experience, how accessible (1=very important and 4=none) the provision of these services by their university had been. The same assistance type list was provided to learners in the second question. In this case they had to indicate at which stage(s) they thought the identified support services are needed by distance learners. They were granted the opportunity to choose as many stages as they wished to for each service. The stages to be considered were pre-enrolment, starting the course/programme, moving through the programme, finishing the programme and never needed. The third and fourth questions were respectively aimed at determining which factors had most assisted or most hindered them in their distance education learning venture. The fifth question focused on the change(s) which they would most like to see taking place in the student support services offered by their university.

The instrument was as well utilised, with some adjustments, by Clark in 2003, and Collins in 2007 in their respective research studies for the completion of their dissertations. Clark (2003:233) modified the questions in order to include “*the importance placed on student support functions and assistance, convenience/accessibility of services, and stages in the distance education experience in which these supports were needed*”.

Ozoglu (2009:61), in completion of his doctoral thesis on learner support services/assistance in the Turkish Open Education System too, having first reviewed literature on learner support services/assistance, conducted interviews with staff members and reviewed the institutional artefacts of learner support services/assistance. He then adapted the format of the questionnaire developed by Potter and adjusted by Clark and Collins, to correspond with the context and purpose of his study, namely “*to investigate the need, importance, availability, and accessibility of learner support services/assistance in three bi-mode Canadian universities*”.

Ozoglu’s (2009:187-190) questionnaire consisted of two parts. Part one focused on personal information regarding the respondent but includes some questions on the Open Education System (OES) distance education programme. Part two of the questionnaire concentrated on 22 types of service or assistance. The first question was formulated in the form of a table. Respondents were given the opportunity to rate, according to them, the importance of these 22 types of service or assistance. In doing so, they had to use a five point Likert scale (0=unimportant, 1=not very important, 2=somewhat important, 3=important and 4=very important). The second column of the table (Question 1) focussed on how convenient or accessible the respondent found the 22 types of service or assistance, using a five point Likert scale (0=not accessible, 1=not very accessible, 2=somewhat accessible, 3=accessible and 4=highly accessible).

The second question of Part two again listed the 22 types of service /assistance. Respondents were requested to indicate at which stage they needed each of the 22 listed service /assistance types. They were allowed, however, to choose as many stages as they wished for each service. The stages were described as *never needed, before enrolment, beginning of programme, moving through programme and end of the programme.*

In question three, seven institutional/academic resources were listed. Respondents had to indicate how frequently they used each resource, - *never, rarely, sometimes, often, or always.*

The last three questions were open-ended, focusing firstly on the factors which most assisted respondents during the learning intervention, secondly on those which most hindered their learning, and thirdly, on recommendations or changes they wanted to see in the student support services. In the first two questions respondents were required to justify/give a reason for their response. The 22 types of service/assistance listed in Ozoglu's questionnaire covered the following fields of learner support: assistance with admission/registration process, assistance with technical problems, orientation towards the delivery format of the programme, administrative services, provision of information, counselling services, activities to promote social interaction, and institutional/academic support. These fields correspond with the theoretical framework provided in Chapter 2 of this study regarding learner support services/assistance in general, as well as with the current structure of the learner support services at the Academies in the SAPS, therefore the usefulness of this instrument for the purposes of this study.

In survey research, it is an acceptable practice to utilise a previously designed measurement instrument provided that the key concepts being measured are the same and/or that its reliability and validity are evident from its use in previous surveys (https://www.sagepub.com/sites/default/files/upm-binaries/43589_8.pdf). For the purpose of this study, the researcher utilised a modified measuring instrument (questionnaire) to collect the empirical data.

The questionnaire (Annexure A) utilised in this research study, although based on Ozoglu's questionnaire, was customised and aligned to the current position of learner support in the SAPS, as well as to insights gained from the researcher's own literature review on learner support.

The data collection instrument used in this research study consists of a Cover Letter and a three part questionnaire. Part I focuses on General Information, Part II concentrates on the Learner Support Experience, and Part III allows for General Comments.

The Cover Letter is addressed to the respondent, explains the purpose of the research study, highlights the approval of the research by the Senior Management of the SAPS, emphasises that no one is under any obligation to participate in the survey and that all questions are to be answered anonymously. The cover letter indicates, moreover, that the questionnaire is an opinion survey, based on the personal experiences of learner support provided to trainees during the academic training phase of the BPDLP. An approximate time frame is indicated, as well as a description of the target population of the survey, namely trainees who had completed the academic training phase of the BPDLP at the various academies by the end of 2011 and their final integrated summative assessment at the beginning of 2013.

Kelley et al (2003:263), emphasising the importance of a cover letter, argued that its purpose is to encourage learners to voluntarily participate in the study, and to guarantee their anonymity. Additional information, such as details regarding the organisation and researcher, an explanation of the method of and rationale for selecting respondents, the purpose of the study, and the ways in which the information provided by the respondents will be used, also needs to be included in the cover letter.

The customised questionnaire utilised in this research study includes questions on respondents' biographical data, reasons why they joined the SAPS, their perceptions of the usefulness/helpfulness of indicated learner support services/assistance, the type of learner support service or assistance they received during a specific stage,

the frequency with which they had utilised a specific learner support service and suggestions on ways in which learner support services/assistance could be improved. Questions were mostly closed-ended with ordered choices, using a four and five point Likert scale, but open-ended questions were also included to provide respondents with an opportunity to comment on elements that might not be covered by the closed-ended questions and to share their ideas on how the learner support services/assistance could be improved.

The question on learner's experiences regarding the usefulness/helpfulness of learner support services/assistance was formulated in terms of 41 statements/items. These statements/items were clustered together as sub-questions related to specific themes/factors/constructs. The themes/factors/constructs identified are: General Information and Administration, EHW Services, Library Services, Medical Health Care Services, Assistance during Actual Training, Learning Material, Information on the Assessment Process, and Other. These themes/factors/constructs were formulated by considering Ozoglu's questionnaire, current learner support services/assistance provided at the SAPS BPD academies, as well as by the literature review on learner support. A four-point Likert Scale, 1=Not very useful/helpful; 2=somewhat useful/helpful; 3=Useful/Helpful and 4=I don't know/I didn't receive it, were utilised to complete this question.

Learners were requested to respond to 41 statements/items on their experience of learner support received during academic programme. Learners could rate these items on a Five Point Likert scale. Related items were logically clustered into 7 proposed themes/factors/constructs. These themes/factors/constructs are General Information, EHW Services, Library Services, Medical Health Care Services, Assistance during Actual Training, Learning Material and Information on the Assessment Process. This grouping or clustering was tested using a factor analysis and item analysis.

The same 41 statements/items categorised in terms of the same themes/factors/constructs were used for the question on the Type of Service or Assistance they received during specific stages. The different stages are listed and had to be rated in terms of a Five Point Likert Scale as 1=Before Arriving at the Academy; 2=Beginning

of the learning programme; 3=During the learning programme; 4= After completion of the learning programme and 5=Never received it. Respondents were requested to indicate only one stage, since the researcher wanted to determine the timeliness of the type of service or assistance. The Likert scale is an ordinal measurement scale, measuring the respondent's attitude, feelings and how he or she thinks about something (Maree, 2007:167).

The last closed-ended question was on how frequently respondents used specific learner support services/assistance. Specific learner support services/assistance was listed according to the organisational structure of learner support at the academies as Learner Affairs, EHW, Library and Medical Health Care Centre. A Five Point Likert Scale, 1=Never, 2=Seldom, 3=Sometimes, 4=Often and 5=Always, was utilised for this question.

The last question of the questionnaire is an open-ended question requiring respondents' suggestions on how to improve learner support services/assistance during the BPDLP (academic training phase). Content analysis techniques were employed to analyse the open-ended responses.

4.10 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

A variety of steps were implemented to test the validity and increase the reliability of the questionnaire.

Firstly, a pre-validation of the questionnaire was conducted to determine if it would measure what it is supposed to. Ozoglu's questionnaire was examined and utilised as a point of departure during a formal interview with the Learner Support Head of one of the Academies who was knowledgeable in and informed on the current learner support services/assistance at all the Academies. After the interview the questionnaire was customised. The purpose of the interview was to ensure that all the current learner support services/assistance are accurately constituted and included in the questionnaire according to the organisational structure of learner support services/assistance at the academies.

Secondly, the questionnaire was distributed to twenty senior personnel members of the Division Human Resource Development, the Components ETD Standards (responsible for, amongst others, the management of all ETD Policies, including the policy on learner support), Basic Police Development (responsible for the management of basic training and the Academies), and ETD Research and Curriculum Development (responsible for the design and development of the BPDLP). These personnel members were specifically requested to comment on the layout, content, wording and language usage of the questionnaire to ensure that it would be easily understood by the target group. In other words, the content validity of the questionnaire was the focus of this step. Recommendations were received regarding the last paragraph of the cover letter in terms of the phrasing of sentences, as well as the time allocation (20 minutes were considered as a norm) for the completion of the questionnaire. General comments on the questionnaire included that it was user friendly, that it covered the total scope of learner support and that it could be considered a measuring instrument of good standard.

The value of requesting colleagues to assist with the scrutiny of the measuring instrument is confirmed in the literature, (http://peoplelearn.homestead.com/research/module_6.survey.method.doc), specifically those who are interested or familiar with researcher's field of study, to critically review the questionnaire, before the pilot of the questionnaires is conducted.

4.11 PILOTING THE QUESTIONNAIRE

The next step taken to validate the questionnaire was to conduct a pilot study aimed at testing whether or not the instructions and questions were clear and concise, and to identify potential challenges that respondents might experience *"in understanding what kinds of answers were expected, or in providing answers to the questions as posed"* (Ozoglu, 2009:65).

According to Kelley et al (2003:262), the piloting of questions is critical, irrespective of whether the researcher uses questionnaires or interviews to elicit information. *"The*

design, wording, form, and order of questions can affect the type of responses obtained, and careful design is needed to minimize bias in results”.

Ross (2005:20 and 21) confirmed that the purpose of a pilot study is to determine not only whether the questions in a questionnaire will elicit the required information from respondents but also whether all the items in the questionnaires are understood by respondents. Ross (2005:20 and 21) contends, moreover, that the items should be pitched at the appropriate level of complexity, that they should provide a stable measure of the respondent’s ability and that they should *“lead to the construction of total test scores that are meaningful in terms of the student ability being examined”.*

After the piloting of a questionnaire the researcher should know whether or not the allocated time is enough for the completion of the questionnaire, whether or not the order of the questions is correct, and whether or not sufficient space is provided on the questionnaire for the responses, for instance the response categories for closed-ended questions. Once the data collected in the piloting of the questionnaire has been analysed it will be clear to the researcher whether or not the instructions and questions are understood by the respondents, whether or not the meaning of the questions is standardised whether or not there are any questions which were consistently missed by the respondents and, lastly, whether or not the questionnaire is valid and reliable (Kelley et al, 2003:263) (see Figure 4.5 for a schematic representation of the actions to be taken by the researcher in launching and managing the piloting of the questionnaire).

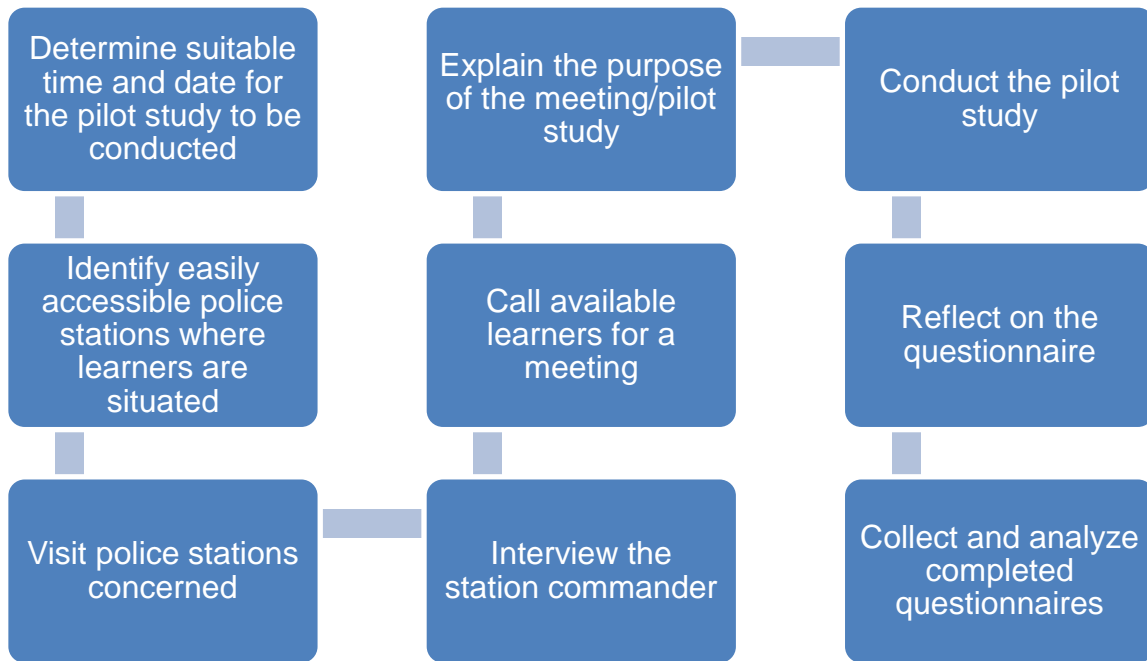


FIGURE 4.5: PILOTING THE QUESTIONNAIRE

The pilot study was conducted during December 2012. During this time learners reported to the different police stations placed in the field training phase. After consultation with the Section Commander: Basic Police Development Coordination and a determination of the researcher's availability in terms of work-related commitments, the only available time-frame to conduct the pilot study was during December 2012. It was important, however, to also take note of the learners who at that stage had not completed the integrated summative assessment phase.

Three police stations were identified in terms of the following prerequisites: the distances the researcher had to travel to the police stations (time was a critical factor), the availability of learners at the stations, and the cooperation of the station commanders with regard to the researcher conducting the pilot study.

The three police stations who participated in the pilot study were Soshanguwe (6 learners), Pretoria North (8 learners) and Mamelodi East (11 learners). A fourth police station (Moot Police Station) was identified but no learners were available on the set date and at the scheduled time.

A total of twenty-five (25) learners participated in the pilot study. The researcher and a colleague who acted as a research assistant participated in the testing of the questionnaire. On their arrival at the police stations the researcher requested a meeting with the station commander. During the interview with the station commander the researcher provided the purpose and background of the research study, as well as the purpose of the pilot study. Most importantly, permission to conduct the pilot study at his/her station was requested from each of the station commanders. At all three stations, the station commander granted the researcher permission to run the pilot.

All the available learners were called together in a suitable venue. The researcher introduced herself and her colleague to the learners. She then explained the purpose and background of the research study and the pilot study to the learners. This done, the researcher requested learners to complete the questionnaire voluntarily, explaining that their feedback would assist the researcher in refining and improving the questionnaire. Finally, the researcher guaranteed learners that their responses would remain anonymous.

During the pilot study the researcher tested learners' conceptualisation of the questions as well as the time frame allocated to the completion of the questionnaire. Learners were requested to provide suggestions on the improvement of the questionnaire after they had completed it. In general, learners who participated in the pilot study provided positive feedback without any radical recommendations.

The researcher's analysis of learner' responses to the questions indicated that they understood the questions, as well as the concept of learner support in the context of the BPDLP. Significantly, though, none of the learners attempted to answer the open-ended questions.

4.12 CONSTRUCT VALIDITY

As previously mentioned in section 4.2, construct validity is one of the types of validity in survey research which needs to be tested, therefore the evaluation of the construct validity of the measuring instrument. To this purpose the questionnaire was subjected to a multivariate statistical procedure called factor analysis. The themes/factors/constructs thus identified within the 41 statements/items of learner support services/assistance available during the academic training phase of the BPDLP.

Respondents in this study were requested to rate their experiences of learner support during the BPDLP (academic training phase). The extent to which the learner support services/assistance the learners received during the academic training phase was useful/helpful, was evaluated by respondents against the following measurement scale: 1=Not very useful/helpful, 2=Somewhat useful/helpful, 3=Useful/helpful and 4=Don't know/Did not receive the service.

The set of 41 statements/items on their Learner Support Experience was posed to the respondents for evaluation on this measurement scale. However, since these measurements do not follow a progressive ordinal scale, Category 4=Don't know/Did not receive the service, was set to 'missing for purposes of performing the factor analysis'.

Table 4.13 summarises the distribution of the responses of the sample to these statements/items.

TABLE 4.13: DISTRIBUTION OF LEARNER RESPONSES TO THE ITEMS

Statement (Item)	% Not very useful/helpful	% Sometimes useful/ helpful	% Useful/helpful
Memorandum of Understanding (MoU)	9.1	21.7	69.3
Physical layout of the Basic Police Development Academy	4.4	16.5	79.1
Learner Affairs (all human resource related matters), for example leave, injury on duty, financial aspects [stipend], etc.	15.4	25.6	59.1
Discipline and Behaviour (Academy orders)	5.9	16.4	77.7
Mess Facilities and Procedures	22.4	30.8	46.9
Monitoring and Evaluation Processes	5.9	22.8	71.4
Recreation and Sport	25.3	22.2	52.5
Introducing the different services of EHW (social workers, chaplains, psychologists)	8.1	19.2	72.6
Explaining the National Instruction of EAS (Employee Assistance Services)	8.3	27.8	64.0
Availability (telephonically and/or in person) of EHW personnel	12.2	26.1	61.7
Knowledge and Skills during the EHW Self-Empowerment Programme (for example resilience, self-knowledge, diversity, assertiveness, problem solving, decision making, conflict management, study skills, etc.)	7.4	23.2	69.4
Counselling Services rendered by EHW personnel	10.9	21.4	67.7
Orientation to library facilities	32.9	28.4	38.7
Explanation of types of services rendered by library personnel	31.4	28.7	39.9
Official library hours	35.3	24.3	40.4
Assistance received from library personnel	29.6	25.9	44.5
Computers in the library	43.1	22.7	34.2
Intranet and Internet in the library	44.7	20.7	34.6
Orientation to the Medical Health Care Centre	15.3	29.5	55.2
Explanation of the types of services rendered by the Medical Health Centre personnel	14.5	28.2	57.3
Information received about the Polmed Medical Scheme	6.3	17.3	76.4
Availability of Medical Health Care Centre personnel	15.6	24.8	59.6
Explanation of the different learning areas of the BPDLP	5.2	17.6	77.2
Explanation of all the learning outcomes for each learning area of the BPDLP	4.8	18.2	76.9
Explanation of the time table	6.4	18.2	75.4
Assistance with learning/study methods	6.1	21.5	72.5
I had timeous access to the learning material	6.8	18.5	74.7
The learning material was factually correct	4.0	21.5	74.4
The learning material was user friendly	4.8	18.9	76.3
The availability of the instructors/facilitators for additional institutional/academic assistance	8.1	20.0	71.9
The availability of additional learning support material, for example dictionaries, other text books, guest speakers, etc.	12.1	24.9	63.0
I was given the opportunity to provide feedback on the learning material	8.5	17.6	73.9
The learning materials served as the basis for training that took place	4.7	17.2	78.1
Explanation of the assessment strategy	5.8	19.8	74.4
Explanation of assessment criteria	5.6	18.4	76.0
Preparation about assessment tools, before conducting the assessment	5.3	17.9	76.8
Explanation of re-assessment process	4.2	15.3	80.5
Implementation of remedial training	4.6	13.6	81.8
Opportunity to provide feedback on the assessment instruments	5.2	16.4	78.4
Explanation of the assessment appeals procedure	8.7	18.6	72.6
Explanation of the ethics of assessment and its implications	5.6	19.6	74.8

The statements/items listed in Table 4.13 are clustered blocked into themes/factors/constructs in terms of learners' experiences of learner support services/assistance but will also be tested by means of factor analysis. Such an analysis, according to Christensen et al (2015:158), is a statistical technique aimed at the identification of latent dimensions in the set of statements/items. Factor loading, highlighted by Babbie (1990:313), adds to the value of the factor analysis process by using the themes/factors/constructs generated in the factor analysis to determine firstly, the relation amongst variables and, secondly, the correlations between each variable and each factor loading.

Several steps were followed during the factor analysis: screening of the data, factorability of the data, and then the factor analysis itself (Neill, 1994:4-6 and Williams et al, 2012:3-10).

Screening of data: Measurements of the 41 statements/items were examined by using frequency analysis techniques (see Table 4.8) to identify outlying and erroneous values. None were found present in the data set.

Factorability: The factorability of the 41 statements/items was examined using criteria based upon the correlation between the items. Every statement/item correlated with a minimum value of 0.3 with at least one other item, suggesting factorability. The commonalities were also above 0.3, with a minimum value recorded of 0.34, thus confirming a good measure of some shared common variance among statements/items.

Factor analysis: The principle component extraction method was employed because the primary purpose was to identify underlying factors within the 41 statements/items of the Learner Support Experience. The initial Eigen values showed that the 1st factor explained 35.9% of the variance, the 2nd factor 10%, the 3rd factor 5.3%, the 4th factor 4.6%, the 5th factor 4.2%, the 6th factor 3.5%, and the 7th factor 3.3%. Additional factors were not considered as the Eigen values fell below 1.0. Inspection of the scree-plot also supports the 7 factors. The slope of the line of the scree-plot above 7 factors levels off. In total 67% of the common variance within the data could be explained by 7 factors of Learner Support Experience.

A minimum qualifying criterion for each item in the analysis was a loading of 0.4, and all participating statements/items met this requirement in at least one factor. No cross-loadings were encountered above 0.3 upon factors. The condition of cross-loadings exist where significant loadings (greater than 0.4) occur upon more than one item.

Table 4.14 presents factor loadings and commonalities based upon principal component analysis extraction with varimax rotation for the 41 statements/items from the Learner Support Experience scale (N=1 421).

TABLE 4.14: FACTOR LOADINGS AND COMMUNALITIES

Item	General Information	EHW Services	Library Services	Medical Health Care Services	Assistance received during actual training	Learning Materials	Information on the Assessment Process	Communalities
Memorandum of Understanding (MoU)	0.63	0.12	0.06	0.07	0.11	0.21	0.17	0.500
Physical layout of the Basic Police Development Academy	0.65	0.14	0.08	0.05	0.12	0.18	0.15	0.537
Learner Affairs (all human resource related matters), for example leave, injury on duty, financial aspects [stipend], etc.	0.55	0.20	0.24	0.20	0.05	0.11	0.15	0.336
Discipline and Behaviour (Academy orders)	0.69	0.11	0.07	0.08	0.13	0.10	0.13	0.609
Mess Facilities and Procedures	0.49	0.04	0.37	0.19	0.05	0.09	0.13	0.582
Monitoring and Evaluation Processes	0.57	0.22	0.21	0.05	0.19	0.13	0.23	0.433
Recreation and Sport	0.44	0.28	0.34	0.08	0.03	0.16	0.11	0.629
Introducing the different services of EHW (social workers, chaplains, psychologists)	0.17	0.78	0.12	0.14	0.15	0.07	0.11	0.892
Explaining the National Instruction of EAS (Employee Assistance Services)	0.19	0.71	0.16	0.10	0.11	0.17	0.12	0.805
Availability (telephonically and/or in person) of EHW personnel	0.19	0.76	0.25	0.14	0.07	0.12	0.11	0.882
Knowledge and Skills during the EHW Self-Empowerment Programme, for example resilience, self-knowledge, diversity, and assertiveness, problem solving, decision making, conflict management, study skills, etc.	0.13	0.78	0.18	0.12	0.09	0.08	0.19	0.878
Counselling Services rendered by EHW personnel	0.15	0.78	0.19	0.17	0.08	0.11	0.15	0.883
Orientation to library facilities	0.15	0.16	0.82	0.09	0.11	0.10	0.10	0.941
Explaining the types of services rendered by Library personnel	0.17	0.16	0.85	0.11	0.10	0.10	0.11	0.952
Official library hours	0.11	0.12	0.84	0.14	0.09	0.07	0.12	0.946
Assistance received from library personnel	0.14	0.16	0.85	0.12	0.10	0.11	0.11	0.956
The computers in the library	0.11	0.16	0.84	0.17	0.04	0.12	0.09	0.943
The Intranet and Internet in the library	0.12	0.18	0.83	0.19	0.04	0.14	0.09	0.936
Orientation to the Medical Health Care Centre	0.15	0.14	0.21	0.82	0.08	0.14	0.11	0.873
Explanation of the types of services rendered by the Medical Health Centre personnel	0.10	0.17	0.22	0.84	0.04	0.14	0.13	0.903
Information received about the Polmed Medical Scheme	0.13	0.16	0.13	0.63	0.18	0.10	0.13	0.735
Availability of Medical Health Care Centre personnel	0.11	0.14	0.19	0.81	0.09	0.14	0.10	0.893
Explaining the different learning areas of the BPDLP	0.13	0.19	0.10	0.09	0.74	0.27	0.26	0.875
Explaining all the learning outcomes of each learning area of the BPDLP	0.17	0.18	0.11	0.06	0.78	0.25	0.26	0.922
Explaining the time table	0.19	0.09	0.15	0.16	0.70	0.24	0.26	0.864
Assistance with learning/study methods	0.19	0.11	0.14	0.19	0.66	0.25	0.27	0.844
I had timeous access to the learning material	0.17	0.08	0.13	0.09	0.17	0.69	0.23	0.784
The learning material was factually correct	0.18	0.06	0.12	0.01	0.17	0.72	0.21	0.845
The learning material was user friendly	0.12	0.05	0.11	0.08	0.15	0.72	0.20	0.832
The availability of the instructors/facilitators for additional institutional/academic assistance	0.11	0.12	0.03	0.16	0.11	0.62	0.31	0.795
The availability of additional learning support material, for example dictionaries, other text books, guest speakers, etc.	0.12	0.14	0.13	0.19	0.09	0.62	0.22	0.836
I was given the opportunity to provide feedback on the learning material	0.13	0.11	0.10	0.11	0.14	0.65	0.30	0.778
The learning materials served as the basis for training that took place	0.13	0.11	0.09	0.08	0.15	0.72	0.29	0.841
Explanation of the assessment strategy	0.17	0.09	0.15	0.05	0.25	0.18	0.72	0.840
Explanation of the assessment criteria	0.17	0.05	0.14	0.06	0.25	0.18	0.76	0.883
Preparation about assessment tools, before conducting the assessment	0.12	0.08	0.10	0.10	0.13	0.26	0.74	0.885
Explanation of re-assessment process	0.10	0.12	0.08	0.10	0.13	0.25	0.79	0.923
Implementation of remedial training	0.16	0.13	0.08	0.07	0.09	0.21	0.74	0.873
Opportunity to provide feedback on the assessment instruments	0.10	0.13	0.06	0.09	0.12	0.25	0.76	0.906
Explanation of the assessment appeals procedure	0.17	0.16	0.12	0.10	0.06	0.22	0.71	0.812
Explanation of the ethics of assessment and the implication thereof	0.16	0.14	0.09	0.12	0.12	0.26	0.75	0.877

After the factor structure was confirmed, the internal reliability of each factor or theme was determined. According to Maree (2007:147), reliability relates to the consistency of a measure. In the context of this study, it relates to the reliability of identified items. An Item analysis was performed on the items representing each theme of the Learning Support Experience, using Cronbach's alpha test technique to measure item reliability in this study.

The following proposed guidelines (George and Mallery, 2003: 231) were used to interpret Cronbach's alpha value with a view to determining the extent of internal consistency between items to accurately represent each theme:

- <0.6 is unacceptable internal consistency
- 0.6 – 0.7 is questionable consistency
- 0.7 – 0.8 indicates acceptable internal consistency
- 0.8 – 0.9 is good internal consistency, and
- >0.9 is excellent internal consistency

Table 4.15 indicates Cronbach's alpha values for the themes/factors/constructs as well as changes to this value should any item be removed from the corresponding theme are indicated. From the data presented in Table 4.15 it is clear that the internal consistency reflects acceptable or good levels. Internal reliability can therefore be accepted.

TABLE 4.15: CRONBACH'S ALPHA VALUES FOR THE IDENTIFIED THEMES/FACTORS/CONSTRUCTS

Items relating to the theme, General Information for the Learner Support Experience, yielded an overall Cronbach's alpha value of 0.79 . This value may be interpreted as acceptable internal consistency.	
Memorandum of Understanding (MoU)	0.7652
Physical layout of the Basic Police Development Academy	0.7643
Learner Affairs (all human resource related matters), for example leave, injury on duty, financial aspects [stipend], etc.	0.7594
Discipline and Behaviour (Academy orders)	0.7623
Mess Facilities and Procedures	0.7700
Monitoring and Evaluation Processes	0.7536
Recreation and Sport	0.7690
No items provide a Cronbach's alpha greater than 0.7900, thus all items for this theme were retained.	
Items relating to the theme, EHW Services for the Learner Support Experience, yielded an overall Cronbach's alpha value of 0.8941 , a value which indicates good internal consistency.	
Introducing the different services of EHW (social workers, chaplains, psychologists)	0.8718
Explaining the National Instruction of EAS (Employee Assistance Services)	0.8836
Availability (telephonically and/or in person) of EHW personnel	0.8675
Knowledge and Skills during the EHW Self-Empowerment Programme, for example resilience, self-knowledge, diversity, assertiveness, problem solving, decision making, conflict management, study skills, etc.	0.8675
Counselling Services rendered by EHW personnel	0.8637
No items provide a Cronbach's alpha greater than 0.8941 and thus all items are retained in this theme.	
Items relating to the theme, Library Services for the Learner Support Experience, yielded an overall Cronbach's alpha value of 0.9454 , indicating excellent internal consistency.	
Orientation to the library facilities	0.9375
Explaining the types of services rendered by Library personnel	0.9331
Official hours the library could be accessed	0.9367
Assistance received from library personnel	0.9324
The computers in the library	0.9346
The Intranet and Internet in the library	0.9370
No items provide a Cronbach's alpha greater than 0.9454, thus all items are retained in this theme.	
Items relating to the theme, Health Care Services for the Learner Support Experience, yielded an overall Cronbach's alpha value of 0.8740 . This, too, indicates good internal consistency.	
Orientation to the Medical Health Care Centre	0.8142
Explanation of the types of services rendered by the Medical Health Centre personnel	0.8035
Information received about the Polmed Medical Scheme	0.8939
Availability of Medical Health Care Centre personnel	0.8267
No items provide a Cronbach's alpha greater than 0.8740, thus all items are retained in this theme.	
Items relating to the theme, Assistance Received during Actual Training for the Learner Support Experience, yielded an overall Cronbach's alpha value of 0.8838 , also indicating good internal consistency.	
Explaining the different learning areas of the BPDLP	0.8528
Explaining all the learning outcomes of each learning area of the BPDLP	0.8309
Explaining the time table	0.8565
Assistance with learning/study methods	0.8629
No items provide a Cronbach's alpha greater than 0.8740, thus all items are retained in this theme.	
Items relating to the theme, Learning Material for the Learner Support Experience, yielded an overall Cronbach's alpha value of 0.8815 . This value, too, could be interpreted as indicative of good internal consistency.	
I had timeous access to the learning material	0.8631
The learning material was factually correct	0.8630
The learning material was user friendly	0.8653
The availability of the instructors/facilitators for additional institutional/academic assistance	0.8673
The availability of additional learning support material, for example dictionaries, other text books, guest speakers, etc.	0.8740
I was given the opportunity to provide feedback on the learning material	0.8626
The learning materials served as the basis for training that took place	0.8561
No items provide a Cronbach's alpha greater than 0.8838, thus all items are retained in this theme.	
Items relating to the theme, Information on the Assessment Process for the Learner Support Experience, yielded an overall Cronbach's alpha value of 0.9304 , another indication of good internal consistency.	
Explanation of the assessment strategy	0.9219
Explanation of the assessment criteria	0.9191
Preparation about assessment tools, before conducting the assessment	0.9222
Explanation of re-assessment process	0.9190
Implementation of remedial training	0.9226
Opportunity to provide feedback on the assessment instruments	0.9206
Explanation of the assessment appeals procedure	0.9258
Explanation of the ethics of assessment and the implication thereof	0.9190
No items provide a Cronbach's alpha greater than 0.9304, thus all items are retained in this theme.	

Table 4.16 summarises the reliability of the items of each theme.

TABLE 4.16: SUMMARY OF THE RELIABILITY OF THE ITEMS OF EACH THEME

THEME	N OF PARTICIPATING ITEMS	OVERALL CRONBACH'S ALPHA	COMMENTS
General Information	7	0.7900	Acceptable reliability
EHW Services	5	0.8941	Good reliability
Library Services	6	0.9454	Excellent reliability
Medical Health Care Services	4	0.7840	Good reliability
Assistance Received During Training	4	0.8838	Good reliability
Learning Material	4	0.8815	Good reliability
Information On The Assessment Process	8	0.9304	Excellent reliability

Based on the information in the table it could be concluded that the items constituting each theme have adequate internal consistency to accurately represent the theme/s concerned.

It is evident from the preceding factor and item analyses that the questionnaire is valid and reliable and could be regarded as a standardised measuring instrument.

4.13 ADMINISTRATION OF THE QUESTIONNAIRE

After approval had been granted by the Faculty of Education Ethical Committee of the University of Pretoria, the Research Committee of the Division Human Resource Development in the SAPS (Annexure B), and the Divisional Commissioner, Human Resource Development, SAPS (Reference 11/3/1, dated 2012-07-12, Annexure C), the final approved questionnaire was administered to learners at the Academies following the chain of command. The questionnaire with its cover letter, as well as copies of all the letters of approval were e-mailed by the Section Commander: Basic Police Development Provision Coordination, Division Human Resource Development to all the Commanders of the mentioned Academies on 20 February 2013. A clear direction was given to the Commanders of the different Academies that *“50% of the learners, currently at your Academies, who will have their passing out parades, next week, need to complete the attached questionnaire”*.

A fixed timeframe (6 working days) was allowed for the completion of the questionnaires, and the Commanders were requested to courier the completed questionnaires to the office of the researcher in a week's time. It was highlighted in the e-mail that the cover letter explains the research initiative, but if the learners needed clarity about anything, assistance had to be provided to them. The completed questionnaires were couriered to the researcher by the Commanders, with the exception of Tshwane; the completed questionnaires of Tshwane were personally collected.

The total number of trainees at the participating Academies was 4 495; fifty percent thereof is 2 249. A total number of 1 479 questionnaires were received back from the different academies. Fifty eight (58) of the returned questionnaires were incomplete (spoilt): for instance only Part 1: General information was completed, or the questionnaires in totality not completed and thus discarded; these questionnaires did not form part of the data capturing process. 1 421 questionnaires were usable, meaning a return rate of 66%. Since there were questionnaires handed to the learners, but not completed by them (one of the reasons for the 58 spoilt questionnaires), indicated the aspect of nobody is under obligation to complete the questionnaire, learners exercised the right not to complete the questionnaire.

The researcher holds the rank of Colonel, forms part of the middle management echelon of the SAPS. The researcher is situated at the Division Human Resource Development, Head Office. Declaring the researcher's position in the organisation is an ethical aspect which needs to be clarified for the purpose of this study. The request from the researcher to learners to participate in the survey, that is, to complete the questionnaire, might be experienced by them as an instruction and therefore they do not have a choice but to participate in the survey. The formal way of communication in the SAPS, specifically in the BPD academy environment is by means of giving, receiving and executing instructions. The researcher was aware of this inhibiting factor and took certain precautions aimed at countering or minimising these.

Certain ethical requirements were adhered to during the conducting of the survey. All those who were identified as potential respondents in this research project were

given the opportunity to decide on their own whether or not they wanted to do so. *“Respondents in a research project should be allowed to exercise their right to be part of the research or not”*. All the respondents were briefed beforehand about the purpose and the research questions of the research study. Thereafter, they were given the opportunity of withdrawing should they want to (White, 2003:143). At no stage they were required to experience the completion of the questionnaire as an instruction. The fact that their anonymity was assured would also make it easier for them to decide whether or not they wanted to participate.

Considering the response pattern of the empirical study, it is clear the Academies did not consider the completion of the questionnaire as an instruction (compulsory), if so, the response rate would have been 100%. Further, not all Academies adhered to the request of 50% of the learners at the respective Academies to complete the questionnaire, the response rate of some of the Academies were more than 50% and others less than 50%. The empty questionnaires received from the respondents are as well an indication of their understanding of the choice they had to participate or not to participate in the survey.

For the interest of the Academies, the names of the Academies will not be revealed in the study but will simply refer to as Academy A, B, C, D, E, F, G, H and I.

4.14 DATA PROCESSING AND ANALYSIS PROCESS

According to Maree (2007:155), survey data is utilised *to describe and explain the status of phenomena, to trace change and to draw comparisons”*.

Data was captured from the original documents and transferred to a computer database. The computerised data was then verified and a final data set was made available for analysis. This research study mainly produced quantitative data, the analysis of which, according to Coldwell and Herbst (2004:92), is typically aimed at the generation of meaning. Whereas data could be analysed in a number of ways, the analysis of data in this study was both descriptive and inferential.

According to Coldwell and Herbst (2004:92), descriptive statistics include numbers, the measuring of the central tendency (mean, median and mode) and the measuring of variation (for instance the range and standard deviation). Its purpose is summarised by Scherman and Van Staden (2011:28) as the description, exploration and summarising of data. Descriptive statistics also explains the methods utilised in the substantive summarising and organisation of data with a view to assisting in the understanding of the data concerned. Quantitative data consists of a list of numerical values which are “*distributed across a certain range of values*”. The distribution of values could be described in terms of location or central tendency, spread or variation, and shape or form. The three measures used to describe the location of distribution are the mode, median and mean (Maree, 2007:183 and 186).

The first step in a descriptive analysis is to obtain a frequency distribution of the data, in terms of “*measures of central tendency (mean, mode and median) and measures of variability (range, inter-quartile range, standard deviation and variance)*”, (Scherman and Van Staden, 2011:28).

The first step in describing data would be to identify the measurement type employed e.g. nominal, ordinal or continuous (or ratio). Nominal and ordinal data are described using histograms with percentages, and continuous data with frequency distributions and measures of centrality and dispersion.

The mode refers to the value which occurs most frequently and thus describes the centre of the distribution. It is however possible that the mode does not describe the centre of a distribution accurately, something which occurs when more than one value appears frequently. The median “*is the middle value of a distribution – it splits the distribution into two halves (50% of the data is smaller than the median and 50% is bigger)*”. Determining the median is critical to the ordering/ranking of data from the smallest to the biggest value. The mean is calculated as the average of all the data values. The total of all the values are divided by the number of the values (Maree, 2007:186-187).

According to Maree (2007:188-189) the four measures of the spread of a distribution are the range, the interquartile range, the variance and the standard deviation. The

range is the difference between the highest and the lowest values; the interquartile range splits the distribution in quartiles, the quartiles are equal parts; the variance is a *“measure that quantifies the amount of spread of the data values around their mean value”*, and the standard deviation is the square root of the variance.

There are certain ways to describe the shape of a distribution to indicate the degree to which it is skewed, and the kurtosis of the distribution. The extent to which it is skewed indicates how far the distribution deviates from symmetry. The kurtosis of a distribution describes the amount of *“peakedness”* or *“flatness”* of the distribution (Maree, 2007:189-190).

Quantitative data can be presented in different graphical ways. In this study it is presented in the form of frequency tables, histograms and box plots. According to Maree (2007:191-192), a histogram displays a frequency distribution and a box plot the three quartiles of a distribution, referring to the minimum and maximum values.

The purpose of the frequency table is to get a frequency distribution of the data (Scherman and Van Staden, 2011:28), hence frequency tables display *“the frequency of occurrence of each score or value”* in the data set. The measurement scales utilised in the data analysis process of this study were nominal, ordinal and continuous. Coldwell and Herbst (2004:95) distinguishing between a nominal and ordinal scale, defines the nominal scale as *“a measurement in which numbers identify the object or class of objects assigned to the number”*. It indicates the name of the group or category to which the person or item belongs. The ordinal scale measures the ordering or rank of the assigned numbers. Ordinal data is thus ranked, but no indication is given of the distance between two ranks, for instance.

The continuous measurement scale is a combination of the interval and ratio scales (Brown, 2011:10). According to Brown (2011:10) an interval scale indicates *“the order of things, but with equal intervals between the points on the scale”*. Likert scale items are usually measured by using interval scales. *“Ratio scales have a zero value and the points along the scale make sense as ratios”*.

Inferential statistics relies on the probability theory and its purpose is to utilise the findings of data collected from a sample to generalise to or to draw conclusions about the target population (Maree, 2007:198). Scherman and Van Staden (2011:28) add that the purpose of inferential statistics is also *“to provide results that can be interpreted to reach conclusions that extend beyond the immediate data alone”*. Thus, data associated with a sample is utilised to make inferences from the data to more general conditions.

The techniques to generate inferential statistics in this study are Analysis of variance (ANOVA), the Chi-squared test and correlation analysis. The Analysis of variance (ANOVA) technique is usually used to compare two or more means to determine whether or not there are any statistically significant differences between them (Tabachnick and Fidell, 2007:37). The Chi-square test of independence is, according to Tabachnick and Fidell (2007:37), utilised to analyse the relationship between two discrete variables.

According to Scherman and Van Staden (2011:56), the purpose of a correlation analysis is to determine whether or not there is a relationship between two continuous variables. The correlation is an indication of the degree to which the variables are related.

The analysis of the open-ended response items employed content analysis techniques.

4.15 CONCLUSION

Survey research was the adopted research design for this study, and the customised questionnaire was the instrument by means of which data were collected. The total response rate for this study was 66%, which is considered as a high response rate in survey research. The sample represented 31.6% of the targeted learner population.

Based on a comparison of the means and the standard deviations of the entire population and sample regarding age it can be concluded that the sample is

acceptably representative of the entire population. Considering the large random sample, and having compared sample and population demographics, it could be concluded that the sample drawn for this survey research study is representative of the target population.

It is evident from the preceding factor and item analyses that the questionnaire is valid and reliable and could be regarded as a standardised measuring instrument.

CHAPTER 5

ANALYSIS OF RESEARCH DATA

5.1 INTRODUCTION

As indicated in Chapter 1 of this study, the aim of the research was to determine the needs of the trainees regarding learner support during the academic training phase of the BPDLP. In order to accomplish this aim, the survey research method was utilised, with a questionnaire as the instrument of enquiry.

The questionnaire was informed by the research findings of Ozoglu (2009) on learner support services in the Turkish Open Education System in 2009. For the purposes of this study, the questionnaire was, however, customised to suit the context of the study. More specifically, the questionnaire was designed to determine learners' perceptions and expectations of the learner support services they received during the academic training phase of the BPDLP.

Chapter 5 is devoted to the presentation and discussion of the analysed research data.

5.2 THE DATA PROCESSING AND ANALYSIS PROCESS

Data processing and analysis process in this research study can be explained in terms of a number of steps/actions, descriptions of which follow.

- The 7 themes/factors/constructs identified in Chapter 4 of the learner support experience were quantified according to their *Usefulness/Helpfulness*, *Timeliness (or stage of delivery)* and *Frequency*.
- The evaluation of each of these three quantifiers consisted of the following actions:

Usefulness/Helpfulness:

- The scores for the usefulness/helpfulness of each theme/factor/construct were established and the nature of these scores (descriptive statistics) were analysed.
- The correlation between usefulness/helpfulness scores of the themes/factors/constructs was determined.
- The influence of measured variables (demographic characteristics) upon the theme scores was determined in an attempt to explain the variability in the usefulness/helpfulness constructs.
- The statements/items that had a significant impact on the mean were identified by means of a partition analysis of the usefulness/helpfulness of each theme/factor/construct.

Timeliness:

- Scores for the timeliness of each theme/factor/construct were established.
- The nature of these scores (descriptive statistics) was determined.
- The correlation between timeliness scores of the themes/factors/constructs was determined.
- The influence of measured variables (demographic characteristics) upon the theme/factor/construct scores was established in an attempt to explain the variability in timeliness.
- The statements/items of the themes/factors/constructs that had a significant impact on the timeliness of each theme/factor/construct were identified.

Thereafter, the relationship between usefulness/helpfulness and timeliness of the learner support experience was investigated.

The variable, “Motives for joining the SAPS”, was used to:

- Identify learners’ reasons/motives for joining the SAPS.
- Categorise these motives in terms of Intrinsic and Extrinsic reasons.
- Determine the influence of these reasons on learners’ views of the usefulness/helpfulness, timeliness and frequency of the learner support experience.

The range of learner support services offered by the SAPS were categorised into four broad categories, according to the approved organisational structure for learner support services at the Academies, namely Learner Affairs; EHW; Library and Medical Health Care Centre. These four learner support services were analysed for the frequency of use thereof by the learners. The usage thereof was measured in terms of a Five Point Likert scale: Never, Seldom, Sometimes, Often and Always. The influence of demographic characteristics of respondents upon the frequency of the utilisation of these learner support services was determined.

5.3 THE TYPE OF INFORMATION GLEANED BY THE QUESTIONNAIRE

The customised questionnaire utilised in this research study included a range of questions/statements aimed at the collection of biographical data; reasons for joining the SAPS; information on the extent to which learners experienced the learner support services/assistance as useful/helpful; the type of learner support service/assistance received during a specific stage; the frequency at which a specific learner support service was utilised, and suggestions for the improvement of learner support services/assistance.

The questions/statements were mostly closed-ended with ordered choices, using a Four and Five Point Likert scale. Open-ended questions were, however, also included to provide respondents with an opportunity to comment on elements that might not have been covered by the closed-ended questions/statements. The open-ended responses gave respondents the opportunity to share their ideas on the improvement of learner support services/assistance.

5.4 THE THEMES/FACTORS/CONSTRUCTS OF THE LEARNER SUPPORT EXPERIENCE

A factor analysis, followed by an item analysis of the 41 statements/items of the learner support experience, yielded 7 reliable themes/factors/constructs as explained in Chapter 4. These themes/factors/constructs are:

- General information, related to the following statements/items:
 - Memorandum of Understanding (MoU)
 - Physical layout of the Basic Police Development Academy
 - Learner Affairs (all human resource related matters for example leave, injury on duty, financial aspects [stipend], etc.)
 - Discipline and Behaviour (Academy orders)
 - Mess Facilities and Procedures
 - Monitoring and Evaluation Processes
 - Recreation and Sport

- EHW Services, which include the following statements/items:
 - Availability (telephonically and/or in person) of EHW personnel
 - Knowledge and skills during the EHW Self-Empowerment Programme
 - Counselling services rendered by EHW personnel
 - Introduction of the different services rendered by EHW (social workers, chaplains, psychologists)
 - Explanation of the National Instruction of EAS (Employee Assistance Services)

- Library Services, including the following statements/items:
 - Orientation to the library facilities
 - Explanation of the types of services rendered by library personnel
 - Official library hours
 - Assistance received from library personnel
 - Computers in the library
 - The Intranet and Internet in the library

- Health Care Services, including the following statements/items:
 - Orientation to the medical health care centre
 - Explanation of the types of services rendered by the medical health centre personnel
 - Information received about the Polmed medical scheme
 - Availability of medical health care centre personnel

- Assistance during training, including the following statements/items:
 - Explanation of the different learning areas of the BPDLP
 - Explanation of all the learning outcomes of each learning area of the BPDLP
 - Explanation of the time table
 - Assistance with learning/study methods

- Learning material, including the following statements/items:
 - I had timeous access to the learning material
 - The learning material was factually correct
 - The learning material was user-friendly
 - The availability of the instructors/facilitators for additional academic assistance
 - The availability of additional learning support material, for example dictionaries, other text books, guest speakers, etc.
 - I was given the opportunity to provide feedback on the learning material
 - The learning materials served as basis for training that took place

- Information on the assessment process, including the following statements/items:
 - Explanation of the assessment strategy
 - Explanation of the assessment criteria
 - Preparation for the assessment before conducting the assessment
 - Explanation of re-assessment process
 - Implementation of remedial training
 - Opportunity to provide feedback on assessment instruments
 - Explanation of the assessment appeals procedure
 - Explanation of the ethics of assessment and its implications

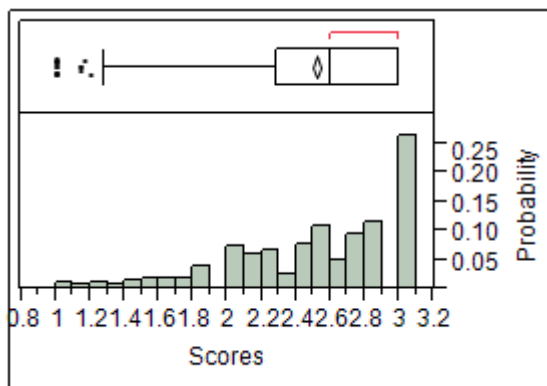
5.5 USEFULNESS/HELPFULNESS OF THE THEMES/FACTORS/ CONSTRUCTS OF THE LEARNER SUPPORT EXPERIENCE

Scores for the usefulness/helpfulness of each theme/factor/construct were pre-determined and the nature of these scores (descriptive statistics) was analysed. Correlations between the usefulness/helpfulness mean scores of the themes/factors/constructs of the learner support experience as well as the influence of learner demographics on these were determined. An analysis of the partitioning of the statements/items of the themes/factors/constructs was conducted to determine the significance of their impact on the usefulness/helpfulness mean of each theme/factor/construct.

5.5.1 SCORES FOR THE USEFULNESS/HELPFULNESS OF EACH THEME/FACTOR/CONSTRUCT AND THE NATURE OF THESE SCORES

A score was calculated for each respondent in the study in respect of the 7 themes/factors/constructs in the category: usefulness/helpfulness of the learner support experience. The scores were derived from the calculation of mean values for the items constituting each theme/factor/construct.

The statistical nature of the scores is presented with basic descriptive statistics and distributions. The distribution of the scores is accompanied by a box-whiskers plot, with the box encompassing 50% of all values and also indicating outlying values. The extent to which each distribution is skewed is apparent when the position of the mean score is compared to the median score. These statistics are presented in Figures 5.1 to 5.7. References are made to the themes only, implicating factor and construct in the naming of the Figures mentioned.



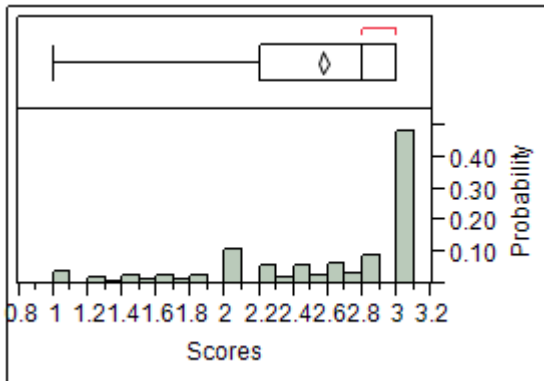
Percentile		Score
100.00	maximum	3
99.50		3
97.50		3
90.00		3
75.00	quartile	3
50.00	median	2.6
25.00	quartile	2.28
10.00		1.85
2.50		1.42
0.50		1
0.00	minimum	1

Summary statistics

Parameter	Value
Mean	2.52
Std Dev	0.457
N	1406

FIGURE 5.1: GENERAL INFORMATION

The measures of centrality (mean and median) are 2.52 and 2.6 respectively, which is midway between somewhat useful/helpful and useful/helpful. The variation in views is measured by the standard variation and inter-quartile range. There is a standard deviation of 0.46 within the data, and the inter-quartile range is 0.72. Fifty percent (50%) of all data values are in the interval 2.28 – 3.0. At least 25% of all scores have a value of 3, which indicates the extent of usefulness/helpfulness of General information as a learner support service received by the learners. The distribution is distinctly skewed to the left, but less than 2.5% of respondents felt that this service is useless.



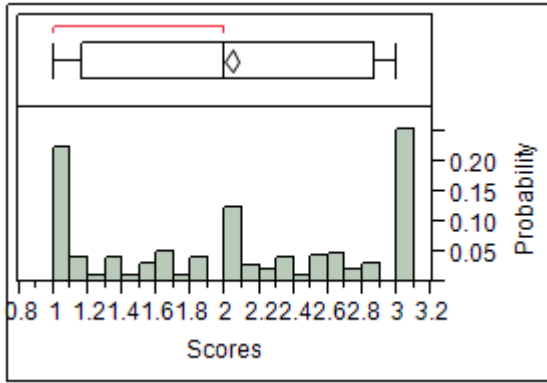
Summary statistics

Parameter	Value
Mean	2.57
Std Dev	0.557
N	1377

Percentile		Value
100.00	maximum	3
99.50		3
97.50		3
90.00		3
75.00	quartile	3
50.00	median	2.8
25.00	quartile	2.2
10.00		1.8
2.50		1
0.50		1
0.00	minimum	1

FIGURE 5.2: EHW SERVICES

The measures of centrality (mean and median) are 2.57 and 2.8 respectively, indicating an average score approaching a useful/helpful view of this support service. A standard deviation of 0.56 exists within the data, indicating a fair measure of variation in the experience of respondents. The inter-quartile range is 0.8, and 50% of all data values are in the interval 2.2 – 3.0. At least 25% of all scores have a value of 3, which indicates the extent to which EHW Services are perceived as useful/helpful by respondents. The distribution is distinctly skewed to the left, but less than 10% of respondents view this service as useless.



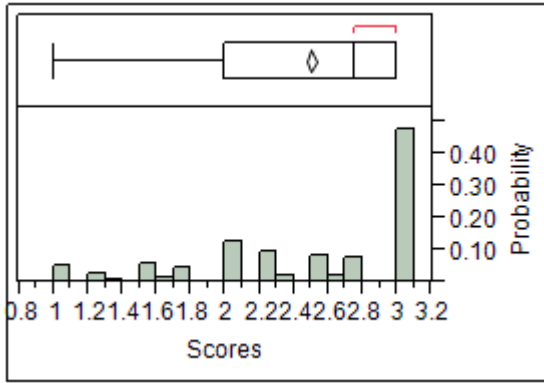
Percentile		Value
100.00	maximum	3
99.50		3
97.50		3
90.00		3
75.00	quartile	2.87
50.00	median	2
25.00	quartile	1.17
10.00		1
2.50		1
0.50		1
0.00	minimum	1

Summary statistics

Parameter	Value
Mean	2.04
Std Dev	0.77
N	1162

FIGURE 5.3: LIBRARY SERVICES

The measures of centrality (mean and median) are 2.04 and 2.0 respectively indicating an average score of somewhat useful/helpful by respondents for Library Services. A standard deviation of 0.77 exists within the data indicating a wide variation in views for this support service. The inter-quartile range is 1.7 and 50% of all data values are in the interval 1.17 – 2.87. At least 10% of all scores have a value of 3 which indicates the extent of the usefulness/helpfulness of Library Services. Approximately 25% of respondents view the support from Library Services as not useful/helpful. The indicated scores displayed regarding Library Services will be further explained in this Chapter.



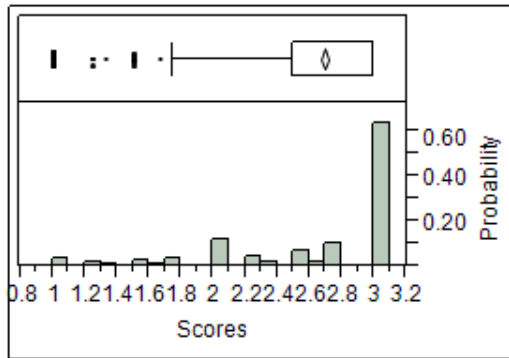
Percentile		Value
100.00	maximum	3
99.50		3
97.50		3
90.00		3
75.00	quartile	3
50.00	median	2.75
25.00	quartile	2
10.00		1.5
2.50		1
0.50		1
0.00	minimum	1

Summary statistics

Parameter	Value
Mean	2.5
Std Dev	0.6
N	1379

FIGURE 5.4: HEALTH CARE SERVICES

The measures of centrality (mean and median) are 2.5 and 2.75 respectively, indicating an average score approaching a useful/helpful view of this service. A standard deviation of 0.6 exists within the data, indicating a fair measure of variation in views. The inter-quartile range is 1.0, and 50% of all data values are in the interval 2.0 – 3.0. Approximately 25% of respondents consider the Health Care Services at most as somewhat helpful, whereas 75% consider the service between somewhat helpful and helpful.



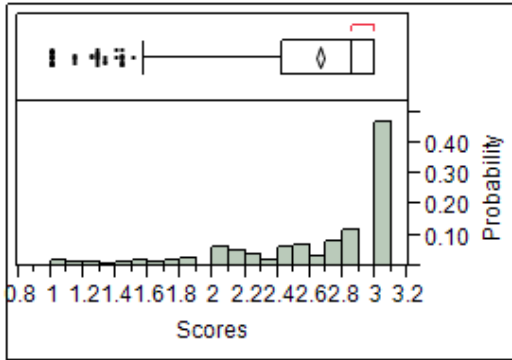
Summary statistics

Parameter	Value
Mean	2.69
Std Dev	0.495
N	1379

Percentile	Value
100.00	maximum
99.50	3
97.50	3
90.00	3
75.00	Quartile
50.00	Median
25.00	Quartile
10.00	2
2.50	1
0.50	1
0.00	minimum

FIGURE 5.5: ASSISTANCE DURING TRAINING

The measures of centrality (mean and median) are 2.69 and 3.0 respectively, indicating an average score approaching a useful/helpful view of this learner support service. A standard deviation of 0.495 exists within the data and the inter-quartile range is 0.5: thus 50% of all data values are in the interval 2.5 – 3.0. Approximately 75% of respondents consider Assistance during Training (the essence of the BPDLP, explanations of the different learning areas and outcomes, the timetable of the learning intervention and assistance with learning/study methods) as largely helpful. Only 10% consider the support during actual training as unhelpful.



Summary statistics

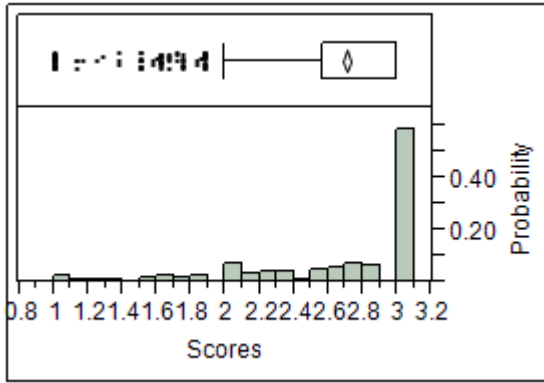
Parameter	Value
Mean	2.66
Std Dev	0.463
N	1404

Percentile		Value
100.00	maximum	3
99.50		3
97.50		3
90.00		3
75.00	quartile	3
50.00	median	2.86
25.00	quartile	2.43
10.00		2
2.50		1.34
0.50		1
0.00	minimum	1

FIGURE 5.6: LEARNING MATERIAL

The measures of centrality (mean and median) for the scores of Learning Material are 2.66 and 2.86 respectively, indicating an average score approaching useful/helpful. A standard deviation of 0.463 exists within the data and the inter-quartile range is 0.57: thus 50% of all data values are in the interval 2.43 – 3.0. More than 75% of respondents consider Learning Material as a support service as between somewhat helpful and helpful. Less than 2.5% consider the support as unhelpful.

BPDLP Learning Material consists of hard copies of the learning content taught in the learning intervention. Each learner receives a set of printed books; therefore it is important to know what respondents' views are regarding the usefulness/helpfulness of the Learning Material.



Summary statistics

Parameter	Value
Mean	2.71
Std Dev	0.463
N	1402

Percentile		Value
100.00%	maximum	3
99.50%		3
97.50%		3
90.00%		3
75.00%	quartile	3
50.00%	median	3
25.00%	quartile	2.57
10.00%		2
2.50%		1.38
0.50%		1
0.00%	minimum	1

FIGURE 5.7: INFORMATION ON THE ASSESSMENT PROCESS

The measures of centrality (mean and median) for the scores relating to Information on the Assessment Process are 2.71 and 3 respectively, indicating an average score approaching useful/helpful. A standard deviation of 0.463 and an inter-quartile range of 0.43 exist within the data, thus 50% of all data values are in the interval 2.57 – 3.0. More than 50% of respondents consider this support service as useful/helpful. Less than 2.5% consider the service as useless/unhelpful.

The Assessment Process is considered as a very important phase of the BPDLP, since this is the phase during which it is determined whether the learner is competent or not yet competent.

TABLE 5.1: SUMMARY: USEFULNESS/HELPFULNESS OF THEMES/FACTORS/CONSTRUCTS OF LEARNER SUPPORT EXPERIENCE

Theme	N	Mean	Std Dev	Median	Q ₂₅	Q ₅₀	Q ₇₅
General Information	1406	2.52	0.457	2.6	2.26	2.6	3
EHW Services	1377	2.57	0.557	2.8	2.2	2.8	3
Library Services	1162	2.04	0.77	2	1.17	2	2.87
Health Care Services	1379	2.5	0.6	2.75	2	2.75	3
Assistance during Training	1379	2.69	0.495	3	2.5	3	3
Learning Material	1404	2.66	0.463	3	2.57	3	3
Information on Assessment Process	1402	2.71	0.463	3	2.57	3	3

Please note that Q₂₅, Q₅₀ and Q₇₅ are the 1st, 2nd and 3rd quartiles respectively.

As indicated in this Table, respondents' opinions of EHW Services, Health Care Services, and Library Services in particular, vary most. In general, Library Services is considered at best as only somewhat helpful. The low rating and the variation in views on Library Services is further addressed in this research.

5.5.2 CORRELATION BETWEEN MEAN AND THEME/FACTOR/CONSTRUCT SCORES

A correlation between the themes/factors/constructs and usefulness/helpfulness of the learner support experience was examined to establish the existence and extent of any linear relationship between them.

TABLE 5.2: BIVARIATE PEARSON'S CORRELATION COEFFICIENTS BETWEEN THEMES/FACTORS/CONSTRUCTS

Themes/factors/constructs of the learner support experience	General Information And Administration	EHW Services	Library Services	Medical Health Care Services	Assistance During Training	Learning Material	Information On Assessment Process
General Information	1	0.517	0.478	0.422	0.502	0.506	0.501
EHW Services	0.517	1	0.422	0.425	0.418	0.363	0.389
Library Services	0.478	0.422	1	0.405	0.327	0.314	0.292
Medical Health Care Services	0.422	0.425	0.405	1	0.385	0.390	0.341
Assistance during Training	0.502	0.418	0.327	0.385	1	0.599	0.597
Learning Material	0.506	0.363	0.314	0.390	0.599	1	0.636
Information on Assessment Process	0.501	0.389	0.292	0.341	0.597	0.636	1

The bi-variate correlation coefficients above indicate a positive linear relationship, varying from weak to above average strength between the themes/factors/constructs. An increase in the perceived usefulness/helpfulness of a theme/factor/construct of learner support is associated with an increase in an accompanying theme/factor/construct. The interpretation of correlation is provided in the following example: a specific view of usefulness/helpfulness in General Information, for example, is fairly likely to be associated with a similar view of EHW Services.

5.5.3 INFLUENCE OF LEARNER DEMOGRAPHICS ON LEARNER SUPPORT EXPERIENCE

To investigate the influence of several biographic characteristics of respondents upon the themes/factors/constructs of the learner support experience, a series of one-way analyses of variance tests (ANOVA) were conducted upon the scores. These scores were investigated with respect to gender, age, academy attended, marital status, and number of dependants and previous work experience. The ANOVA tests are accompanied by plots which indicate the relative means and medians of the groups

of data. Box-plots contain 50% of the data, and the median is indicated with a bar in the box. Data points beyond the data-whiskers are outliers (that is, a value which is beyond 1.5 times the range of the box).

The width of the green diamond boxes displayed in the plots indicates the relative sample size of the groups of data; the diamond diagonal indicates the mean score for that group. The circles to the right of the plot indicate the results of Tukey tests of comparison between groups. Non-intersecting circles indicate significant differences. Only significant results are reported in these tests.

As indicated in Chapter 4, three statistical tests are conducted during the comparison of group means: an ANOVA test, a Welch test and a non-parametric Kruskal-Wallis test. The parametric tests require normally distributed and equal variance data. The Welch test is very robust and adjusts results for non-homogeneity, also reporting the results of Levene's equal variances test. The Kruskal-Wallis test is based on ranked data and is distribution-free.

The results are reported according to the APA (American Psychology Association) format, and show calculated statistics degrees of freedom (DF) and corresponding probability values. A significance value of 0.05 is used, against which the probability is compared to determine whether significant differences exist.

The accompanying connecting-letter report is simply a convenient way of indicating where differences occur. Unconnected letters (indicated by A, B, C etc.) show where the differences are.

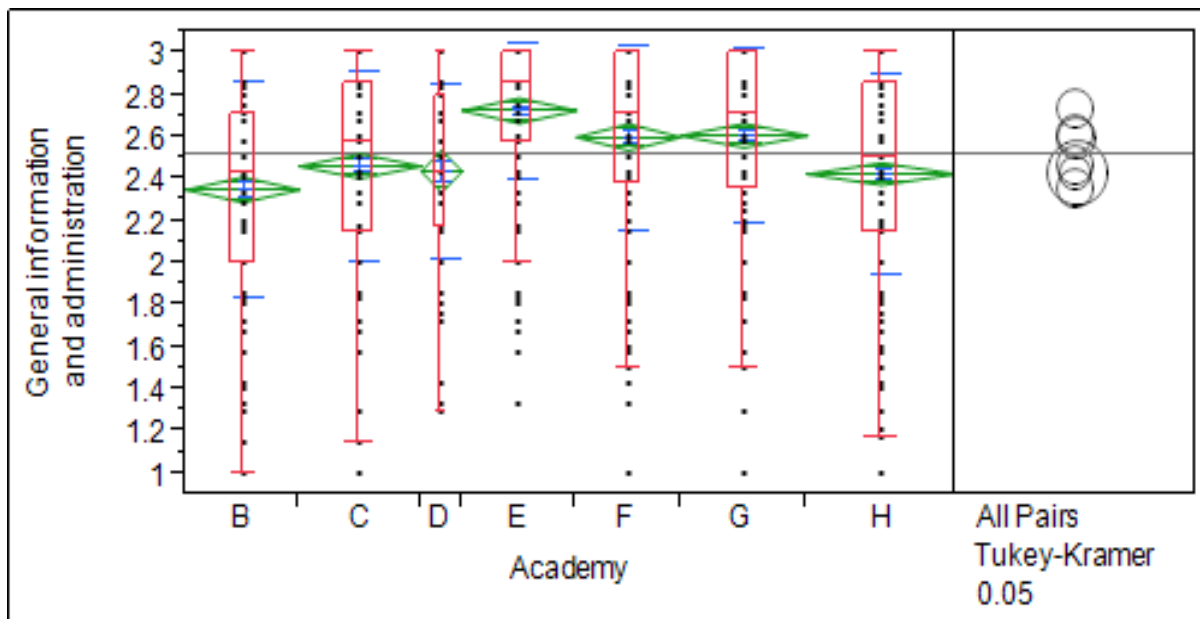


FIGURE 5.8: INFLUENCE OF ACADEMY UPON GENERAL INFORMATION

Means and standard deviations of the theme General Information per Academy

Level	N	Mean	Std Dev
Academy B	207	2.353	0.5089
Academy C	222	2.465	0.4548
Academy D	75	2.441	0.4184
Academy E	209	2.729	0.3283
Academy F	190	2.603	0.4411
Academy G	232	2.610	0.4172
Academy H	271	2.428	0.4751

Anova test: F-ratio_{6,1405}= 18.4362, p-value < 0.0001

Welch test: F-ratio_{6,1405}= 21.7383, P-value < 0.0001

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic =110.7563, DF = 6, p-value < 0.0001

(Note that the Levene test for equal variances is rejected, violating thus the Anova test).

Connecting letter report to identify the existence of differences

Academy	A	B	C	Mean
Academy E	A			2.729
Academy G	A	B		2.610
Academy F	A	B		2.603
Academy C			C	2.465
Academy D		B	C	2.441
Academy H			C	2.428
Academy B			C	2.353

Letters not connected are significantly different

As indicated in the Tables, there is a significant difference between two basic groups (Academies E, G and F) and (Academies C, H and B). The first group has a significantly higher mean score for the theme General Information, with respondents at the Academies E, G and F, rating the usefulness/helpfulness of the theme General Information, higher, than respondents at the Academies C, H and B.

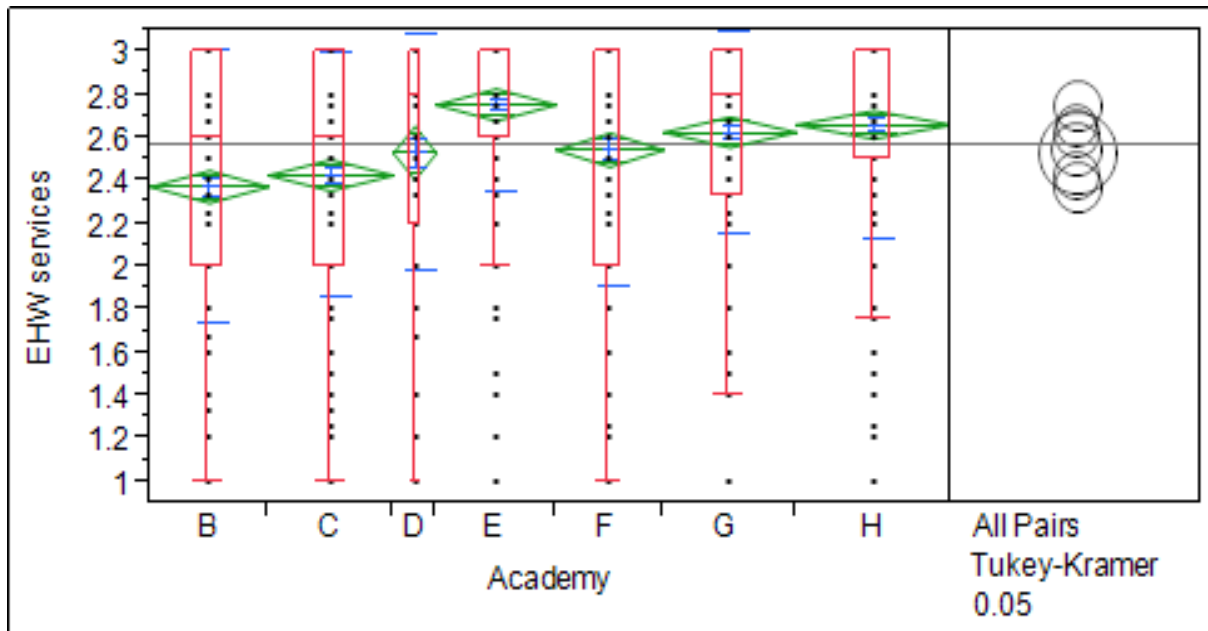


FIGURE 5.9: INFLUENCE OF ACADEMY UPON EHW SERVICES

Means and standard deviations of the theme EHW Services per Academy

Academy	N	Mean	Std Dev
Academy B	202	2.376	0.6349
Academy C	215	2.429	0.5673
Academy D	74	2.532	0.5498
Academy E	206	2.757	0.4077
Academy F	185	2.547	0.6289
Academy G	228	2.629	0.4747
Academy H	267	2.664	0.5297

Anova test: F-ratio_{6,1376}= 12.6722 , p-value < 0.0001

Welch test: F-ratio_{6,1376}= 13.6358 , P-value < 0.0001

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic =75.1476, DF = 6, p-value < 0.0001

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

Connecting letter report to identify the existence of differences

Level	A	B	C	D	Mean
Academy E	A				2.757
Academy H	A	B			2.664
Academy G	A	B			2.629
Academy F		B	C		2.547
Academy D		B	C	D	2.532
Academy C			C	D	2.429
Academy B				D	2.376

Letters not connected are significantly different

Significant differences occur between the two groups – (Academies E, H and G) and (Academies C and B). The Academies E, H and G have a higher mean score for the theme EHW Services than the Academies C and B. Academies E, H and G consider the support that they received from EHW services more useful/helpful than respondents at the Academies C and B.

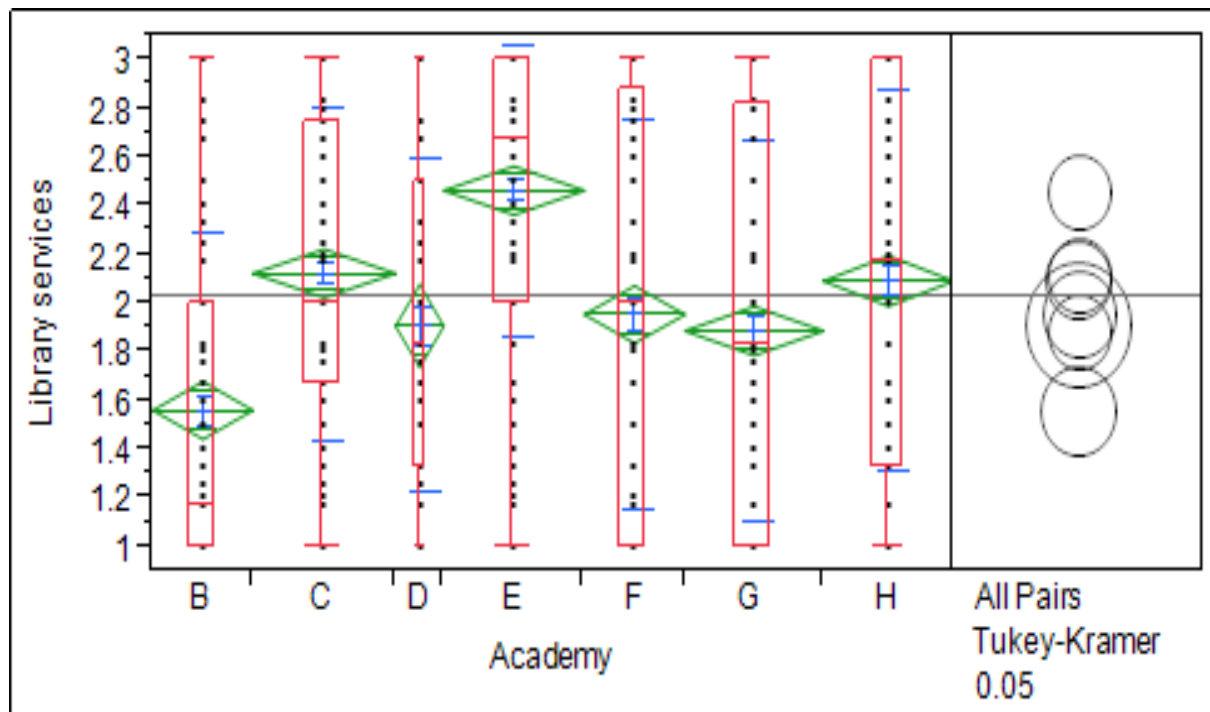


FIGURE 5.10: INFLUENCE OF ACADEMY UPON LIBRARY SERVICES

Means and standard deviations of the theme Library Services per Academy

Academy	N	Mean	Std Dev
Academy B	145	1.565	0.7318
Academy C	207	2.127	0.6835
Academy D	70	1.911	0.6835
Academy E	204	2.468	0.6003
Academy F	146	1.958	0.8005
Academy G	201	1.891	0.7825
Academy H	189	2.096	0.7810

Anova test: F-ratio_{6,1376}= 12.6722 , p-value < 0.0001

Welch test: F-ratio_{6,1376}= 13.6358 , P-value < 0.0001

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic =75.1476, DF = 6, p-value < 0.0001

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

Connecting letter report to identify the existence of differences

Academy	A	B	C	D	Mean
Academy E	A				2.468
Academy C		B			2.127
Academy H		B	C		2.096
Academy F		B	C		1.958
Academy D		B	C		1.911
Academy G			C		1.891
Academy B				D	1.565

Letters not connected are significantly different

There are four (4) significantly different groups of academies with respect to views on Library Services. In descending order they are: Academies E, C, G and B, with the Academy B reporting a significantly lower usefulness/ helpfulness mean score for the theme Library Services.

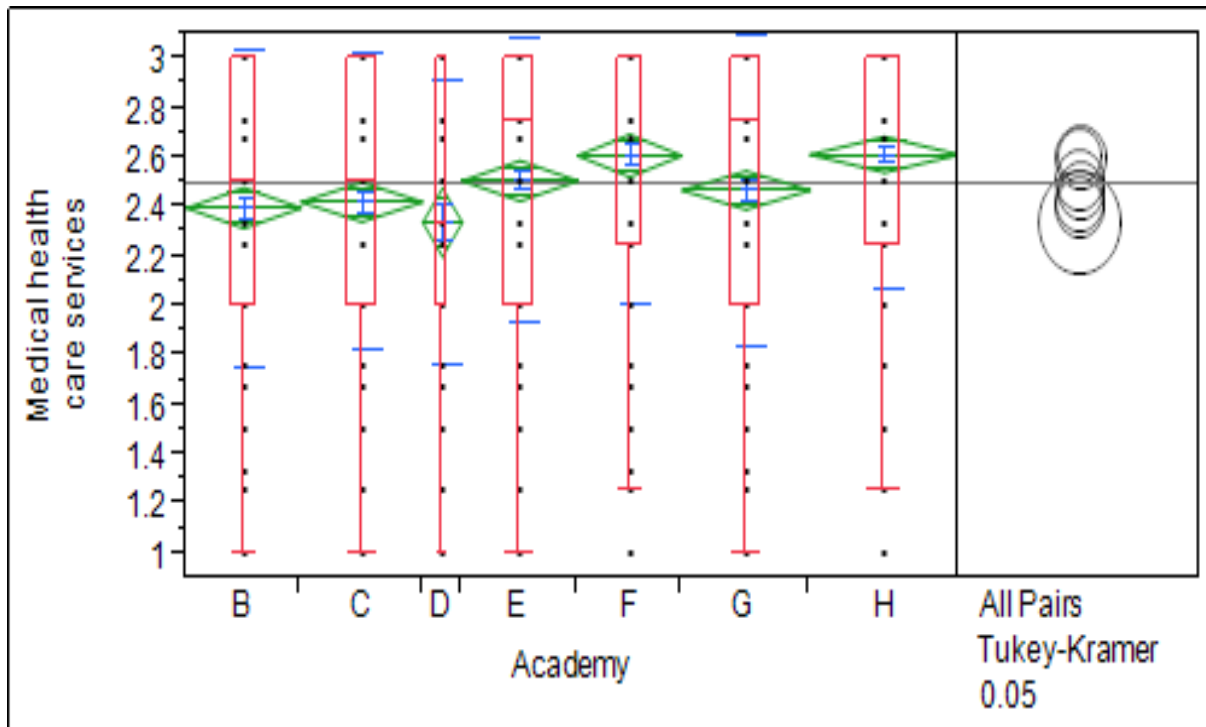


FIGURE 5.11: INFLUENCE OF ACADEMY UPON MEDICAL HEALTH CARE SERVICES

Means and standard deviations of the theme Health Care Services per Academy

Academy	Number	Mean	Std Dev
Academy B	204	2.401	0.6429
Academy C	217	2.425	0.5987
Academy D	71	2.343	0.5723
Academy E	206	2.511	0.5719
Academy F	186	2.612	0.5991
Academy G	229	2.472	0.6308
Academy H	266	2.617	0.5385

Anova test: F-ratio_{6,1378} = 5.2612 , p-value < 0.0001

Welch test: F-ratio_{6,1378} = 5.4653 , P-value < 0.0001

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 38.1382, DF = 6, p-value < 0.0001

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

Connecting letter report to identify the existence of differences

Academy	A	B	Mean
Academy H	A		2.617
Academy F	A		2.612
Academy E	A	B	2.511
Academy G	A	B	2.472
Academy C		B	2.425
Academy B		B	2.401
Academy D		B	2.343

Letters not connected are significantly different

There are two (2) basic groups which differ significantly from each other as regards this theme/factor/construct. In descending order they are Academies H and F representing one group and Academies C, B and D representing the other. The first group has a significantly higher mean score (more useful/helpful) for the theme Health Care Services, indicating that that respondents at these academies (H and F) experience the Health Care Services at their disposal as more useful/helpful than respondents at other Academies. The reason for this cannot be determined from the research data: to establish the reason would require follow-up research.

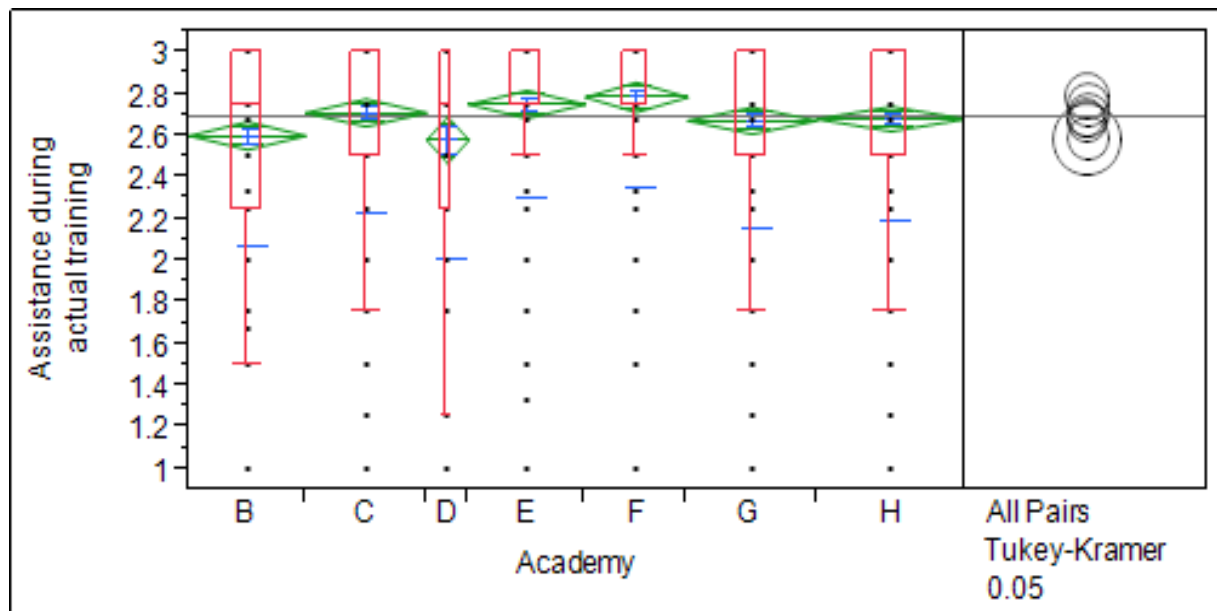


FIGURE 5.12: INFLUENCE OF ACADEMY UPON ASSISTANCE DURING TRAINING

Means and standard deviations of the theme Assistance during Training per Academy

Academy	Number	Mean	Std Dev
Academy B	204	2.401	0.6429
Academy C	217	2.425	0.5987
Academy D	71	2.343	0.5723
Academy E	206	2.511	0.5719
Academy F	186	2.612	0.5991
Academy G	229	2.472	0.6308
Academy H	266	2.617	0.5385

Anova test: F-ratio_{6,1378} = 3.5359 , p-value = 0.0018

Welch test: F-ratio_{6,1378} = 3.5309 , P-value = 0.0020

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 29.4243, DF = 6, p-value < 0.0001

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

Connecting letter report to identify the existence of differences

Academy	A	B	C	Mean
Academy F	A			2.788
Academy E	A	B		2.754
Academy C	A	B	C	2.714
Academy H	A	B	C	2.684
Academy G	A	B	C	2.676
Academy B			C	2.604
Academy D		B	C	2.583

Letters not connected are significantly different

Results indicate two (2) significantly different groups: Academies F and E versus B. Academies F and E rate the Assistance received during training higher than the rating of respondents at Academy B. Academy F also has a significantly higher mean score than Academy B for the provision of Assistance during Training. The other academies have scores for Assistance during Training that fall between these two groups.

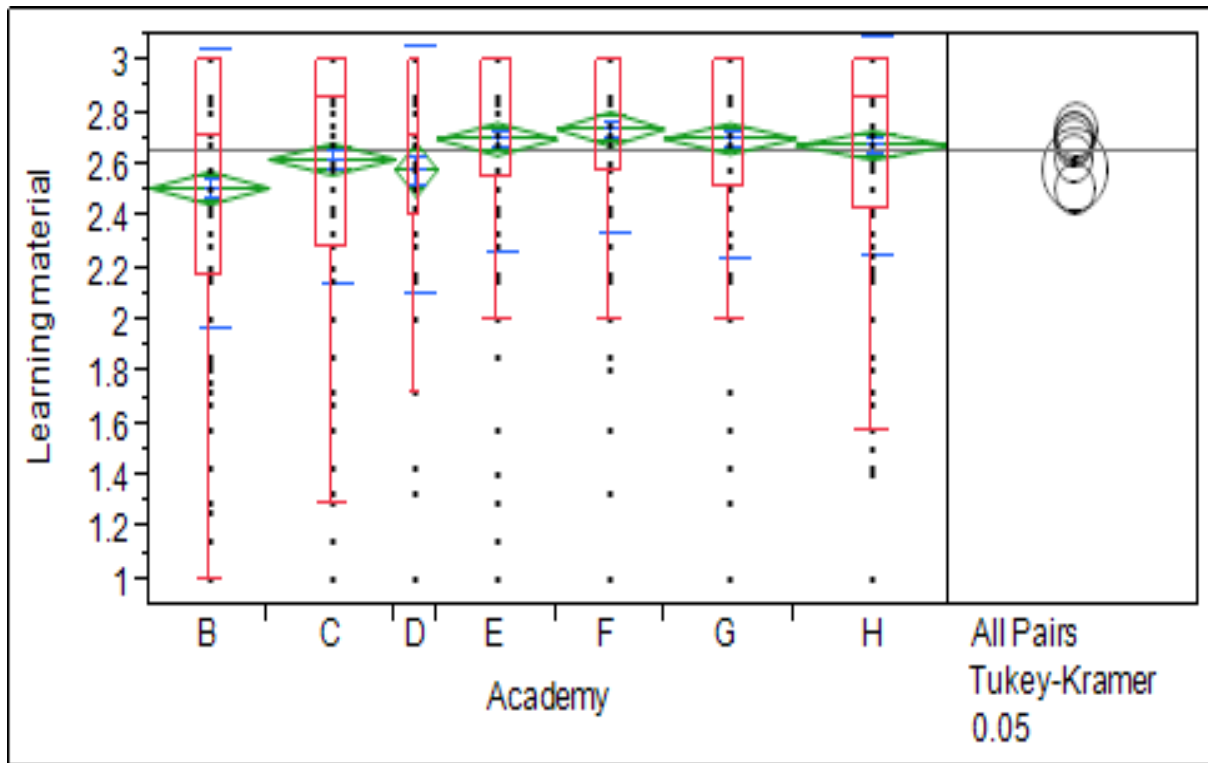


FIGURE 5.13: INFLUENCE OF ACADEMY UPON LEARNING MATERIAL

Means and standard deviations of the theme Learner Material by Academy

Academy	Number	Mean	Std Dev
Academy B	208	2.514	0.5343
Academy C	222	2.625	0.4838
Academy D	74	2.585	0.4764
Academy E	210	2.703	0.4364
Academy F	188	2.742	0.4038
Academy G	232	2.705	0.4561
Academy H	270	2.679	0.4231

Anova test: $F\text{-ratio}_{6,1403} = 5.7857$, $p\text{-value} < 0.0001$

Welch test: $F\text{-ratio}_{6,1403} = 5.0570$, $P\text{-value} < 0.0001$

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 39.7302, DF = 6, $p\text{-value} < 0.0001$

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

Connecting letter report to identify the existence of differences

Academy	A	B	Mean
Academy F	A		2.742
Academy G	A		2.705
Academy E	A		2.703
Academy H	A		2.679
Academy C	A	B	2.625
Academy D	A	B	2.585
Academy B		B	2.514

Letters not connected are significantly different.

There are two (2) groups that differ significantly in terms of their responses, namely Academies F, G, E and H constituting one group, and Academy B constituting the other. While Academy B has a significantly low, mean score for the provision of assistance with Learner Material, respondents at the Academies F, G, E and H rate assistance with Learning Material much higher.

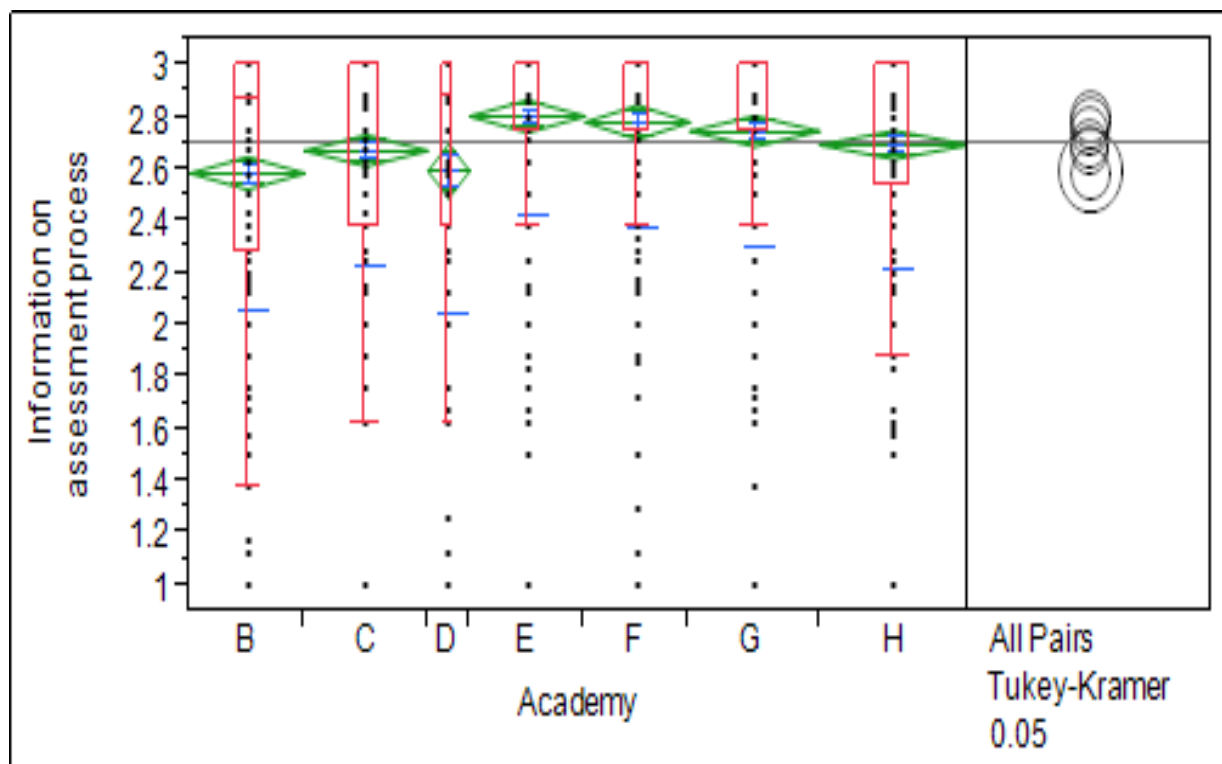


FIGURE 5.14: INFLUENCE OF ACADEMY UPON INFORMATION ON ASSESSMENT PROCESS

Means and standard deviations of the theme Assessment process by Academy

Level	Number	Mean	Std Dev
Academy B	206	2.589	0.5328
Academy C	222	2.676	0.4403
Academy D	75	2.598	0.5546
Academy E	208	2.808	0.3778
Academy F	189	2.786	0.4020
Academy G	233	2.752	0.4489
Academy H	269	2.698	0.4798

Anova test: F-ratio_{6,1401} = 6.1432 , p-value < 0.0001

Welch test: F-ratio_{6,1401} = 5.9703, P-value < 0.0001

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 46.4318, DF = 6, p-value < 0.0001

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

Connecting letter report to identify the existence of differences

Academy	A	B	C	D	Mean
Academy E	A				2.808
Academy F	A	B			2.786
Academy G	A	B	C		2.752
Academy H	A	B	C	D	2.698
Academy C		B	C	D	2.676
Academy D			C	D	2.598
Academy B				D	2.589

Letters not connected are significantly different.

There are two (2) basically significant trends here. Academies E and F have significantly higher mean scores for the theme/factor/construct Provision of Information on the Assessment Process than Academies D and B. Respondents at the Academies E and F indicated that they find Information on the Assessment Process more helpful than respondents at the Academies D and B do.

Table 5.3 provides a summary of the results of ANOVA tests which helps to analyse the influence of the academy attended upon the themes/factors/constructs of the learner support experience. The results of the comparison tests are tabled below, showing significant differences between the usefulness/helpfulness of themes/factors/constructs between academies.

TABLE 5.3: INFLUENCE OF ACADEMY ATTENDED ON LEARNER SUPPORT EXPERIENCE

Theme	Significantly highest scorer	Significantly lowest scorer
General Information	Academies E, F and G	Academies B, H and C
EHW Services	Academies E, H and G	Academies B and C
Library Services	Academy E	Academy B
Medical Health Care Services	Academies H and F	Academies C, B and D
Assistance during Training	Academy F	Academy B
Learning Material	Academies E and F	Academies B and C
Information on Assessment Process	Academies F, G, E and H	Academy B

It must be noted that Academies E and F consistently have a significantly higher mean score than Academy B for the themes/factors/constructs of the learner support experience indicating that respondents at Academies E and F find the learner support experience more helpful/useful than respondents at Academy B.

Further Anova tests to investigate the influence of respondent demographics upon the mean theme scores of the learner support experience yielded no significant results.

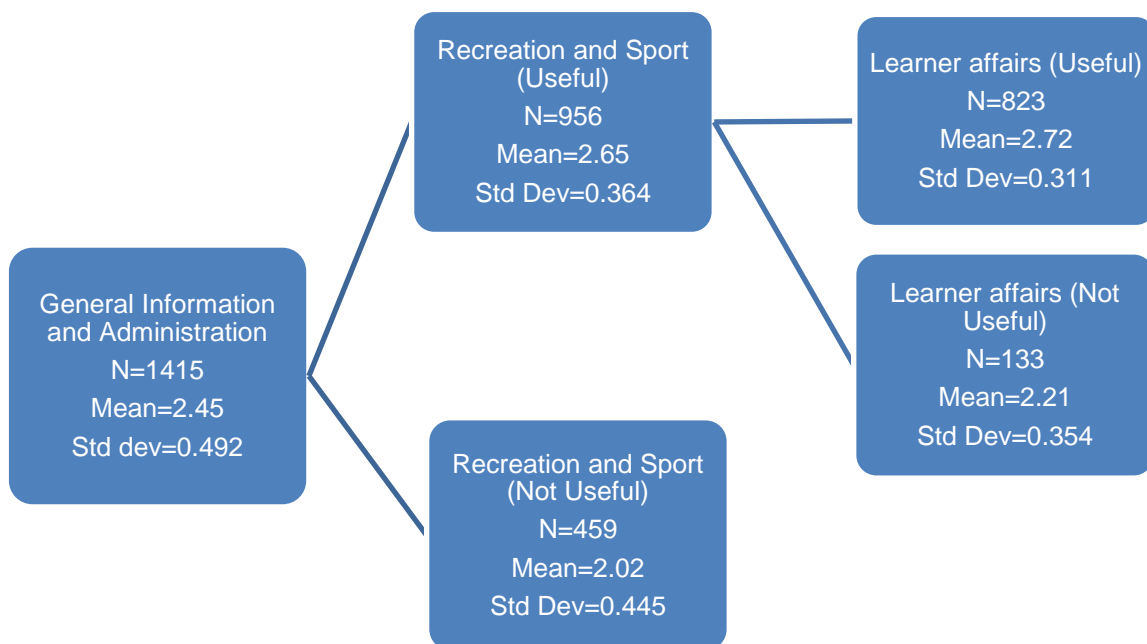
5.5.4 PARTITIONING: ITEMS OF THEMES/FACTORS/CONSTRUCTS

Partition analysis is a statistical technique that recursively partitions data according to a relationship between the X (independent) and Y (dependent) values, creating a tree of partitions. It finds a set of cuts or groupings of X values that best predict a Y value. These data splits (or *partitions*) are done recursively, forming a tree of decision rules until the desired fit is reached.

The Y values in this case are the usefulness/helpfulness theme scores, and the X values are the items that constitute each theme. The first partition defines the most prominent influence upon the target (Y) variable, the second partition the second most prominent influence, and so forth. In this manner the most predominant X values (items) that influence the Y values (the themes/factors/constructs) can be established. The purpose of this analysis is to point out which item(s) (or elements of the theme) need to be addressed to ensure a higher usefulness score for that theme.

To achieve this, the four point-scale of usefulness of the independent items were collapsed into a two point dichotomous scale: not useful and useful. Each theme was subjected to a partition analysis to determine the most prominent items that need to be addressed to increase the usefulness/helpfulness of the learner support services.

General Information:

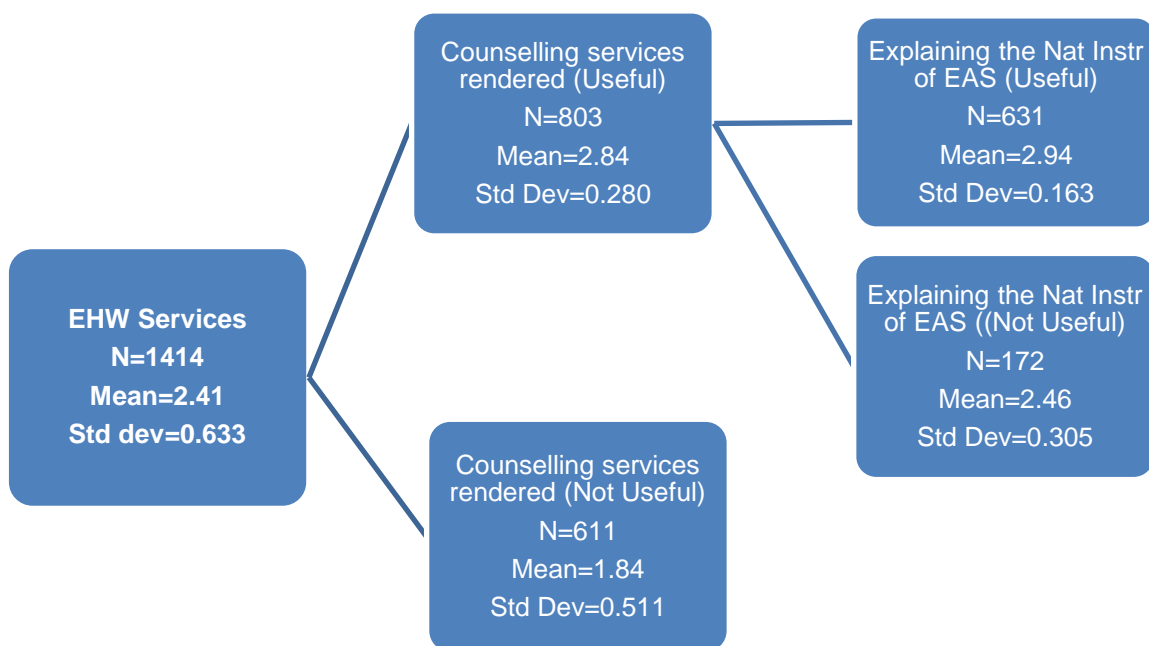


The diagramme above indicates that Recreation and Sport have the greatest impact on the mean score of General Information. The mean score for General Information amongst respondents who rate recreation and sport as not useful is 2.02, while the

mean score of those who rate it as useful is 2.65. In addition, respondents who rate Learner affairs as useful, raise the usefulness/helpfulness mean score to 2.72.

The implication seems to be that academies should address Recreation and Sport as well as Learner Affairs to improve respondents' view of the theme General Information. Obviously there may be other facilities and services of General Information that may also affect the mean score but the prominent ones are those identified here.

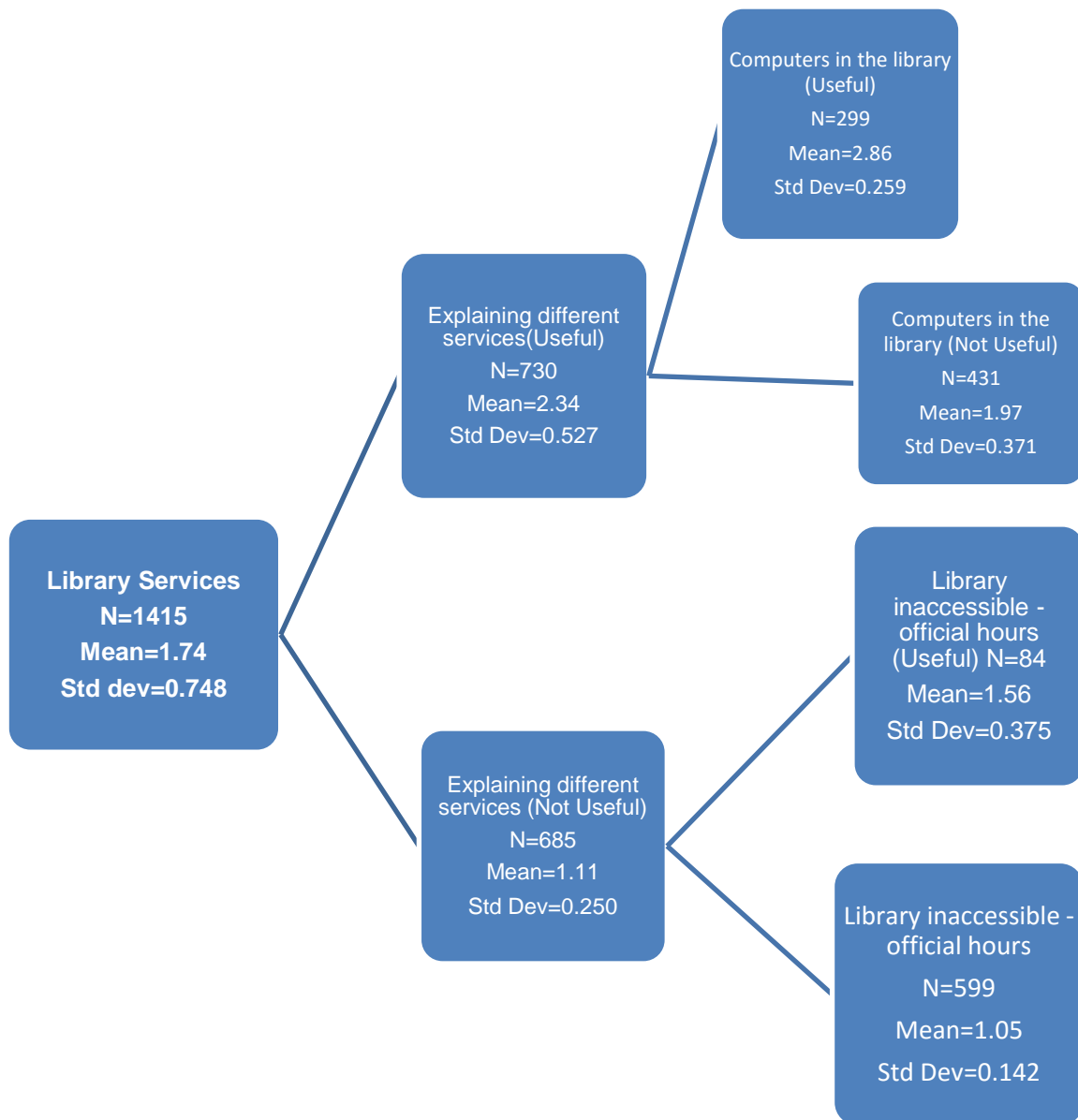
EHW Services:



Of the 1 377 respondents who rated EHW Services, 1 210 (88%) indicated that the Introduction of the Different Services was useful and allocated a mean score of 2.68 (out of 3) to EHW Services. The remaining 12%, who assessed the Introduction as not useful, provide an overall mean score of 1.76 for EHW Services. Respondents who assessed the introduction as useful/helpful, but raised concern as to the availability of EHW personnel, rated EHW Service with a mean score of 2.31.

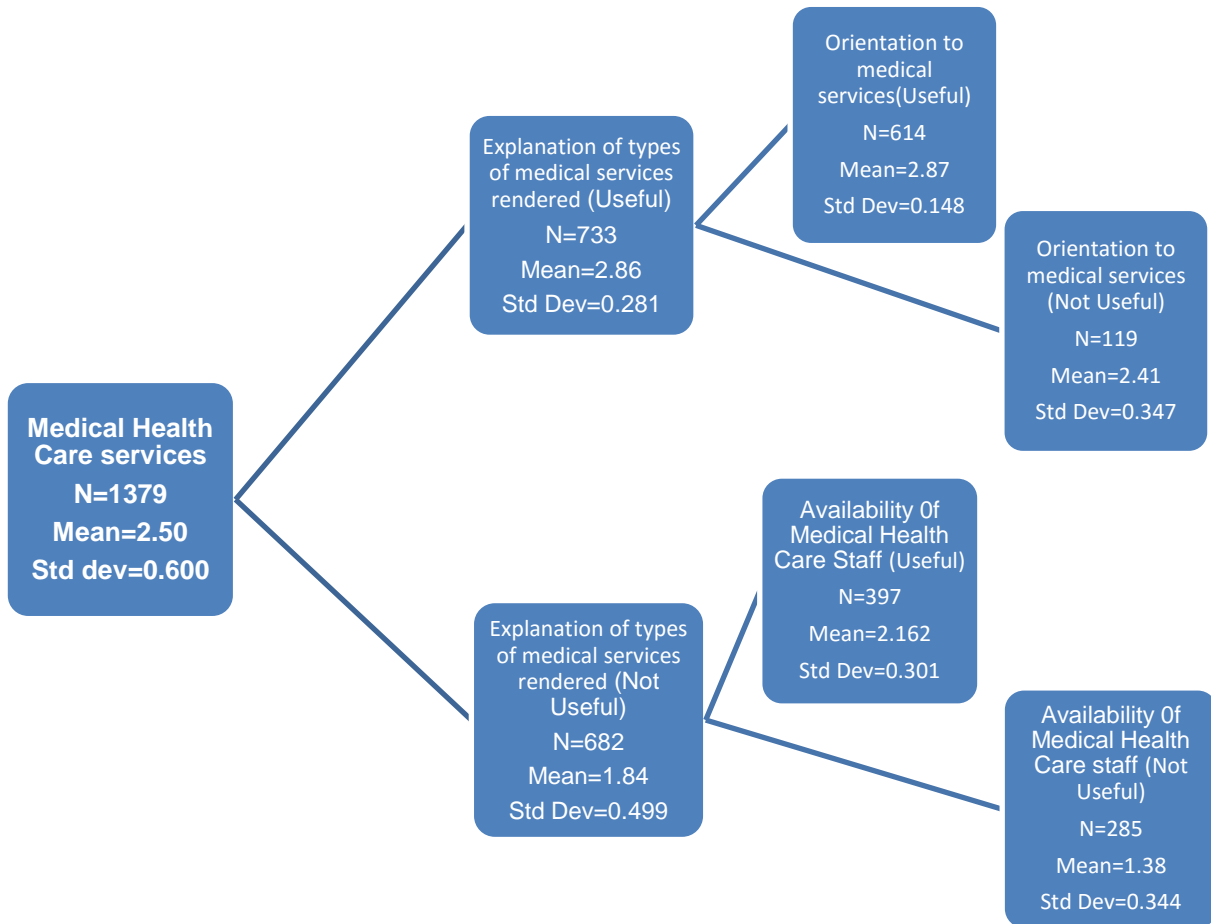
To ensure a helpful/useful EHW support service, it is necessary that Academies address the effectiveness of EHW services on their campuses.

Library Services:



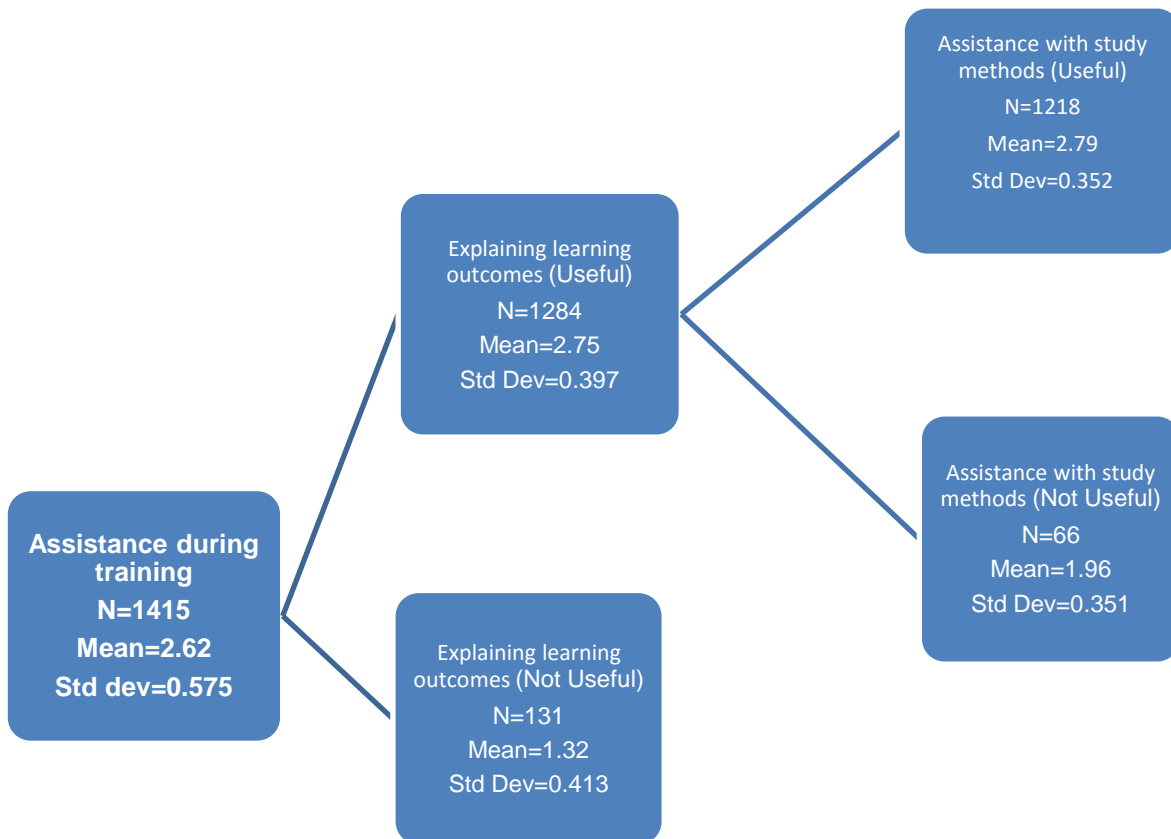
The low learner assessment of Library Services is due to inadequate explanations of the different services offered. This is the view of 48% respondents who rate this service as useless (mean score=1.11). This weak perception can be positively influenced by improving the accessibility to the library, for instance extended official hours of Library Services. The access to and optimal and effective use of computers by learners will influence respondents' views of Library Services positively.

Medical Health Care Services:



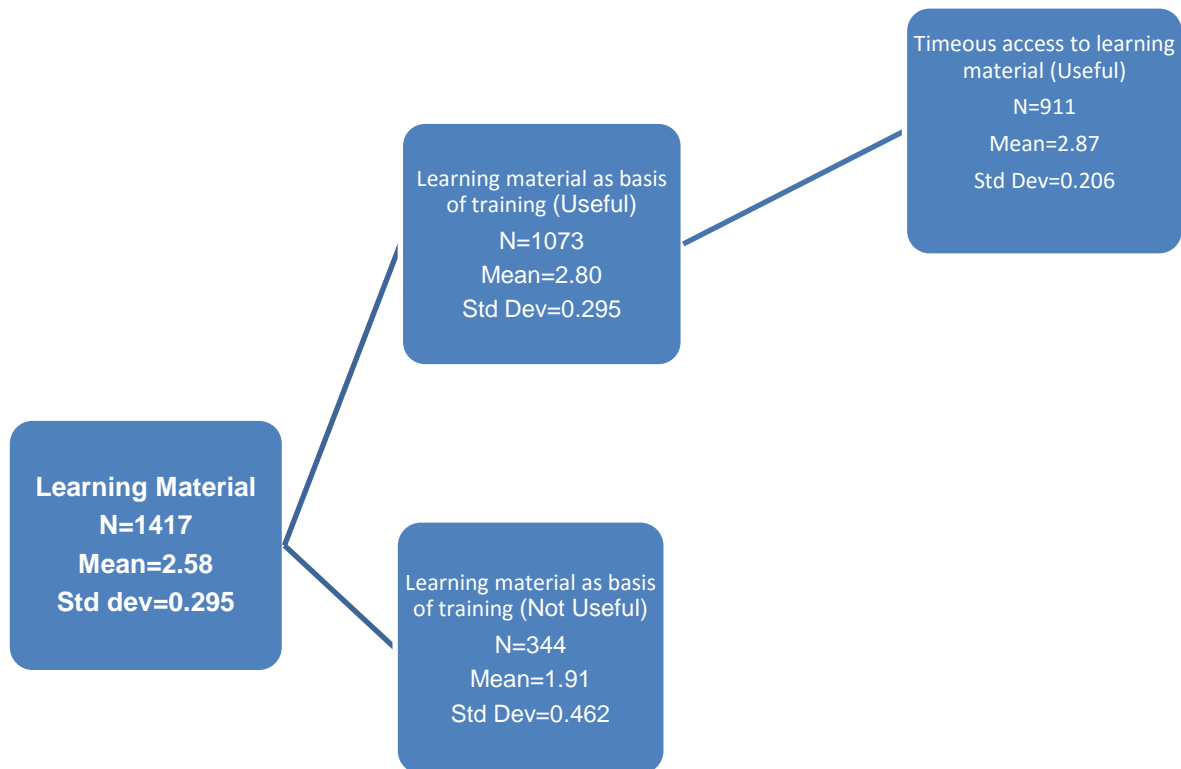
Medical Health Care Services are rated overall as between somewhat useful and useful by respondents. Through better information (explanation of services), improved availability of personnel and an effective orientation of the Medical Health Care Services, this view will be influenced positively.

Assistance during Training:



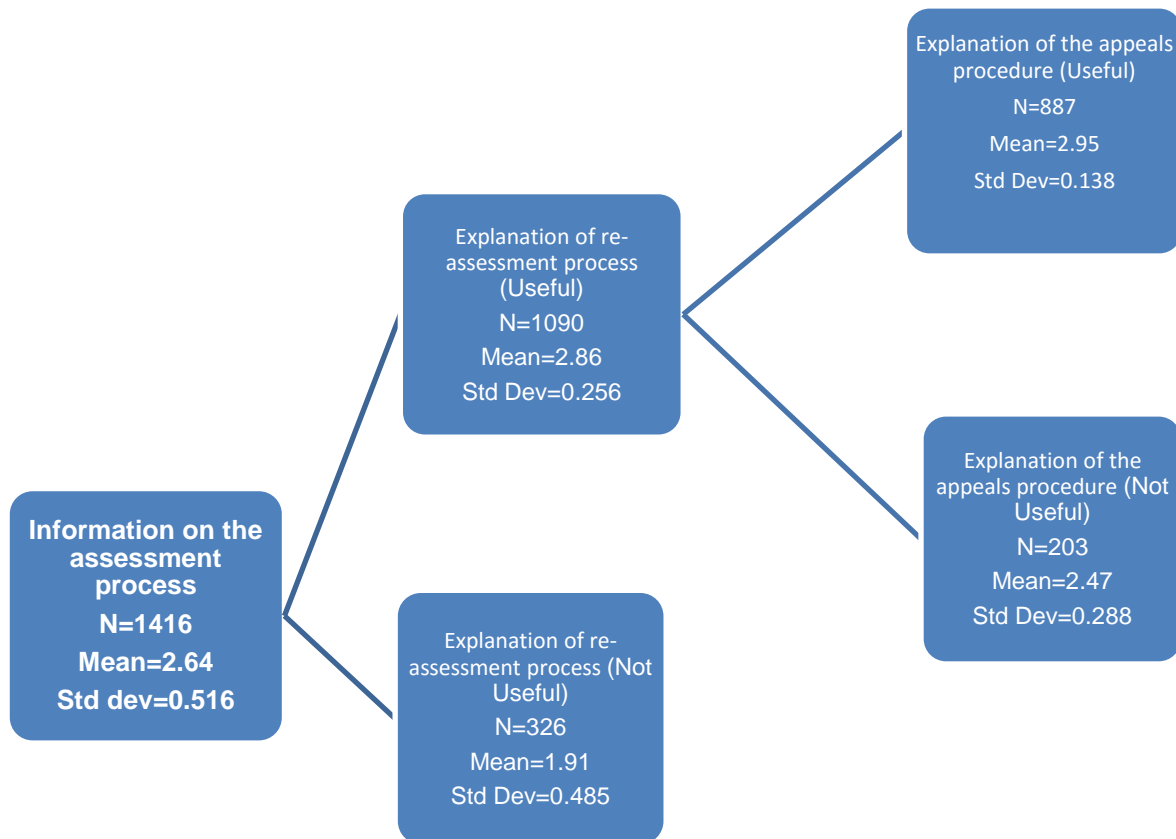
The view of respondents on Assistance during Training can be improved by explaining the learning outcomes of each learning area of the BPDLP to the learners, as well as the provision of assistance with learning/study methods.

Learning Material:



Trainers at Academies should ensure that the training offered is aligned to the learning material (24% of respondents tend to differ). Timeous access to learning material as well as the availability of additional learning material should improve respondents' views of the usefulness/helpfulness of this Service.

Information on the Assessment Process:



Explanation of the re-assessment process is unhelpful or only somewhat helpful– this is the view of 23% of respondents. This is the major concern of respondents followed by an explanation of the appeals procedure for the theme/factor/construct of the Assessment Process.

5.6 TIMELINESS OF LEARNER SUPPORT/ASSISTANCE

Timeliness of the provision of specific support/assistance was classified in terms of the following progressive ordinal categories (stages):

1. Before arriving at the academy
2. Beginning of the learning programme
3. During the learning programme
4. After completion of the learning programme
5. Never received it (service or assistance)

The availability of support services during the BPDLP is an essential and requisite part of the learning programme. All respondents have access to these services during the academic training phase.

It is important that the support service available to respondents be provided timely for the assistance to have the desired impact. If a respondent does not receive the necessary support/assistance at the stage when it is required or needed, the value and positive impact of the service will be in doubt. The timely provision of a support service is therefore essential to the successful completion of the BPDLP.

In the subsequent sections the timeliness of the support services are investigated in terms of the statements/items that constitute each theme/factor/construct. The following tables and bar-charts highlight the problems encountered with the timeliness of the support services.

5.6.1 TIMELINESS OF GENERAL INFORMATION

Table 5.4 and Figure 5.15 provide a summary of the distribution of views of respondents on the timeliness of statements/items of General Information.

TABLE 5.4: TIMELINESS OF PROVISION OF GENERAL INFORMATION

General Information	Before arriving at academy	Beginning of learning programme	During learning programme	After completion of learning programme	Never received support/ assistance
Memorandum of Understanding (MoU)	5.7%	56.0%	33.6%	1.4%	3.3%
Physical layout of the Basic Police Development Academy	4.9%	54.2%	36.4%	2.9%	1.6%
Respondent Affairs (all human resource related matters), for example leave, injury on duty, financial aspects (stipend), etc.	3.8%	41.4%	47.4%	2.5%	5.0%
Discipline and Behaviour (Academy orders)	5.5%	58.1%	30.0%	3.8%	2.6%
Mess Facilities and Procedures	5.3%	63.7%	26.7%	2.0%	2.3%
Monitoring and Evaluation Processes	2.1%	43.5%	50.2%	2.1%	2.1%
Recreation and Sport	4.6%	25.8%	53.2%	4.5%	11.9%

The timeliness of the types of service/assistance related to the theme, General Information, is graphically illustrated in Figure 5.15.

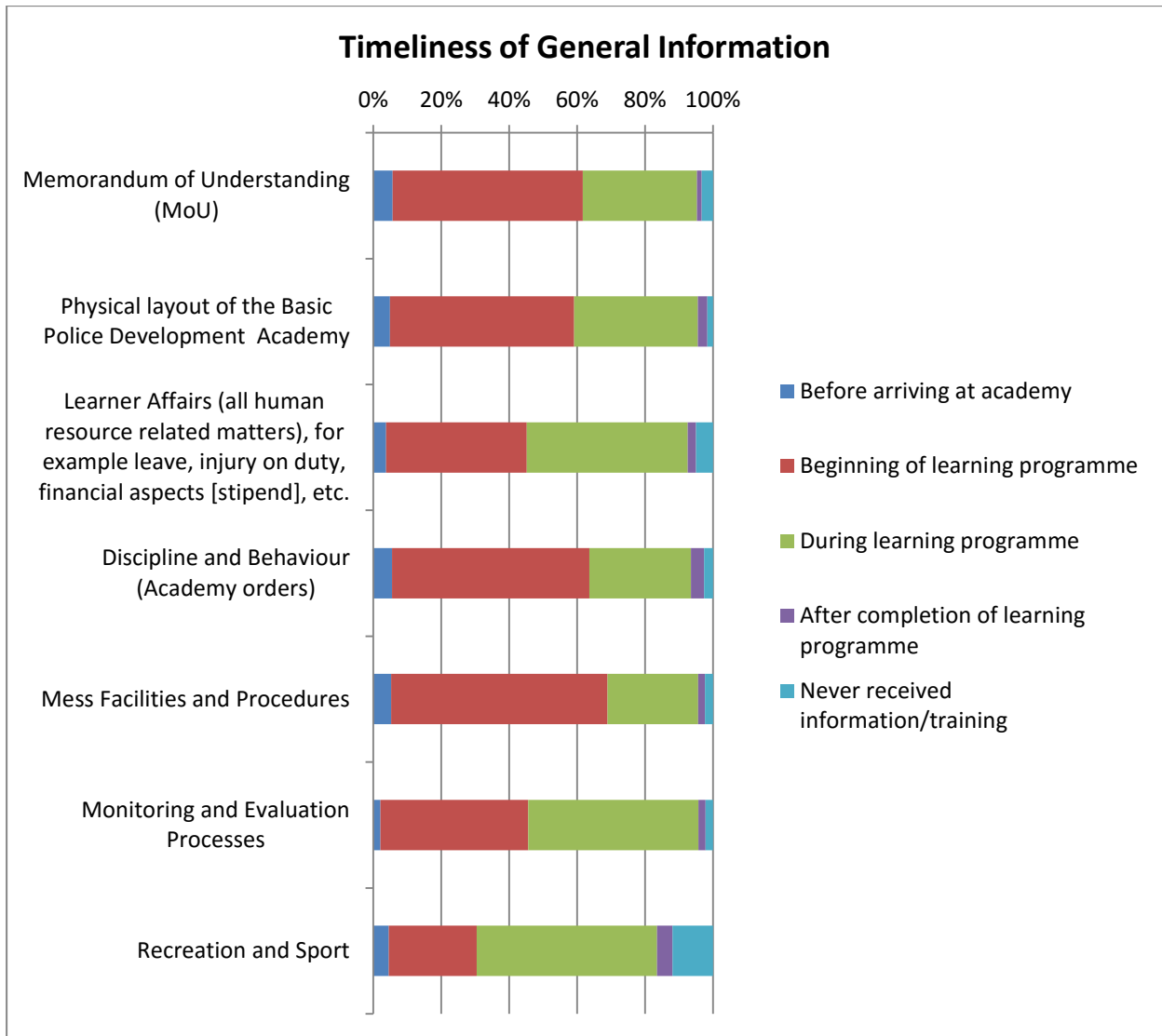


FIGURE 5.15: TIMELINESS OF INFORMATION

It is expected that support and assistance on General Information would be provided to the respondents 'Before arriving at the Academy stage' and/or at the 'Beginning of learning programme stage'. Most of the respondents reported that they received General Information as a support/assistance service at the 'Beginning of the learning programme stage' or 'During the learning programme stage'. This is considered as positive timing since general information should be provided at the start of formal training.

Approximately 16% of the respondents only received information on Recreation and Sport after completion of the programme.

5.6.2 TIMELINESS OF EHW SERVICES

Table 5.5 provides a summary of the timeliness of the provision of EHW Services as a learner support service.

TABLE 5.5: TIMELINESS OF PROVISION OF EHW SERVICES

EHW Services	Before arriving at academy	Beginning of learning programme	During learning programme	After completion of learning programme	Never received support/assistance
Availability (telephonically and/or in person) of EHW personnel	3.1%	29.5%	51.7%	2.9%	12.8%
Knowledge and Skills during the EHW Self-Empowerment Programme	2.5%	28.1%	60.5%	2.9%	6.1%
Counselling Services rendered by EHW personnel	2.5%	26.7%	52.2%	3.3%	15.3%
Introducing the different services of EHW (social workers, chaplains, psychologists)	3.4%	36.4%	54.4%	2.8%	3.0%
Explaining the National Instruction of EAS (Employee Assistance Services)	2.5%	34.7%	50.4%	3.2%	9.3%

The timeliness of the types of service/assistance in respect of the theme, EHW Services, is graphically illustrated in Figure 5.16.

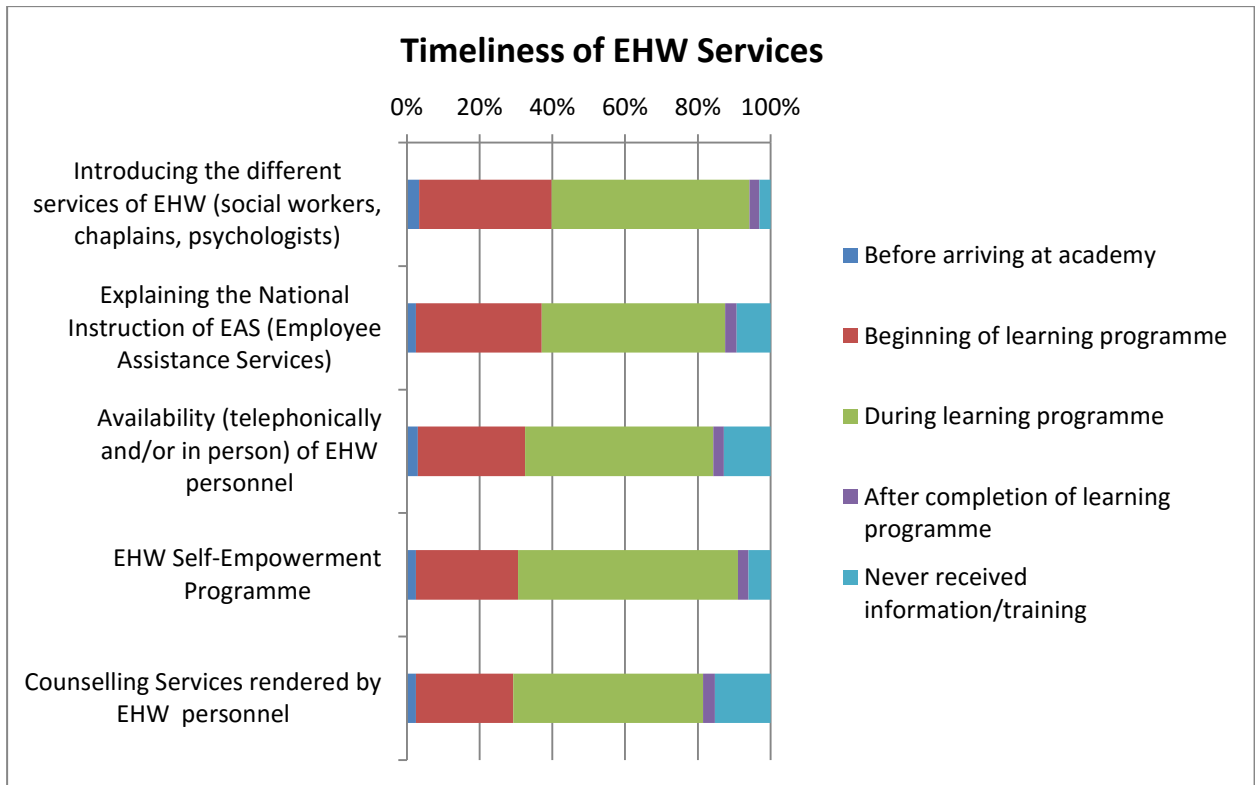


FIGURE 5.16: TIMELINESS OF EHW SERVICES

Many respondents claimed to have received no support or assistance from EHW Services; 15.3% reported that they had not received counselling services by EHW personnel, and 12.8% did not know of the availability of such Services.

As was pointed out above, learner support services form an important and inherent part of the learning programme. Failure to timely provide a service violates the purpose and outcomes of the learning interventions and undermines the expectations of the respondent.

5.6.3 TIMELINESS OF LIBRARY SERVICES

Analysis of library support service was found to be largely unhelpful or not useful. In this section the timeliness of this service is investigated.

Table 5.6 serves as a summary of the timeliness of Library Services provision as a learner support service.

TABLE 5.6: TIMELINESS OF PROVISION OF LIBRARY SERVICES

Library Services	Before arriving at academy	Beginning of learning programme	During learning programme	After completion of learning programme	Never received support/ assistance
Orientation to the library facilities	4.3%	24.2%	44.2%	3.1%	24.2%
Explaining the types of services rendered by Library personnel	4.3%	23.5%	41.6%	3.1%	27.5%
Official hours the library could be accessed	4.7%	23.5%	37.9%	3.0%	31.0%
Assistance received from library personnel	3.8%	18.4%	38.6%	2.9%	36.3%
The computers in the library	4.7%	14.4%	29.2%	2.3%	49.4%
The Intranet and Internet in the library	4.7%	12.9%	27.3%	2.8%	52.3%

The timeliness of the types of service/assistance considered in the theme, Library Services, is graphically illustrated in Figure 5.17.

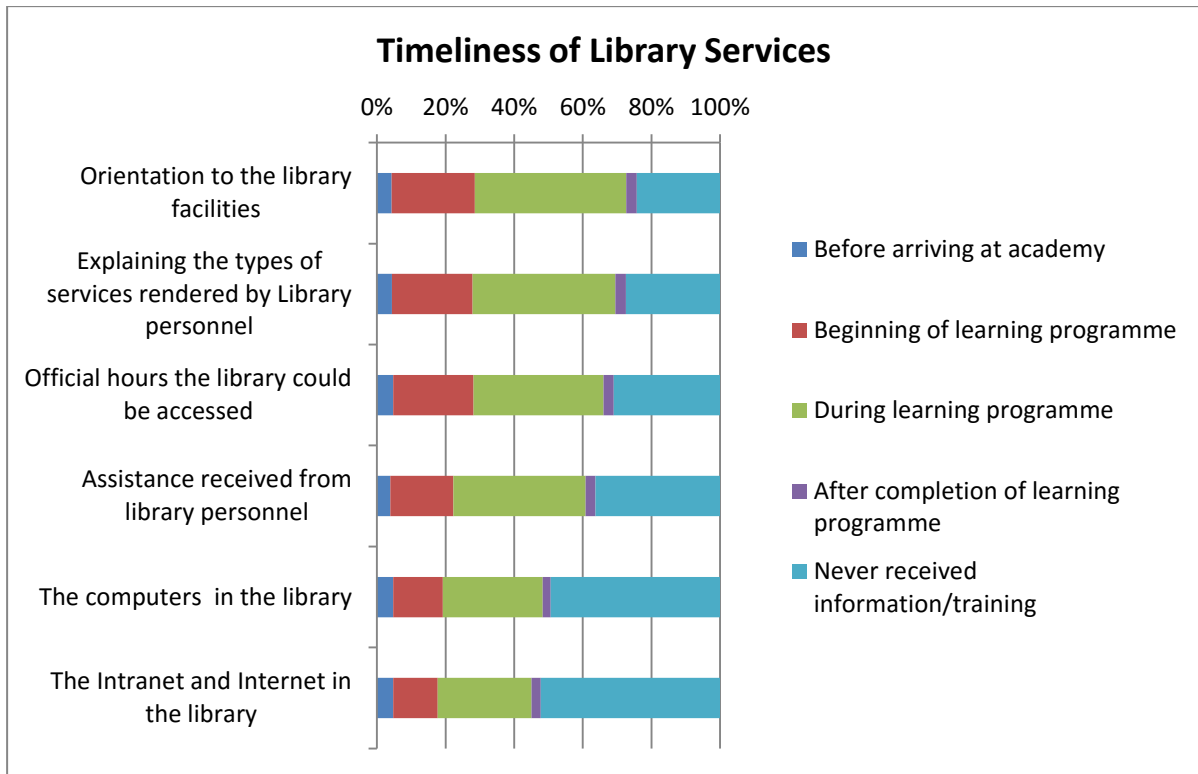


FIGURE 5.17: TIMELINESS OF LIBRARY SERVICES

Respondents consider Library Services as an absent learner support service. More than 50% of the respondents received no support on intranet/internet and computer facilities in the library. Of the support that was received, most was provided during the learning programme.

5.6.4 TIMELINESS OF MEDICAL HEALTH CARE SERVICES

Table 5.7 summarises the timeliness of the provision of Medical Health Care Services as a learner support service.

TABLE 5.7: TIMELINESS OF PROVISION OF MEDICAL HEALTH CARE SERVICES

Medical Health Care Services	Before arriving at academy	Beginning of learning programme	During learning programme	After completion of learning programme	Never received support/assistance
Orientation to the Medical Health Care Centre	3.6%	33.1%	48.1%	3.0%	12.2%
Explanation of the types of services rendered by the Medical Health Centre personnel	2.7%	34.5%	48.2%	3.7%	10.9%
Information received about the Polmed Medical Scheme	2.2%	38.6%	52.9%	3.2%	3.2%
Availability of Medical Health Care Centre personnel	2.9%	36.3%	49.9%	2.9%	8.0%

The timeliness of the types of service/assistance mentioned in the theme, Medical Health Care Services, is graphically illustrated in Figure 5.18.

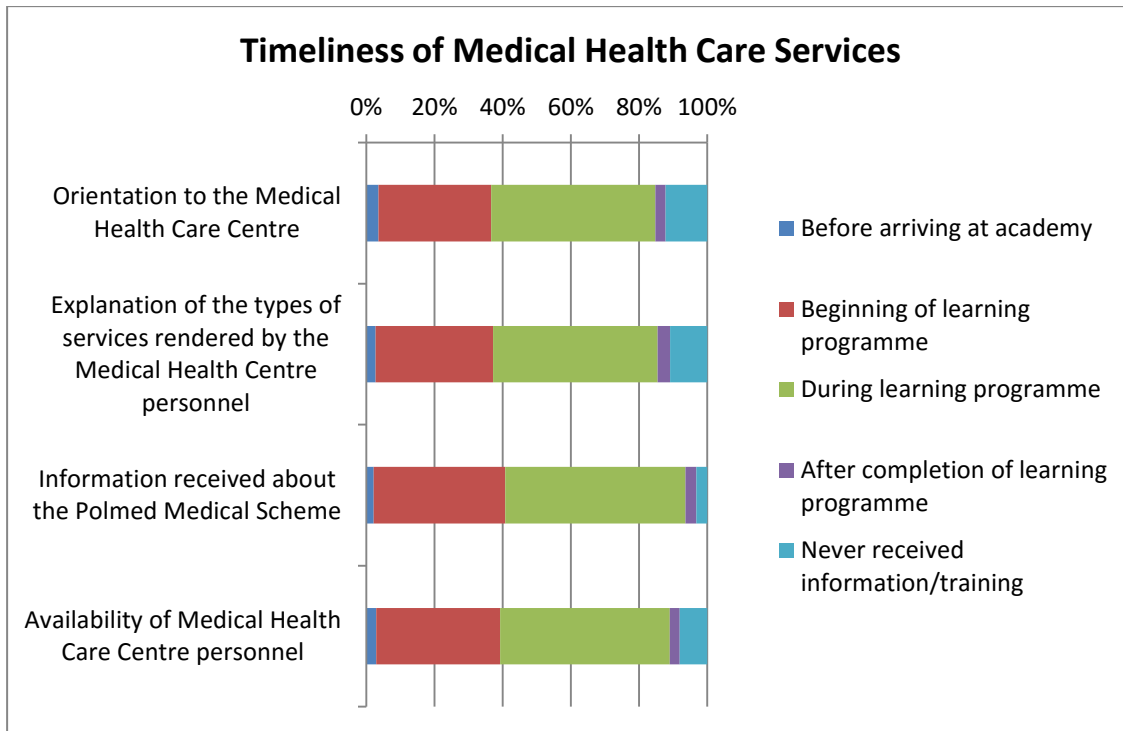


FIGURE 5.18: TIMELINESS OF MEDICAL HEALTH CARE SERVICES

Approximately 12% of the respondents never received orientation to the Medical Health Care Centre, and 11% received no information on the availability of Medical Health Care Centre personnel. However, the majority of respondents indicated that Medical Health Care Services were timely provided.

5.6.5 TIMELINESS OF ASSISTANCE DURING TRAINING

In Table 5.8 the timeliness of assistance respondents received during the actual training is summarises.

TABLE 5.8: TIMELINESS OF ASSISTANCE DURING TRAINING

Assistance During Training	Before arriving at academy	Beginning of learning programme	During learning programme	After completion of learning programme	Never received support/assistance
Explaining the different learning areas of the BPDLP	2.6%	43.6%	46.3%	2.7%	4.9%
Explaining all the learning outcomes of each learning area of the BPDLP	2.4%	40.2%	50.0%	3.0%	4.4%
Explaining the time table	2.1%	42.0%	49.4%	2.8%	3.8%
Assistance with learning/study methods	1.7%	36.1%	53.6%	2.9%	5.7%

The timeliness of the types of service/assistance of the theme, Assistance during Training, is graphically illustrated in Figure 5.19.

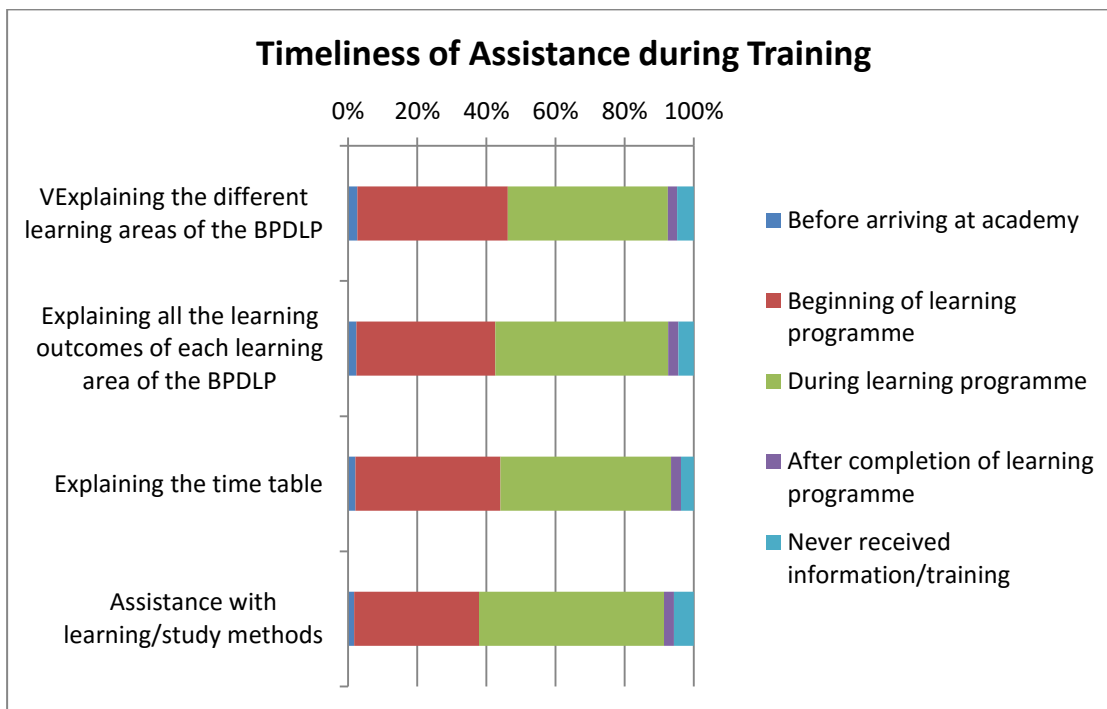


FIGURE 5.19: TIMELINESS OF ASSISTANCE DURING TRAINING

Assistance during training was generally considered as timely available although 8% of the respondents indicated they did not receive this assistance.

5.6.6 TIMELINESS OF ASSISTANCE REGARDING LEARNING MATERIAL

In Table 5.9 a summary is given of the timeliness of the assistance the respondents received regarding the Learning Material during the actual training.

TABLE 5.9: TIMELINESS OF ASSISTANCE REGARDING LEARNING MATERIAL

Learning Material	Before arriving at academy	Beginning of learning programme	During learning programme	After completion of learning programme	Never received support/assistance
I had timeous access to the learning material	2.1%	34.3%	56.3%	3.0%	4.4%
The learning material was factually correct	2.0%	36.9%	55.6%	2.9%	2.7%
The learning material was user friendly	2.1%	36.0%	54.8%	3.6%	3.6%
The availability of the instructors/facilitators for additional academic assistance	1.9%	38.1%	53.0%	2.7%	4.4%
The availability of additional learning support material, for example dictionaries, other text books, guest speakers, etc.	2.4%	31.4%	48.6%	2.8%	14.8%
I was given the opportunity to provide feedback on the learning material	2.5%	19.0%	61.1%	8.3%	9.1%
The learning materials served as the basis for training that took place	1.8%	32.2%	59.7%	4.9%	1.4%

The timeliness of the types of service/assistance included in the theme, Learning Material, is graphically illustrated in Figure 5.20.

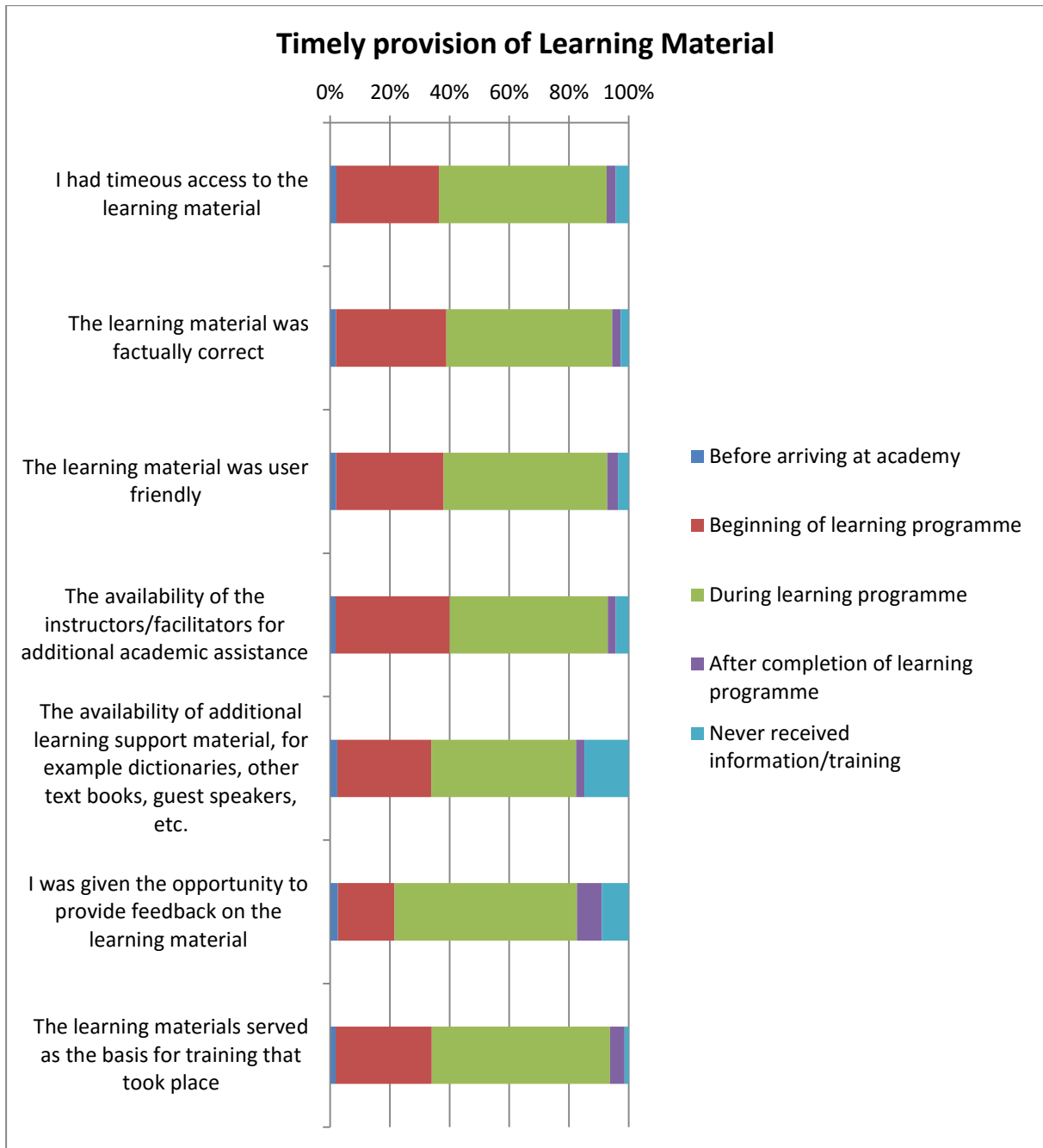


FIGURE 5.20: TIMELINESS OF LEARNING MATERIAL

Although most respondents regard the provision and assistance of Learning Material as timeous, approximately 17% of the respondents did not have access to additional learning material or did not know of its availability.

5.6.7 TIMELINESS OF INFORMATION ON ASSESSMENT PROCESS

Table 5.10 provides a summary of the timeliness of the information respondents received regarding the assessment process during the actual training.

TABLE 5.10: TIMELINESS OF INFORMATION ON ASSESSMENT PROCESS

Information on Assessment Process	Before arriving at academy	Beginning of learning programme	During learning programme	After completion of learning programme	Never received information/training
Explanation of the assessment strategy	1.8%	35.2%	57.4%	3.4%	2.3%
Explanation of the assessment criteria	1.2%	35.9%	57.4%	3.7%	1.8%
Preparation about assessment tools, before conducting the assessment	1.5%	33.6%	60.4%	2.9%	1.6%
Explanation of re-assessment process	1.3%	30.2%	61.6%	4.9%	2.0%
Implementation of remedial training	1.5%	28.6%	62.2%	4.7%	2.9%
Opportunity to provide feedback on the assessment instruments	1.4%	26.1%	62.0%	6.3%	4.3%
Explanation of the assessment appeals procedure	1.8%	26.2%	59.2%	5.6%	7.2%
Explanation of the ethics of assessment and the implication thereof	1.4%	28.6%	60.9%	4.6%	4.5%

The timeliness of the types of service/assistance included in the theme, Information on the Assessment Process, is graphically illustrated in Figure 5.21.

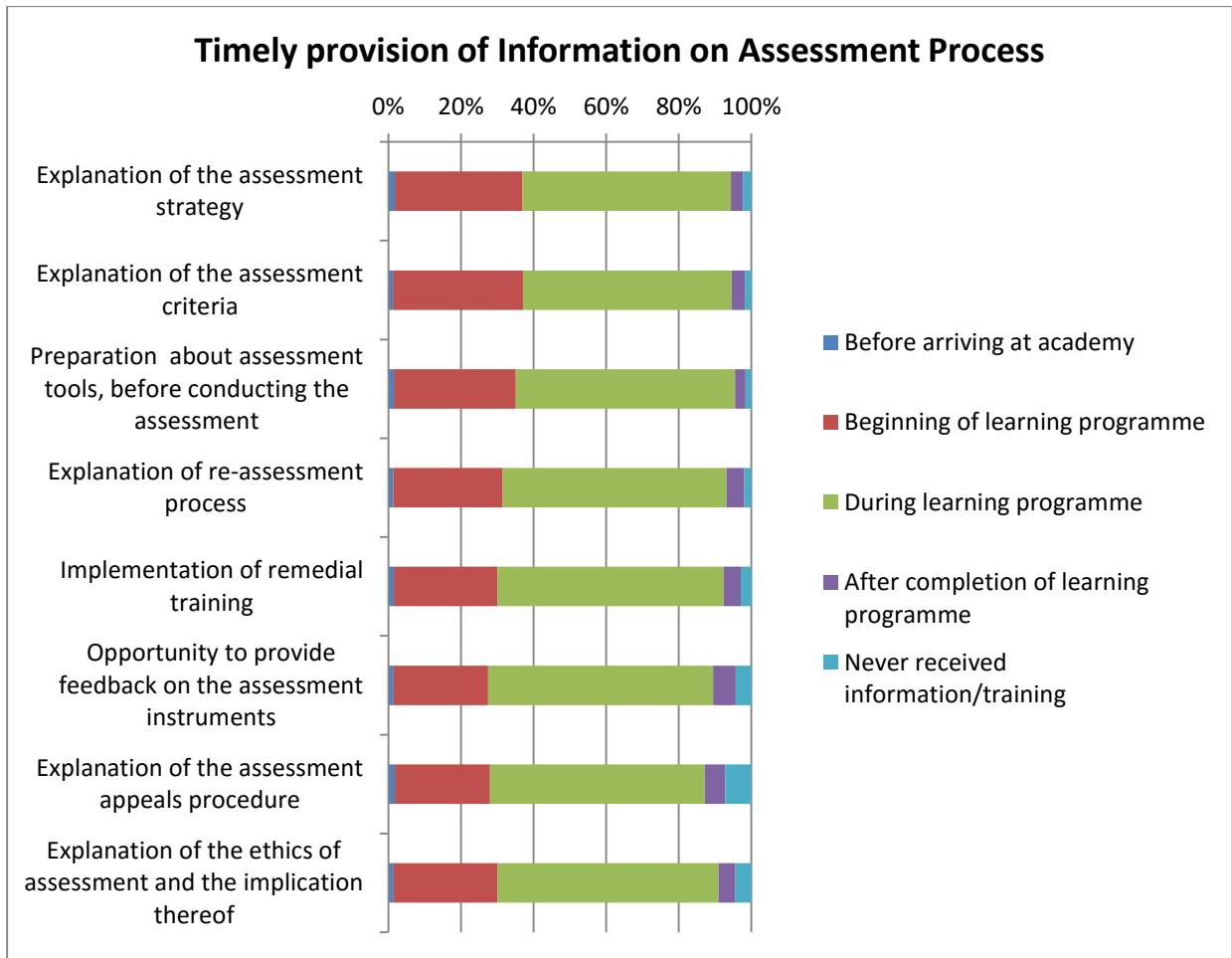


FIGURE 5.21: TIMELINESS OF INFORMATION ON ASSESSMENT PROCESS

Not all respondents were given the opportunity to provide feedback on the assessment instruments (10.6%) or had the assessment appeals procedure explained to them. Most respondents view access to information on the Assessment Process as being received timely, e.g. in the beginning of or during the learning intervention.

5.7 ESTABLISHING A SCORE FOR MEASURING THE TIMELINESS OF SUPPORT AND ASSISTANCE RENDERED TO RESPONDENTS DURING THE ACADEMIC PROGRAMME

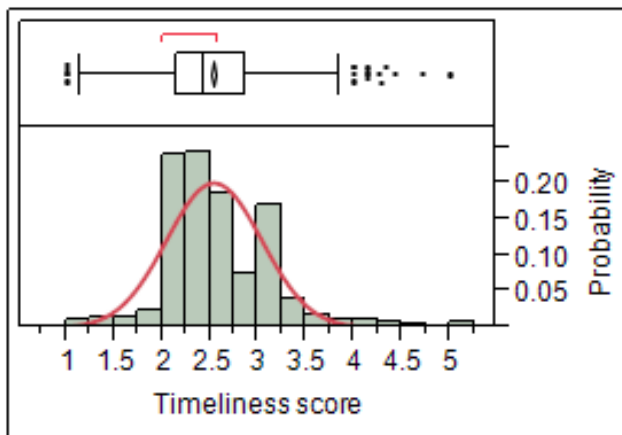
A score for the timeous receipt of learner support service should indicate a measure of success. A low score would be better than a large score. For example the closer the score to 5 the more detrimental the service would be to the respondent's successful completion of his/her study endeavour.

An average timeliness score was calculated from the respondent's view of receipt of a learner support service during the academic training phase of the BPDLP. The scale upon which the service is rated and from which the score is calculated is as follows:

1. Before arriving at the academy
2. Beginning of the learning programme
3. During the learning programme
4. After completion of the learning programme
5. Never received it (service or assistance)

The five timeliness scales presented above must be considered when interpreting the timeliness measure. The mean value presented is the arithmetic mean, and the median is the mid-value of the ranked measurements. The following descriptive statistics and distributions (including the box-plot above the distribution) provide an insight into the timeliness of the service (the box-plot being especially useful in the identification of outlying values).

5.7.1 TIMELINESS OF GENERAL INFORMATION



Percentile		Value
100.00	maximum	5
99.50		4.29
97.50		3.58
90.00		3
75.00	quartile	2.86
50.00	median	2.43
25.00	quartile	2.14
10.00		2
2.50		1.71
0.50		1.14
0.00	minimum	1

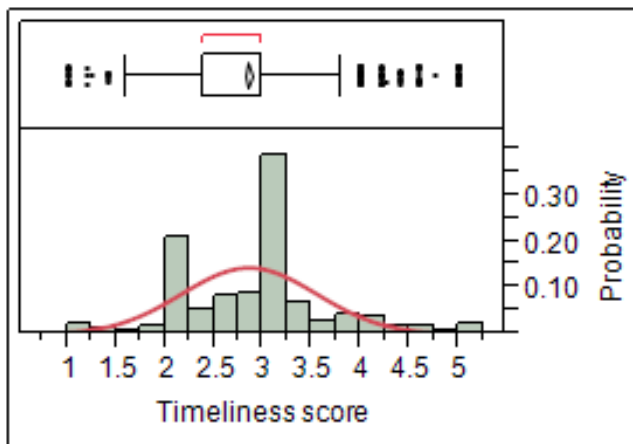
Summary statistics

Parameter	Value
Mean	2.53
Std Dev	0.495
N	1395

Most respondents (approximately 85%) reported that support and assistance on General Information is received during and after the beginning, but before the completion of the learning programme. The variation in scores is fairly tight indicating reasonable consensus between the respondents.

It is expected that this information be provided before or at the beginning of the academic programme to enable respondents to prepare for the formal training. To receive the General Information at a later stage is assumed to negatively impact upon the preparation of the respondent.

5.7.2 TIMELINESS OF EHW SERVICES



Summary statistics

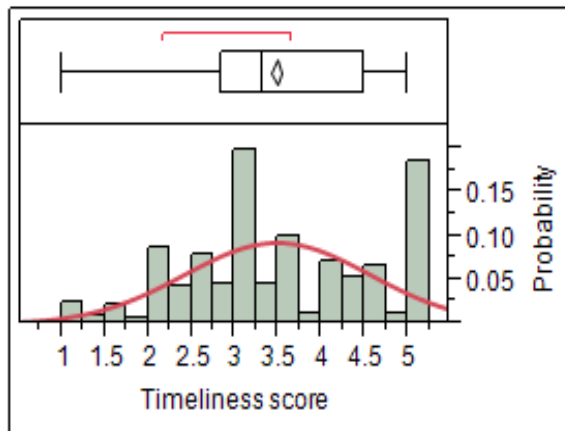
Parameter	Value
Mean	2.85
Std Dev	0.691
N	1392

Percentile		Value
100.00	maximum	5
99.50		5
97.50		4.6
90.00		3.8
75.00	quartile	3
50.00	median	3
25.00	quartile	2.4
10.00		2
2.50		1.8
0.50		1
0.00	minimum	1

Upon average, respondents received EHW Services during training. The variation in scores is widening indicating a wide variation in views on EHW Services.

EHW Services must be available throughout the learning intervention, and late timing of this Service will have a negative impact on respondents. Obtaining this service too late, not receiving the service or, worse still, not knowing about the service is inexcusable.

5.7.3 TIMELINESS OF LIBRARY SERVICES



Summary statistics

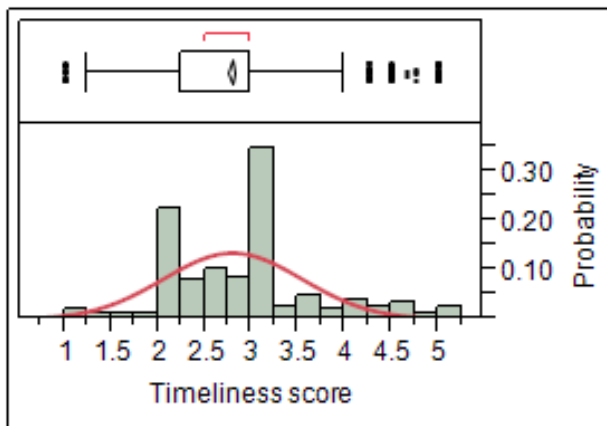
Parameter	Value
Mean	3.48
Std Dev	1.072
N	1399

Percentile	Value	
100.00	maximum	5
99.50		5
97.50		5
90.00		5
75.00	quartile	4.5
50.00	median	3.33
25.00	quartile	2.83
10.00		2
2.50		1.33
0.50		1
0.00	minimum	1

On average, assistance from Library Services was only received half-way through the learning programme. More than 50% of respondents reported that they received Library Services as a support service after completion of the learning intervention, received no assistance at all or did not know that such services were available. A large variation indicates divergent views on timely Library Services.

The variability in views will be investigated with statistical tests later on in this Chapter in an attempt to explain the common variance within the data.

5.7.4 TIMELINESS OF MEDICAL HEALTH CARE SERVICES



Summary statistics

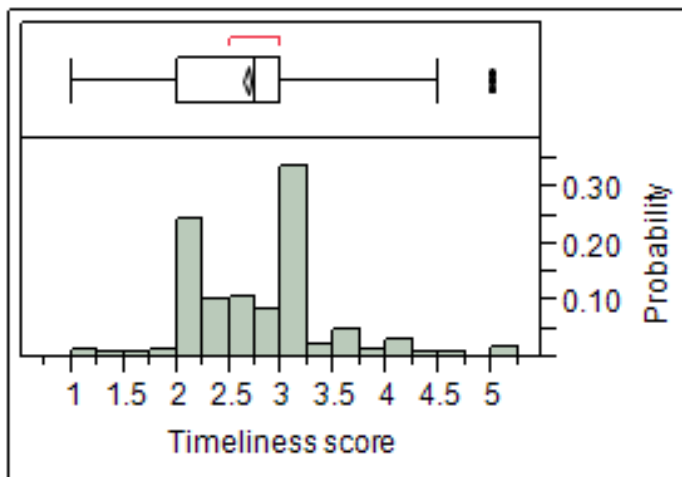
Parameter	Value
Mean	2.79
Std Dev	0.744
N	1390

Percentile		Value
100.00	maximum	5
99.50		5
97.50		4.54
90.00		3.75
75.00	quartile	3
50.00	median	3
25.00	quartile	2.25
10.00		2
2.50		1.75
0.50		1
0.00	minimum	1

Medical Health Care Services was on average provided timely during the learning programme. Approximately 8% of respondents were unaware of Medical Health Care Services or only became aware of it at the end of the learning programme. Quite a wide variation in views on timeliness of Medical Health Care Services exists.

The overall average timeliness of Medical Health Care Services was within the training period. However, descriptive statistics above indicate that approximately 20% of respondents view the timing of this service as falling outside the training period (after completion of training) or not provided at all.

5.7.5 TIMELINESS OF ASSISTANCE DURING ACTUAL TRAINING



Percentile		Value
100.00%	maximum	5
99.50%		5
97.50%		4.25
90.00%		3.5
75.00%	quartile	3
50.00%	median	2.75
25.00%	quartile	2
10.00%		2
2.50%		1.75
0.50%		1
0.00%	minimum	1

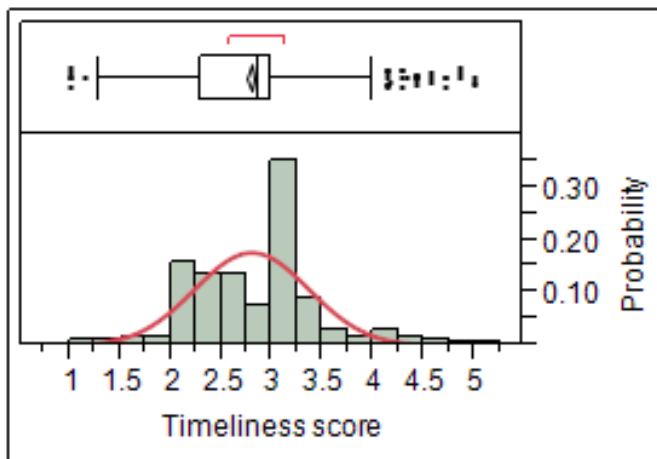
Summary statistics

Parameter	Value
Mean	2.67
Std Dev	0.645
N	1385

Most training assistance was provided at the beginning of and during the training. However, 5% of respondents were unaware of assistance or only found out about it at the end of the programme. There is a wide variation in scores indicating a divergence of views regarding the timeliness of assistance during training.

Assistance during training covers several areas, including access to study methods as well as an explanation of learning outcomes and the programme timetable. Information must be imparted timely to ensure that respondents receive the benefit of the support services at their disposal.

5.7.6 TIMELINESS OF PROVISION OF LEARNING MATERIAL



Percentile		Value
100.00	maximum	5
99.50		4.72
97.50		4.02
90.00		3.29
75.00	quartile	3
50.00	median	2.86
25.00	quartile	2.29
10.00		2
2.50		1.98
0.50		1.28
0.00	minimum	1

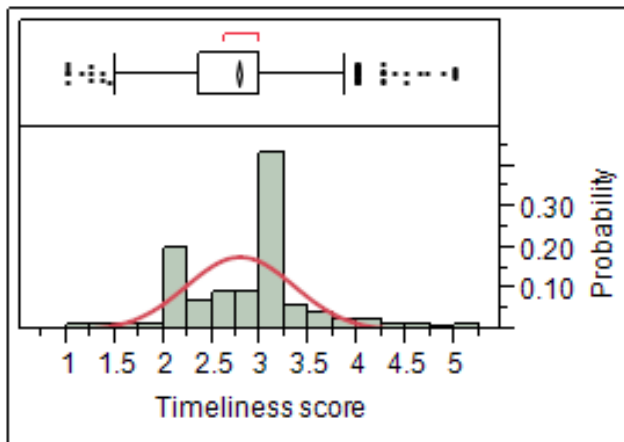
Summary statistics

Parameter	Value
Mean	2.79
Std Dev	0.564
N	1394

Learning Material was in general provided at the beginning of or during training. A few respondents (less than 2.5%) reported receiving learning material too late or not at all. There seems to be reasonable consensus on the timeliness of receipt of Learning Material.

Aspects of this support service provided either too late or not at all include the provision of additional learning material and the opportunity to provide feedback on the learning material.

5.7.7 TIMELINESS OF PROVISION OF INFORMATION ON THE ASSESSMENT PROCESS



Percentile		Value
100.00	maximum	5
99.50		4.73
97.50		4
90.00		3.25
75.00	quartile	3
50.00	median	3
25.00	quartile	2.38
10.00		2
2.50		2
0.50		1.24
0.00	minimum	1

Summary statistics

Parameter	Value
Mean	2.78
Std Dev	0.554
N	1382

Information of the assessment process was generally received timely, i.e. at the start of the learning programme or during the actual training. Only a few respondents reported receiving this information on completion of the course, or not at all. There appears to be reasonable consensus on the timeliness of information provision regarding the assessment process.

Aspects of support viewed by respondents as untimely (after completion of the training period) are the opportunity to have the appeals process explained to them or the opportunity to provide feedback on the assessment instrument.

5.7.8 SUMMARY OF TIMELINESS SCORES AS VIEWED BY RESPONDENTS

The following Table provides the mean, median and quantiles of the timeliness scores. In interpreting these scores, due regard must be given to the scale against which timeliness was measured.

TABLE 5.11: TIMELINESS MEAN, MEDIAN AND QUANTILES

Study Theme	Average Timeliness Score	Timeliness score deviation	25 th Quartile	50 th Quartile (Median)	75 th Quartile
General Information	2.532	0.4954	2.143	2.429	2.857
EHW Services	2.849	0.6911	2.4	3	3
Health Care Services	2.790	0.7436	2.25	3	3
Learning Material	2.674	0.6452	2	2.75	3
Training Assistance	2.789	0.5640	2.286	2.857	3
Information on Assessment Process	2.778	0.5537	2.375	3	3
Library Services	3.481	1.0721	2.83	3.3	4.5

The average scores for the timely provision of support services were during the learning programme (less than 3). The average score for timely provision of library services indicates the period after completion of the learning programme, which is too late for beneficial use.

5.7.9 CORRELATION BETWEEN THE MEAN TIMELINESS SCORES

TABLE 5.12: BIVARIATE CORRELATION BETWEEN THE THEMES/FACTORS/ CONSTRUCTS OF TIMELINESS OF SUPPORT

Timeliness themes/factors/constructs during the academic training phase	Timeliness of General Information	Timeliness of EHW Services	Timeliness of Library Services	Timeliness of Medical Health Care Services	Timeliness of Assistance during Actual Training	Timeliness of Provision of learning Material	Timeliness of Information on the Assessment Process
Timeliness of General Information	1	0.486	0.256	0.407	0.436	0.444	0.401
Timeliness of Instruction on EHW Services	0.486	1	0.457	0.439	0.416	0.416	0.337
Timeliness of instruction on Library Services	0.256	0.457	1	0.378	0.303	0.388	0.275
Timeliness of instruction on Medical Health Services	0.407	0.439	0.378	1	0.622	0.516	0.358
Timeliness of Assistance during Actual Training	0.436	0.416	0.303	0.622	1	0.699	0.504
Timeliness of Provision of learning Material	0.444	0.416	0.388	0.516	0.699	1	0.626
Timeliness of Information on the Assessment Process	0.401	0.337	0.275	0.358	0.504	0.626	1

The Pearson correlations indicate a weak to above average strength, positive, linear relationship between the mean timeliness scores of support service experienced during the academic training phase. An increase in the timeliness score of one theme assumes an increase in the score of an accompanying theme.

As indicated above themes/factors/constructs display an average correlation with one another. This implies that a score increase in a particular theme would most likely also increase in another theme. Put differently: respondents tend to rate the support

services they receive the same for all themes/factors/constructs. Observed variances in views within academies and between academies can be seen to affect the correlation between themes/factors/constructs. The largest variation in views concerns Library Services, something that is reflected in the relative low correlation coefficients with other themes/factors/constructs.

5.8 INFLUENCE OF ACADEMY ATTENDED UPON THE TIMELINESS OF LEARNER SUPPORT OR ASSISTANCE

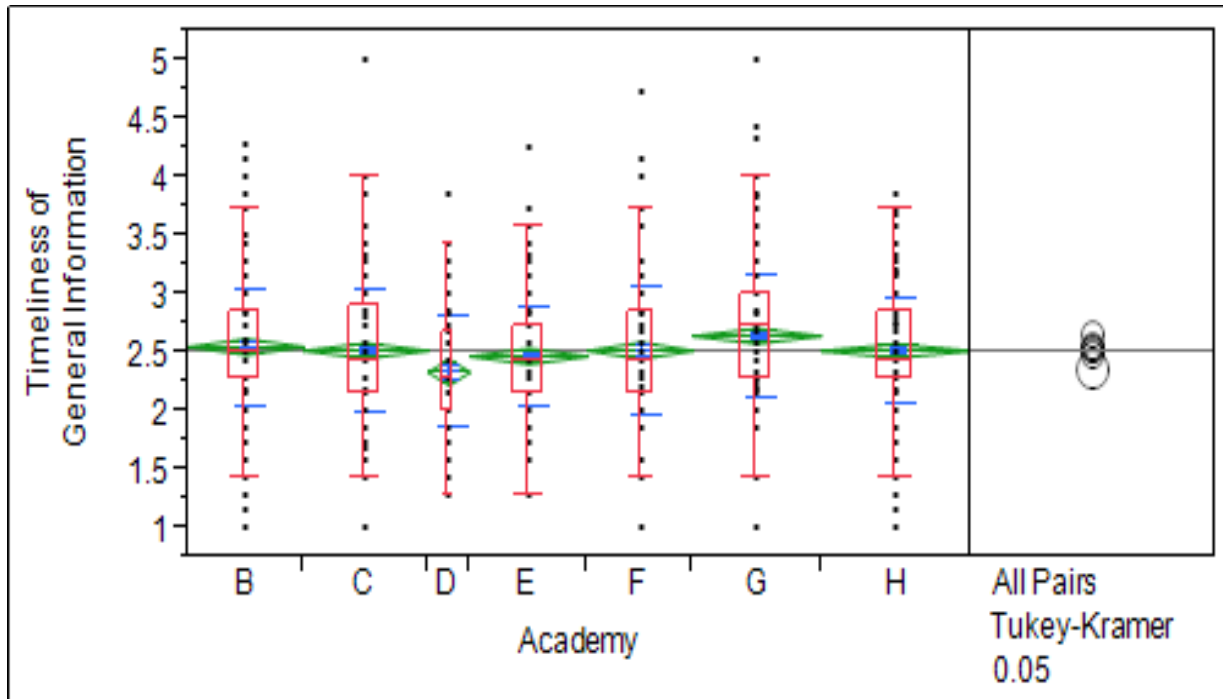
As is the case in the usefulness/helpfulness aspect of learner support services, this section attempts to determine causes of common variance within the timeliness scores of learner support services. One such source of variation is the academy attended by the respondent.

A series of one-way analysis of variance (ANOVA) tests were conducted to determine differences between respondents' views regarding the timeous provision of assistance/support at the various academies. Again, when interpreting these scores, due regard must be given to the measurement scale involved.

5.8.1 TIMELINESS OF PROVISION OF GENERAL INFORMATION

The following tests compare the mean timeliness scores of academies for the theme, General Information.

One-way Analysis of Timeliness of General Information per Academy:



Means and standard deviations for the timeliness of the instruction theme, General Information, per Academy:

Academy	N	Mean	Std Dev
Academy D	75	2.339	0.4750
Academy E	210	2.476	0.4153
Academy H	268	2.522	0.4418
Academy F	188	2.523	0.5426
Academy C	222	2.524	0.5193
Academy B	204	2.557	0.5049
Academy G	228	2.650	0.5314

Anova test: F-ratio_{6,1395} = 4.6889, p-value < 0.0001

Welch test: F-ratio_{6,1395} = 4.6090, P-value = 0.0001

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 31.9655, DF = 6, p-value < 0.0001

(Note that the Levene's test for equal variances is rejected, violating thus the Anova test)

The following connecting letter report indicates where significant differences exist:

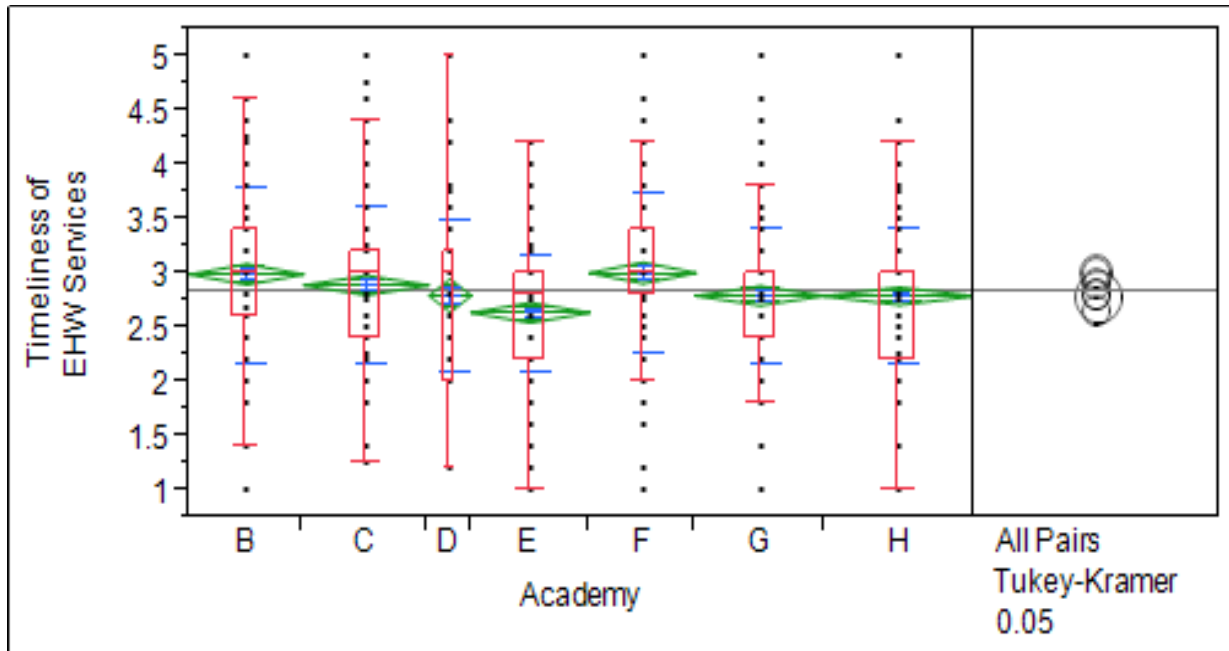
Academy	A	B	C	Mean
Academy G	A			2.650
Academy B	A	B		2.557
Academy C	A	B	C	2.524
Academy F	A	B	C	2.523
Academy H	A	B	C	2.522
Academy E		B	C	2.476
Academy D			C	2.339

Significant differences exist between the Academies G, B and D regarding the timely provision of general information. Academy D respondents report that general information is most timeous, whereas Academy B and Academy G consider provision of this information as less timely.

5.8.2 TIMELINESS OF EHW SERVICES

The following tests compare the mean timeliness scores of academies for the theme, EHW Services.

One-way Analysis of Timeliness of EHW Services per Academy:



Means and standard deviations for the timeliness of the EHW Services per academy:

Academy	N	Mean	Std Dev
Academy F	189	3.012	0.7442
Academy B	202	2.998	0.8125
Academy C	222	2.897	0.7329
Academy D	75	2.802	0.6977
Academy G	227	2.801	0.6260
Academy H	267	2.798	0.6236
Academy E	210	2.645	0.5385

Anova test: $F\text{-ratio}_{6,1391} = 7.2283$, $p\text{-value} < 0.0001$

Welch test: $F\text{-ratio}_{6,1391} = 7.8779$, $P\text{-value} < 0.0001$

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 37.4144, DF = 6, $p\text{-value} < 0.0001$

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

The following connecting letter report indicates where significant differences exist:

Academy	A	B	C	Mean
Academy F	A			3.012
Academy B	A			2.998
Academy C	A	B		2.897
Academy D	A	B	C	2.802
Academy G		B	C	2.801
Academy H		B	C	2.798
Academy E			C	2.645

Significant differences exist between the following groups of Academies:

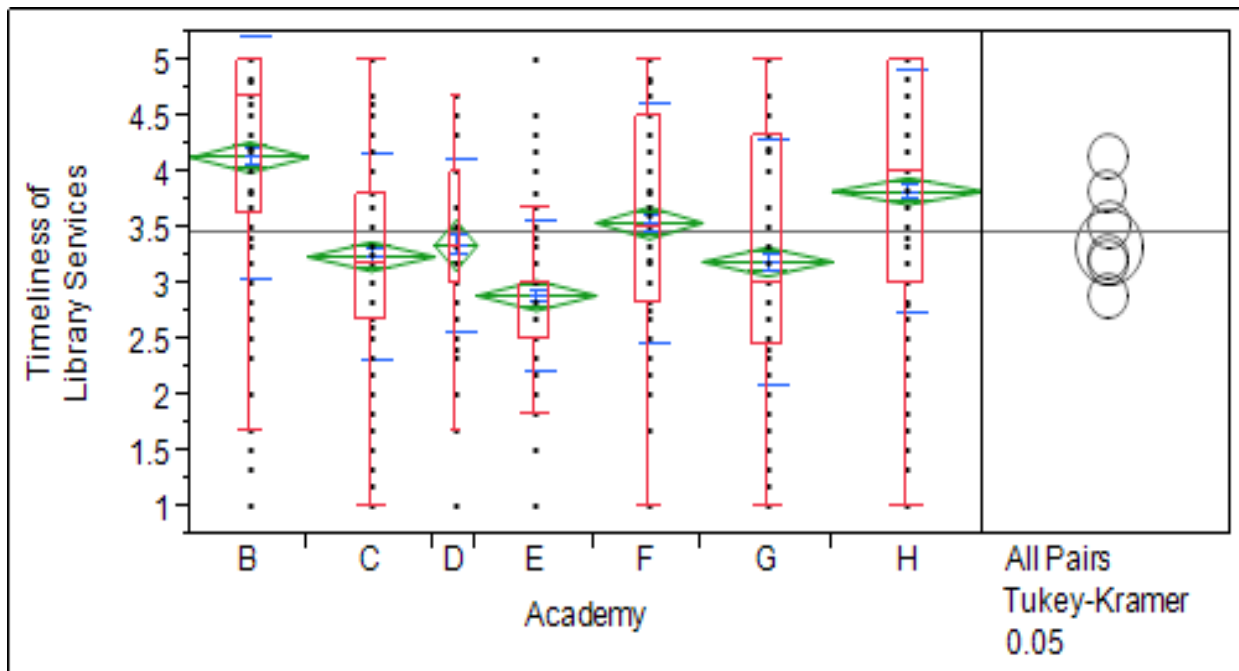
- Academies F and E
- Academies B and E
- Academies C and E
- Academies F and H
- Academies F and G
- Academies B and H
- Academies B and G

Academy F reported receiving EHW Services during the earliest period during the learning programme and Academy E during the latest period.

5.8.3 TIMELINESS OF LIBRARY SERVICES

The following tests compare the timeliness mean scores of academies for the theme, Library Services.

One-way Analysis of Timeliness of Instruction on Library Services per Academy:



Means and standard deviations for the timeliness of library services per Academy:

Academy	N	Mean	Std Dev
Academy B	206	4.141	1.0891
Academy H	268	3.837	1.0874
Academy F	188	3.553	1.0795
Academy D	75	3.352	0.7751
Academy C	223	3.251	0.9185
Academy G	229	3.205	1.1060
Academy E	210	2.902	0.6698

Anova test: $F\text{-ratio}_{6,1398} = 37.8908$, $p\text{-value} < 0.0001$

Welch test: $F\text{-ratio}_{6,1398} = 44.5954$, $P\text{-value} < 0.0001$

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 206.7556, DF = 6, $p\text{-value} < 0.0001$

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

The following connecting letter report indicates where significant differences exist:

Academy	A	B	C	D	E	Mean
Academy B	A					4.141
Academy H		B				3.837
Academy F			C			3.553
Academy D			C	D		3.352
Academy C				D		3.251
Academy G				D		3.205
Academy E					E	2.902

Significant differences exist between the following academies:

- Academies B and E
- Academies B and G
- Academies H and E
- Academies B and C
- Academies B and D
- Academies F and E
- Academies H and G
- Academies B and F
- Academy H and C

The timeous provision of Library Services was the poorest at Academy B.

The variation in mean scores is highlighted in this test showing a distinct difference in views for timeliness of Library Services. The negative view of Library Services is evident throughout this research.

5.8.4 TIMELINESS OF MEDICAL HEALTH CARE SERVICES

The following tests compare the mean timeliness scores of academies for the theme Medical Health Care services.

One-way Analysis of Timeliness of Medical Health Services per Academy:

Means and standard deviations for the timeliness of the instruction theme, Medical Health Care Services, per Academy:

Academy	N	Mean	Std Dev
Academy B	206	2.973	0.7910
Academy C	222	2.790	0.7090
Academy D	75	2.743	0.6511
Academy E	209	2.707	0.6955
Academy F	187	2.881	0.8378
Academy G	226	2.782	0.7383
Academy H	265	2.671	0.7008

Anova test: F-ratio_{6,1389} = 4,2314 , p-value = 0.0003

Welch test: F-ratio_{6,1389} = 3.9777 , P-value = 0.0007

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic =23.6521, DF = 6, p-value = 0.0006

(Note that the Levene test for equal variances is accepted)

The following connecting letter report indicates where significant differences exist:

Academy	A	B	C	Mean
Academy B	A			2.973
Academy F	A	B		2.881
Academy C	A	B	C	2.790
Academy G	A	B	C	2.782
Academy D	A	B	C	2.743
Academy E		B	C	2.707
Academy H			C	2.671

Significant differences exist between the following Academies:

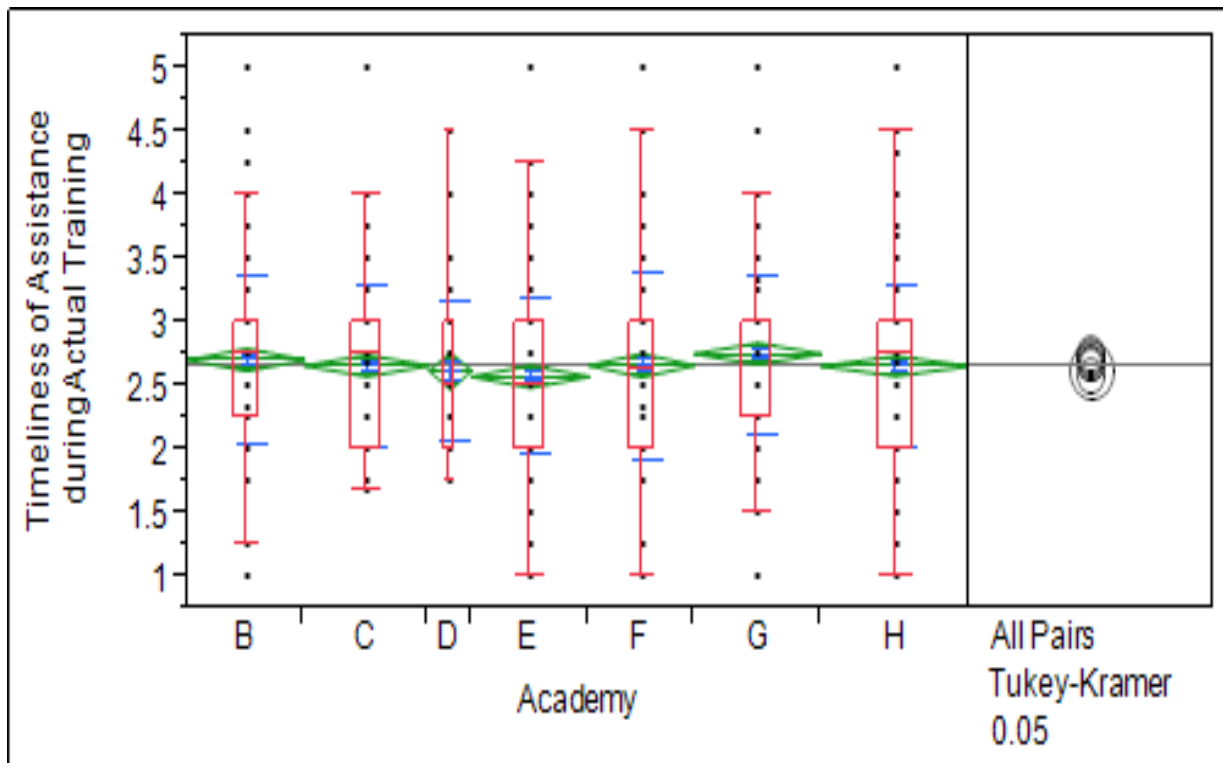
- Academies B and H
- Academies B and E
- Academies B and D

Academy B respondents experienced the poorest timeliness in the provision of Medical Health Care Services. Academy H respondents indicated having received Medical Health Care Services the earliest during the training programme, and Academies B and F the latest.

5.8.5 TIMELINESS OF PROVISION OF ASSISTANCE DURING TRAINING

The following tests compare the mean timeliness scores of academies for the theme, Assistance during Training.

One-way Analysis of Timeliness of Assistance during Actual Training per Academy:



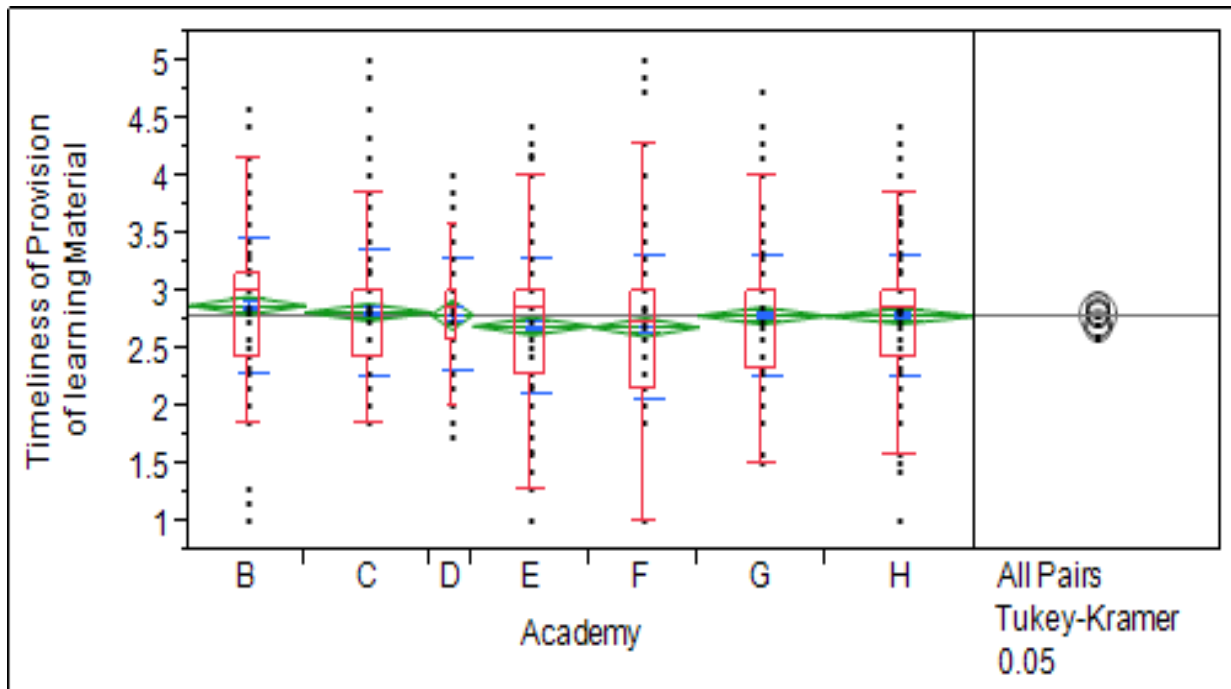
There are NO statistical differences between the views of respondents from the various Academies as to the timeous assistance received during the actual training programme.

The timing for Assistance during Training did not differ statistically between Academies.

5.8.6 TIMELY PROVISION OF LEARNING MATERIAL

The following tests compare the mean timeliness scores of academies for the theme, Learning Material.

One-way Analysis of Timeliness of Provision of learning Material per Academy:



Means and standard deviations for the timeous provision of learning material per Academy:

Academy	N	Mean	Std Dev
Academy B	205	2.887	0.5940
Academy C	222	2.828	0.5415
Academy D	75	2.807	0.4827
Academy E	210	2.708	0.5880
Academy F	189	2.699	0.6167
Academy G	227	2.799	0.5345
Academy H	266	2.797	0.5336

Anova test: $F\text{-ratio}_{6,1393} = 2.7947$, $p\text{-value} = 0.0105$

Welch test: $F\text{-ratio}_{6,1393} = 2.4805$, $P\text{-value} = 0.0225$

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 24.0360, DF = 6, $p\text{-value} = 0.0005$

(Note that the Levene test for equal variances is accepted)

The following connecting letter report indicates where significant differences exist:

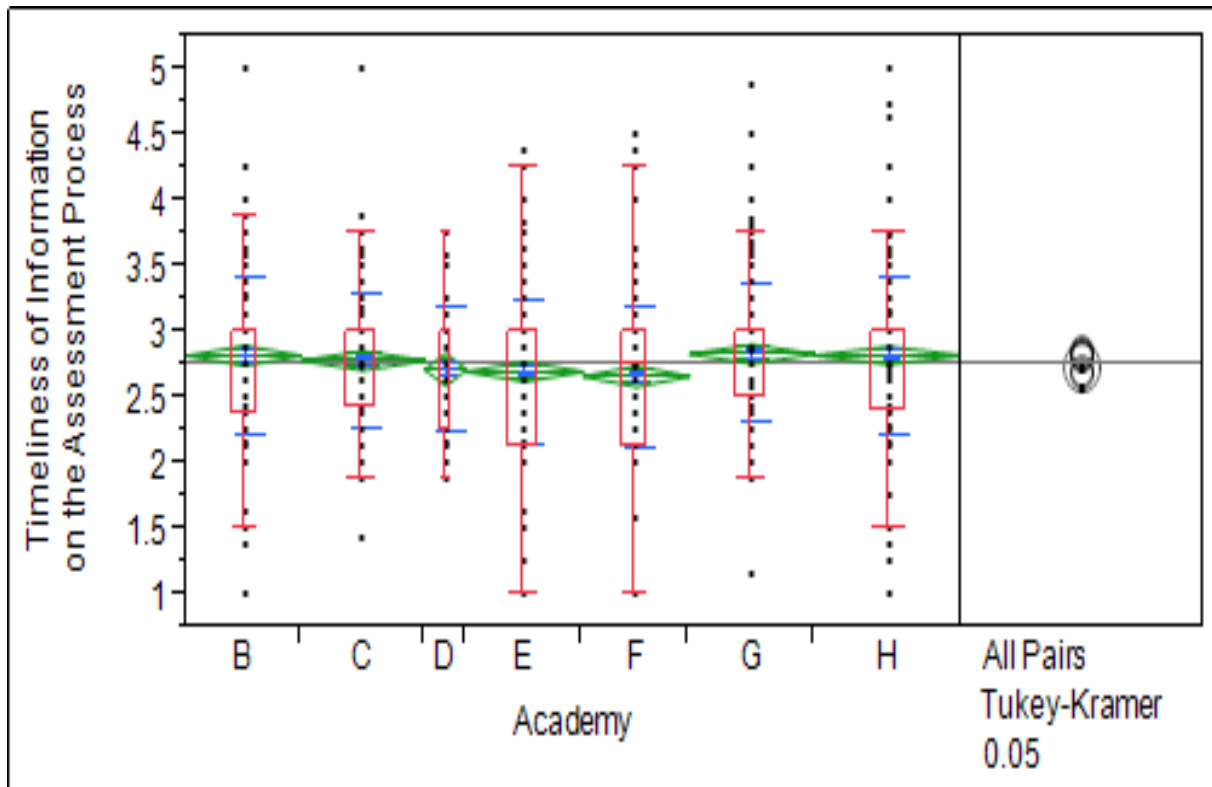
Academy	A	B	Mean
Academy B	A		2.887
Academy C	A	B	2.828
Academy D	A	B	2.807
Academy G	A	B	2.799
Academy H	A	B	2.797
Academy E		B	2.708
Academy F		B	2.699

Significant differences are indicated between Academies B and F, and Academies B and E, with Academy B respondents consistently viewing the timely provision of Learning Material as poor.

5.8.7 TIMELINESS OF INFORMATION PROVIDED ON THE ASSESSMENT PROCESS

The following tests compare the timeliness mean scores of academies for the theme, Information on the Assessment Process.

One-way Analysis of Timeliness of Information on the Assessment Process per Academy:



Means and standard deviations for the timeous provision of Information on the Assessment Process per Academy:

Academy	N	Mean	Std Dev
Academy B	203	2.827	0.5910
Academy C	220	2.789	0.5095
Academy D	75	2.721	0.4832
Academy E	208	2.705	0.5466
Academy F	190	2.669	0.5397
Academy G	223	2.840	0.5255
Academy H	263	2.829	0.6020

Anova test: $F\text{-ratio}_{6,1381} = 3.0944$, $p\text{-value} = 0.0052$

Welch test: $F\text{-ratio}_{6,1381} = 3.1233$, $P\text{-value} = 0.0052$

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 21.6391, DF = 6, $p\text{-value} = 0.0014$

(Note that the Levene test for equal variances is accepted)

The following connecting letter report indicates where significant differences exist:

Academy	A	B	Mean
Academy G	A		2.840
Academy H	A		2.829
Academy B	A	B	2.827
Academy C	A	B	2.789
Academy D	A	B	2.721
Academy E	A	B	2.705
Academy F		B	2.669

Significant differences are indicated between the Academies G and F, and H and F. Academies G and H respondents report the least timely provision of information on the assessment process.

5.8.8 SUMMARY OF ANOVA TESTS

Table 5.13 summarises the results of the ANOVA tests and highlights significant differences between academies with respect to the timeous provision of assistance or support during the academic training phase.

TABLE 5.13: ANOVA TEST RESULTS

Respondent Support Service	Academy	
	Most timeous experience	Least timeous experience
General Information	Academies D and E	Academies G and B
EHW Services	Academy E	Academies F and B
Library Services	Academies E and G	Academies B and H
Medical Health Services	Academies H and E	Academies B and F
Learning Material	No significant differences	
Training Assistance	Academies F and E	Academy B
Information on Assessment Process	Academy F	Academies G and H

Note the frequency of timeousness experienced by Academy E respondents and the frequency of a lack of timeousness experienced by Academy B respondents. Academy B respondents indicated that the untimely provision of support during the academic phase of the learning programme. The untimeliness includes assistance with General Information, Library Services, Medical Health Care Services and Assistance during Training. Academy E, on the other hand, received support during the learning programme earlier than in any of the other academies.

The difference in views between Academies is accountable for some of the variation within the themes/factors/constructs of learner support.

5.9 INCIDENTS OF NON-TIMEOUS EXPERIENCE OF SERVICE

Any respondent who recorded that assistance or support was only provided after completion of the learning programme, or respondents who indicated never receiving these support services are categorised in the table below as a non-timeous experience. Other respondents are categorised as having experienced a support service timely.

5.9.1 TIMELINESS OF SERVICES OF LEARNER SUPPORT EXPERIENCE DURING ACADEMIC TRAINING

The items of themes/factors/constructs that are least timeous are summarised in Table 5.14, along with the Academy where the lack of timeousness was experienced.

TABLE 5.14: TIMELINESS OF RESPECTIVE LEARNER SUPPORT SERVICES

Theme	Types of service/assistance	Academy	Timeous	Not timeous
GENERAL INFORMATION	Memorandum of Understanding	Academy F	92.9%	7.0%
	Physical layout of the Basic Police Development Academy	Academy G	90.9%	9.0%
	Respondent Affairs (all human resource related matters), for example leave, injury on duty, financial aspects [stipend], etc.	Academy B	86.0%	14.0%
	Discipline and Behaviour (Academy orders)	Academy H	89.8%	10.1%
	Mess Facilities and Procedures	Academy F	91.9%	8.0%
	Monitoring and Evaluation Processes	Academy G	94.5%	5.4%
	Recreation and Sport	Academy B	66.6%	33.3%
EHW SERVICES	Introducing the different services of EHW (social workers, chaplains, psychologists)	Academy F	90.4%	9.5%
	Explaining the National Instruction of EAS (Employee Assistance Services)	Academy F	81.0%	18.9%
	Availability (telephonically and/or in person) of EHW personnel	Academy B	78.8%	21.1%
	Knowledge and Skills during the EHW Self-Empowerment Programme	Academy B	82.0%	18.0%
	Counselling Services rendered by EHW personnel	Academy B	70.0%	30.0%
	Orientation to the library facilities	Academy B	44.0%	55.9%
LIBRARY SERVICES	Explaining the types of services rendered by Library personnel	Academy B	40.3%	59.7%
	Official hours the library could be accessed	Academy B	34.4%	65.5%
	Assistance received from library personnel	Academy B	26.9%	73.0%
	The computers in the library	Academy B	25.8%	74.1%
	The Intranet and Internet in the library	Academy B	22.5%	77.4%
MEDICAL HEALTH CARE SERVICES	Orientation to the Medical Health Care Centre	Academy B	75.4%	24.5%
	Explanation of the types of services rendered by the Medical Health Centre personnel	Academy B	77.3%	22.6%
	Information received about the Polmed Medical Scheme	Academy B	92.2%	7.8%
	Availability of Medical Health Care Centre personnel	Academy F	84.3%	15.6%
ASSISTANCE DURING TRAINING	Explaining the different learning areas of the BPDLP	Academy F	88.5%	11.4%
	Explaining all the learning outcomes of each learning area of the BPDLP	Academy H	89.9%	10.0%
	Explaining the time table	Academy B	91.1%	8.8%
	Assistance with learning/study methods	Academy H	88.5%	11.4%
LEARNING MATERIAL	I had timeous access to the learning material	Academy B	91.1%	8.8%
	The learning material was factually correct	Academy F	91.3%	8.6%
	The learning material was user friendly	Academy D	87.8%	12.1%
	The availability of the instructors/facilitators for additional academic assistance	Academy B	88.6%	11.3%
	The availability of additional learning support material, for example dictionaries, other text books, guest speakers, etc.	Academy B	65.6%	34.3%
	I was given the opportunity to provide feedback on the learning material	Academy H	77.9%	22.0%
	The learning materials served as the basis for training that took place	Academy E	90.8%	9.1%
ASSESSMENT PROCESS	Explanation of the assessment strategy	Academy D	92.0%	8.0%
	Explanation of the assessment criteria	Academy F	92.5%	7.4%
	Preparation about assessment tools, before conducting the assessment	Academy E	94.1%	5.8%
	Explanation of re-assessment process	Academy B	90.5%	9.4%
	Implementation of remedial training	Academy G	90.0%	9.9%
	Opportunity to provide feedback on the assessment instruments	Academy B	83.1%	16.8%
	Explanation of the assessment appeals procedure	Academy H	81.1%	18.8%
	Explanation of the ethics of assessment and the implication thereof	Academy B	85.9%	14.0%

In summary, of the 41 statements/items of learner support, the Academy B recorded having the least timely assistance (21 of the 41 statements/items: 51.2%), followed by Academy F (8 statements/items: 19.5%), Academy H (5 statements/items: 12.2%), Academy G (3 statements/items: 7.3%), Academy E (2 statements/items: 4.9%), and Academy D (2 statements/items: 4.9%).

5.9.2 TESTS OF ASSOCIATION BETWEEN USEFULNESS/HELPLEFULNESS AND TIMELINESS OF SUPPORT SERVICES RECEIVED DURING THE ACADEMIC TRAINING PHASE

Chi-square tests (of association) were performed between each of the statements/items of the usefulness/helpfulness item of the support service. Forty-one (41) statements/items were considered (Question 8 of the survey questionnaire) and the timeliness of the service (Question 9 of the survey questionnaire).

Respondents' views on the usefulness/helpfulness of respondent support services were measured on the following scale:

1. Not very useful/helpful
2. Sometimes useful/helpful
3. Useful/helpful
4. I don't know, I did not receive the service.

The timeliness of the measurement scale was reduced to a two point scale as indicated below.

Timeliness scale	Reduced timeliness scale
1. Before arriving at the academy	Timeous assistance
2. Beginning of the learning programme	
3. During the learning programme	
4. After completion of the learning programme	Non-timeous assistance
5. Never received support or assistance	

The Chi-Square tests were conducted at a significance level of 0.05 to ensure 95% accuracy in the results. The results are summarised below.

General Information Elements

Support service	Pearson's Chi-Square statistic	Associated probability value(DF=3)	Comments on test
Memorandum of Understanding (MoU)	178.87	<0.0001	Non-timely is associated with unhelpful service
Physical layout of the Basic Police Development Academy	17.50	<0.0006	Non-timeous service is associated Did not receive service
Respondent Affairs (all human resource related matters)	36.27	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Discipline and Behaviour (Academy orders)	56.51	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Mess Facilities and Procedures	113.32	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Monitoring and Evaluation Processes	56.02	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Recreation and Sport	246.15	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service

Conclusion:

Respondents who view General Information as not being help/useful are inclined to indicate that support services were not received timely.

EHW Service Elements

Support Service	Pearson's Chi-Square statistic	Associated probability value(DF=3)	Comments on test
Introducing the different services of EHW (social workers, chaplains, psychologists)	56.79	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Explaining the National Service of EAS (Employee Assistance Services)	146.87	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Availability (telephonically and/or in person) of EHW personnel	147.49	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Knowledge and Skills during the EHW Self-Empowerment Programme,	138.40	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Counselling Services rendered by EHW personnel	216.43	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service

Conclusion:

Respondents who view EHW Services as not being very help/useful are inclined to indicate that support was not received timely, or was not received at all.

Library Service Elements

Support Service	Pearson's Chi-Square statistic	Associated probability value(DF=3)	Comments on test
Orientation to the library facilities	344.14	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Explaining the types of services rendered by Library personnel	347.58	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Official hours the library could be accessed	469.70	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Assistance received from library personnel	514.64	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
The computers in the library	384.65	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
The Intranet and Internet in the library	436.49	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service

Conclusion:

Respondents who view Library Services as not being useful/helpful are inclined to indicate that the service was not received timely or that it was not received at all.

Medical Health Care Service Elements

Respondent support	Pearson's Chi-Square statistic	Associated probability value(DF=3)	Comments on test
Orientation to the Medical Health Care Centre	128.1	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Explanation of the types of services rendered by the Medical Health Centre personnel	125.53	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Information received about the Polmed Medical Scheme	97.1	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Availability of Medical Health Care Centre personnel	136.38	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service

Conclusion:

Respondents who view service of Medical Health Care Services as not being help/useful are inclined to indicate that service/information was not received timely or was not received at all.

Assistance during Training Elements

Respondent support	Pearson's Chi-Square statistic	Associated probability value(DF=3)	Comments on test
Explaining the different learning areas of the BPDLP	55.47	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Explaining all the learning outcomes of each learning area of the BPDLP	30.1	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Explaining the time table	52.9	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Assistance with learning/study methods	93.94	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service

Conclusion:

Respondents, who view Assistance during Training as not being very useful/helpful or do not know of the availability of assistance, generally indicate that the assistance was not received timely or was not received at all.

Provision of Learning Material Elements

Respondent support	Pearson's Chi-Square statistic	Associated probability value(DF=3)	Comments on test
I had timeous access to the learning material	136.34	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
The learning material was factually correct	38.43	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
The learning material was user friendly	84.77	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
The availability of the instructors/facilitators for additional academic assistance	59.48	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
The availability of additional learning support material, for example dictionaries, other text books, guest speakers, etc.	185.91	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
I was given the opportunity to provide feedback on the learning material	87.16	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
The learning materials served as the basis for training that took place	54.94	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service

Conclusion:

Respondents who view Learning Material as not being help/useful or not knowing of the availability of Learning Material generally indicate that the material was not received timely or was not received at all.

Provision of Information on the Assessment Process Elements

Respondent support	Pearson's Chi-Square statistic	Associated probability value(DF=3)	Comments on test
Explanation of the assessment strategy	88.2	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Explanation of the assessment criteria	91.85	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Preparation about assessment tools, before conducting the assessment	67.38	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Explanation of re-assessment process	81.38	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Implementation of remedial training	123.38	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Opportunity to provide feedback on the assessment instruments	117.16	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Explanation of the assessment appeals procedure	246.95	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service
Explanation of the ethics of assessment and the implication thereof	113.22	<0.0001	Non-timeous service is associated with Not-Useful service and Did not receive service

Conclusion:

Respondents who view Provision of Information on the Assessment Process as not being helpful/useful or not knowing of the availability of this information generally indicate that the information was not received timely or was not received at all.

Please note that no claims are made as to the causal effect of timeliness of service upon the usefulness/helpfulness of service. A distinct association is merely reported.

5.10 REASONS FOR JOINING THE SOUTH AFRICAN POLICE SERVICE

The questionnaire requested respondents to indicate their reasons for joining the SAPS. These reasons are further investigated here to determine whether it influenced the learner support experience.

5.10.1 CATEGORISATION OF MOTIVES FOR JOINING THE SOUTH AFRICAN POLICE SERVICE

Respondents were requested to choose one or more applicable reasons from a list of seven (7) options as reason(s) for joining the SAPS.

TABLE 5.15: DISTRIBUTION OF REASONS FOR JOINING THE SAPS

Reasons for joining the SAPS	N	%
To be a police official: serving the community	1189	83.7
To make the SAPS my career	896	63.1
To be a police official: to address crime	845	59.5
To gain knowledge of and getting skills on policing as a subject	479	33.7
To earn an income	409	28.8
To obtain a National Certificate in Policing	399	28.1
To use the BPDLP as a stepping stone to enable me to advance to another job	146	10.3
Other	78	5.5

Since a respondent could choose more than 1 option, the proportions were calculated as a percentage of the total number of participating respondents (1421). The most important reasons offered by respondents are the wish to serve the community (83.7%), to make the SAPS a career (63.1%) and to help address crime (59%). The least important reasons are to gain knowledge and skills on policing (33.7%), to earn an income (28.8%), to obtain a National Certificate in Policing (28.1%) and to use the Basic Policing Development Learning Programme as a stepping stone to advance to another job (10.3%).

5.10.2 INTRINSIC AND EXTRINSIC MOTIVES FOR JOINING THE SAPS

Respondents' motives for joining the South African Police Services were further categorised into chiefly intrinsic and chiefly extrinsic motives.

Intrinsic motivation reflects "*the natural propensity to learn and assimilate*" whereas extrinsic motivation "*reflects external control or true self-regulation*" (Ryan and Deci, 2000:54).

In the case of the respondents who responded to the questionnaire, intrinsic motives for joining the SAPS included:

- Making the SAPS their career
- Serving the community
- Helping to address crime
- Gaining knowledge of and acquiring skills on policing as a subject

Their extrinsic motives included:

- Earning an income
- Using the BPDLP as a stepping stone to enable them to advance to another job
- Obtaining a National Certificate in Policing
- Other

Since a respondent could choose more than one option as motive for joining the SAPS, a method was developed for the categorisation of individual participants' reasons as essentially intrinsic or extrinsic.

A respondent's selection of an intrinsic option contributed a point to an intrinsic score; the selection of an extrinsic option earned an extrinsic score a point. If the sum of the intrinsic score was greater than the sum of the extrinsic score, the respondent was categorised as having essentially intrinsic reasons for joining the SAPS. If, however, the extrinsic score exceeded the intrinsic score, the respondent was categorised as having essentially external reasons for joining the SAPS. Tied scores were considered as essentially external reasons.

Using this method, 89.8% of respondents were categorised as having essentially intrinsic reasons for joining the SAPS and 10.2% as having essentially extrinsic reasons for doing so.

TABLE 5.16: DISTRIBUTION OF INTRINSIC AND EXTRINSIC REASONS PER ACADEMY

Academy	Internal reasons	External reasons
Academy B	91.4%	8.6%
Academy C	89.3%	10.7%
Academy D	88.0%	12.0%
Academy E	92.9%	7.1%
Academy F	90.2%	9.8%
Academy G	94.5%	5.5%
Academy H	82.7%	17.3%

Respondents attending Academy H exhibited proportionally more extrinsic reasons for joining the SAPS and Academy G respondents proportionally fewer extrinsic reasons.

5.10.2.1 THE INFLUENCE OF MOTIVE UPON THE LEARNER SUPPORT EXPERIENCE OF USEFULNESS/HELPLEFULNESS AND TIMELINESS OF SUPPORT SERVICES

This section attempts to determine whether respondents' reasons for joining the SAPS influenced their experience of the usefulness and timeliness of support services during the academic training phase of the BPDLP.

The assumed influence was tested using ANOVA analysis techniques, with the mean scores of respondent experiences of usefulness and timeliness as the dependent variable, and their reasons for joining the SAPS as the independent variable.

5.10.2.1.1 THE INFLUENCE OF MOTIVE UPON THE LEARNER SUPPORT EXPERIENCE OF USEFULNESS/HELPLEFULNESS

The influence of this factor was determined by comparing the mean scores of the usefulness of the themes/factors/constructs for extrinsic and intrinsic motives informing respondents' decision to join the SAPS.

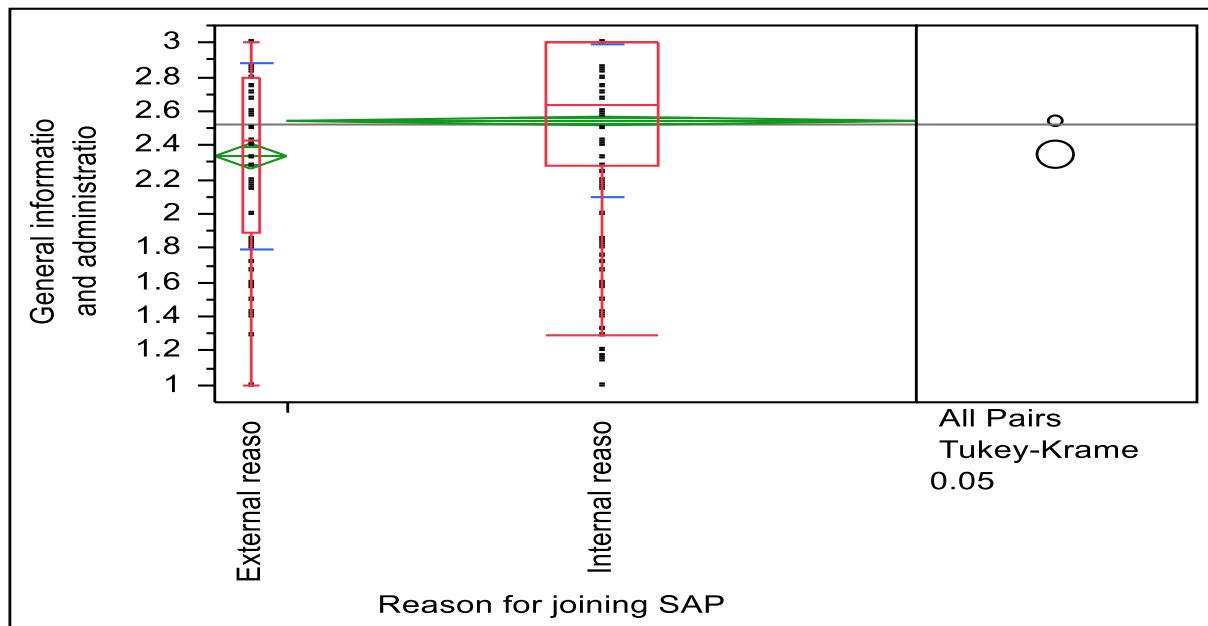
TABLE 5.17: MEAN SCORES OF USEFULNESS/HELPLEFULNESS OF THE LEARNER SUPPORT THEMES/FACTORS/CONSTRUCTS PER REASON FOR JOINING THE SAPS

Theme	Reason	N	Mean	Std Dev
General information	Extrinsic	144	2.337	0.5458
	Intrinsic	1262	2.542	0.4415
EHW Services	Extrinsic	143	2.416	0.6461
	Intrinsic	1234	2.588	0.5433
Library services	Extrinsic	120	1.941	0.7983
	Intrinsic	1042	2.047	0.7658
Medical Health Care Services	Extrinsic	141	2.419	0.6131
	Intrinsic	1238	2.509	0.5983
Assistance during training	Extrinsic	138	2.542	0.6124
	Intrinsic	1241	2.711	0.4775
Learning material	Extrinsic	143	2.584	0.5058
	Intrinsic	1261	2.665	0.4577
Information on assessment process	Extrinsic	144	2.539	0.5771
	Intrinsic	1258	2.729	0.4438

The following series of one-way ANOVA tests compare the mean scores of usefulness/helpfulness of the themes/factors/constructs of learner support with respondent's intrinsic and extrinsic motives for joining the SAPS.

Respondents' experience of the learner support aspect of usefulness/helpfulness of General Information:

One-way Analysis of General information by motive for joining the SAPS



Means and standard deviations for the usefulness/helpfulness of the support service theme General Information by reason for joining the SAPS:

Reason	N	Mean	Std Dev
Extrinsic	144	2.337	0.5458
Intrinsic	1262	2.543	0.4415

Anova test: F-ratio_{1,1405} = 26.4496, p-value < 0.0001

Welch test: F-ratio_{1,1405} = 18.9056, P-value < 0.0001

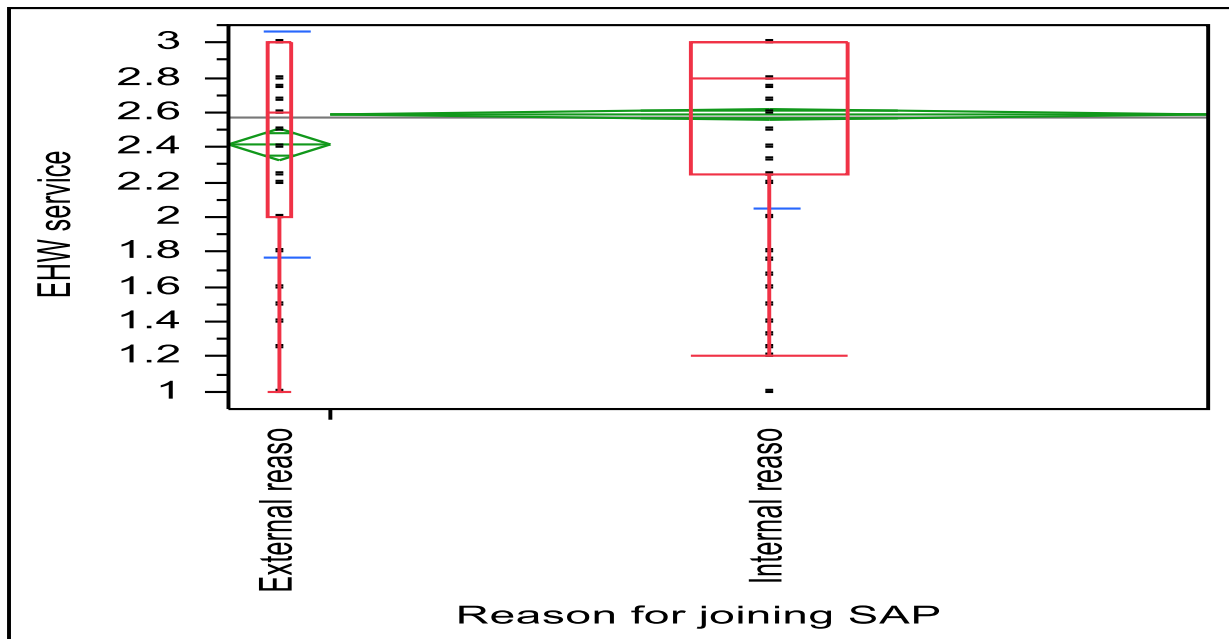
Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 18.8422, DF = 1, p-value < 0.0001

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

There is a significant difference between the usefulness mean scores for General Information between the extrinsic and intrinsic motives for joining the SAPS. Respondents whose motives for joining the SAPS are essentially extrinsic directed, have a significantly lower mean score than those whose motives are essentially intrinsic.

The learner support experience of usefulness/helpfulness of EHW Services:

One-way Analysis of EHW services by motive for joining the SAPS



Means and standard deviations for the usefulness/helpfulness of the theme EHW Services by motive for joining the SAPS:

Reason	N	Mean	Std Dev
Extrinsic	143	2.416	0.6461
Intrinsic	1234	2.588	0.5433

Anova test: F-ratio_{1,1376}= 12.2884 , p-value = 0.0001

Welch test: F-ratio_{1,1376}= 9.3458, P-value = 0.0026

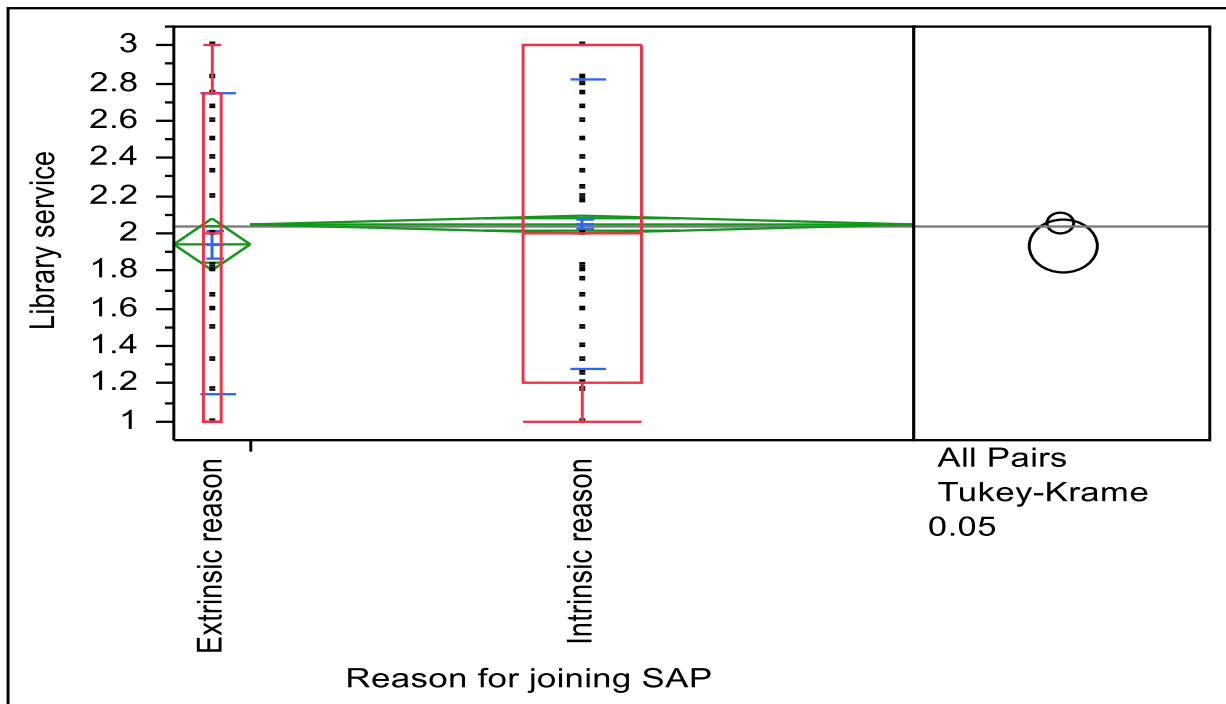
Wilcoxon (Kruskal-Wallis test): Chi-Square statistic =10.1983, DF = 1, p-value = 0.0014

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

There is a significant difference between the usefulness/helpfulness mean scores for EHW services between the extrinsic and intrinsic motives for joining the SAPS. Respondents whose motives were essentially extrinsic, have a significantly lower mean score for the learner support theme of EHW Services than those whose motives are essentially intrinsic.

The learner support experience of usefulness/helpfulness of Library Services:

One-way Analysis of Library Services by motive for joining the SAPS



Means and standard deviations for the usefulness/helpfulness of the theme Library Services by motive for joining the SAPS:

Reason	N	Mean	Std Dev
Extrinsic	120	1.941	0.7983
Intrinsic	1042	2.047	0.7658

Anova test: F-ratio_{1,1161} = 2.0348 , p-value = 0.1536

Welch test: F-ratio_{1,1161} = 1.9080, P-value = 0.1693

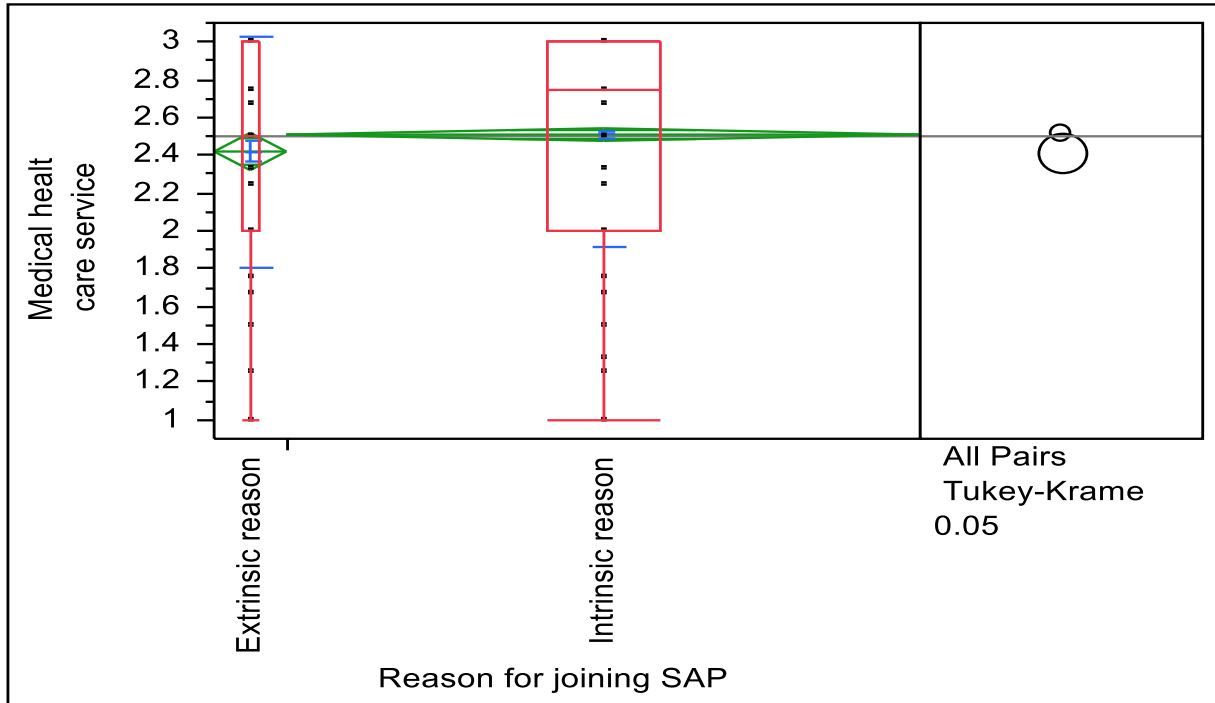
Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 2.2956, DF = 1, p-value = 0.1297

(Note that the Levene test for equal variances is accepted)

There are NO significant differences between the mean usefulness scores for Library Services between the extrinsic and intrinsic motives for joining the SAPS. Thus, irrespective of their reasons for joining the SAPS respondents' experience of problems with Library Services is it similar.

The learner support experience of usefulness/helpfulness of Medical Health Care Services:

One-way Analysis of Medical Health Care Services by motive for joining the SAPS



Means and standard deviations for the usefulness/helpfulness of the theme Medical Health Care Services by motive for joining the SAPS:

Reason	N	Mean	Std Dev
Extrinsic	141	2.419	0.6131
Intrinsic	1238	2.509	0.5983

Anova test: F-ratio_{1,1378} = 2.8287 , p-value = 0.0928

Welch test: F-ratio_{1,1378} = 2.7206 , p-value = 0.1009

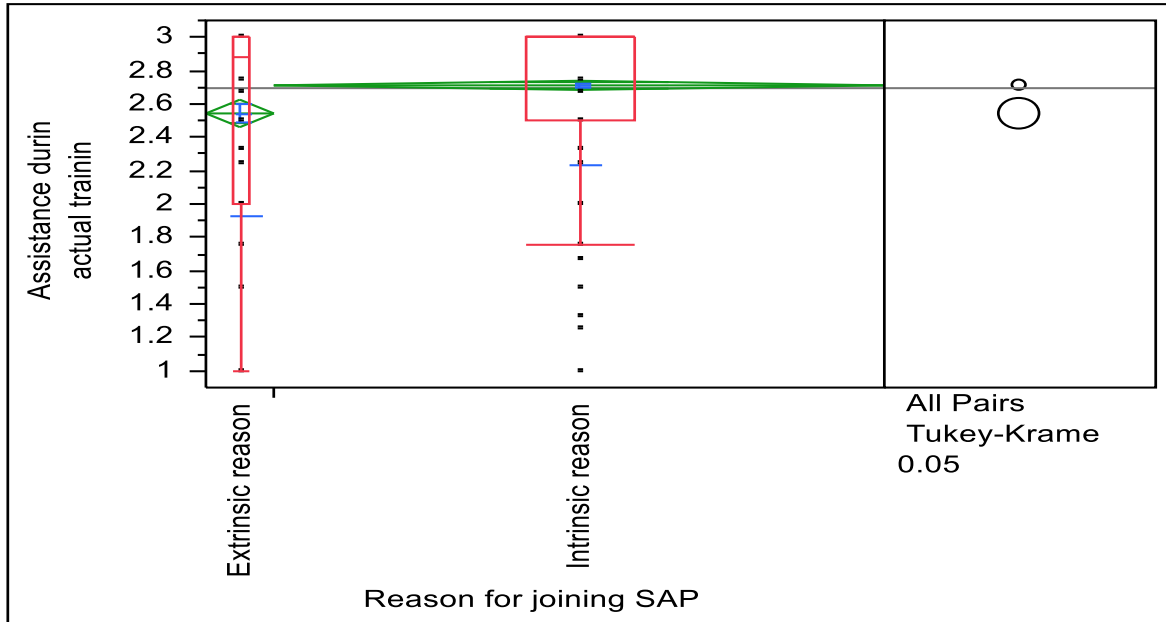
Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 3.4631, DF = 1, p-value = 0.0628

(Note that the Levene test for equal variances is accepted)

There is NO significant difference between the mean usefulness scores for Medical Health Care Services between the extrinsic and intrinsic motives for joining the SAPS.

The learner support experience of usefulness/helpfulness of Assistance during Training:

One-way Analysis of Assistance during Training by Motives for joining the SAPS



Means and standard deviations for the usefulness/helpfulness of the theme, Assistance during Training by motive for joining the SAPS:

Reason	N	Mean	Std Dev
Extrinsic	138	2.542	0.6124
Intrinsic	1241	2.711	0.4775

Anova test: F-ratio_{1,1378} = 14.4861 , p-value = 0.0001

Welch test: F-ratio_{1,1378} = 9.7540 , p-value = 0.0021

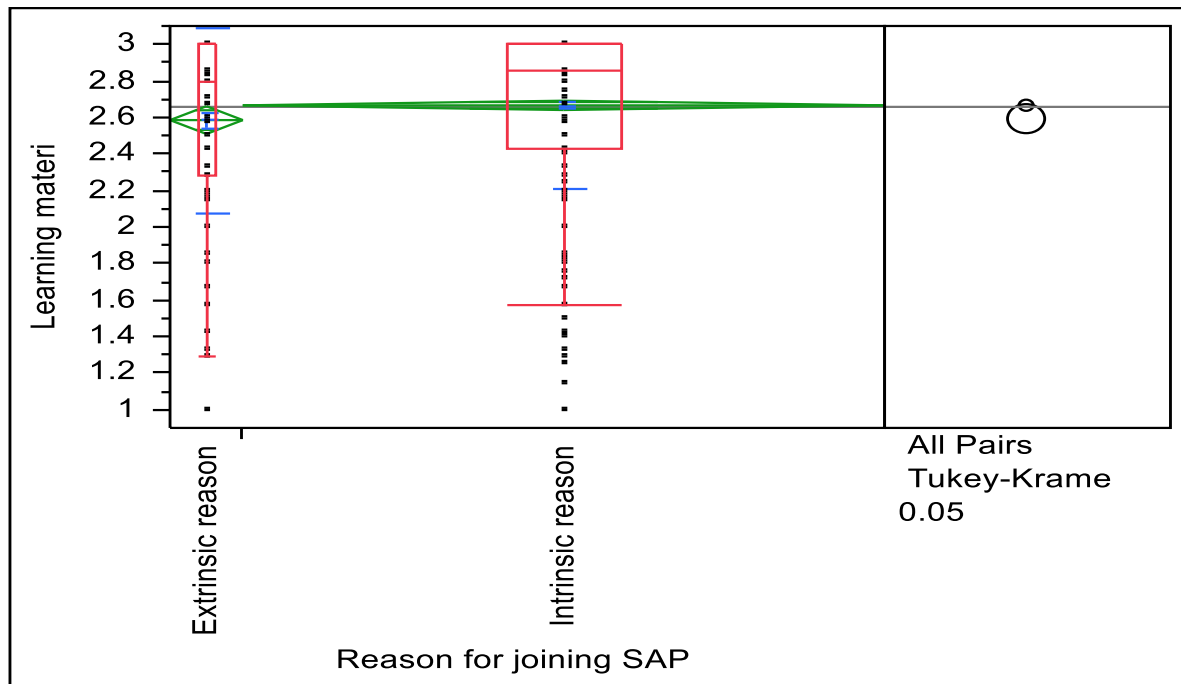
Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 11.6640, DF = 1, p-value = 0.0006

(Note that the Levene's test for equal variances is rejected, violating thus the Anova test)

There is a significant difference between the mean usefulness scores for Assistance during Training of respondents with extrinsic and intrinsic motives for joining the SAPS. Respondents whose motives were essentially extrinsic, have a significantly lower mean score in the respondent support theme of assistance during training than those whose motives are essentially intrinsic.

The learner support experience of usefulness/helpfulness of Learning Material:

One-way Analysis of Learning material by motive for joining the SAPS



Means and standard deviations for the usefulness/helpfulness of the theme, Learning Material, by motive for joining the SAPS:

Reason	N	Mean	Std Dev
Extrinsic	143	2.584	0.5058
Intrinsic	1261	2.665	0.4577

Anova test: F-ratio_{1,1403} = 3.8916 , p-value = 0.0487

Welch test: F-ratio_{1,1403} = 3.3196 , p-value = 0.0702

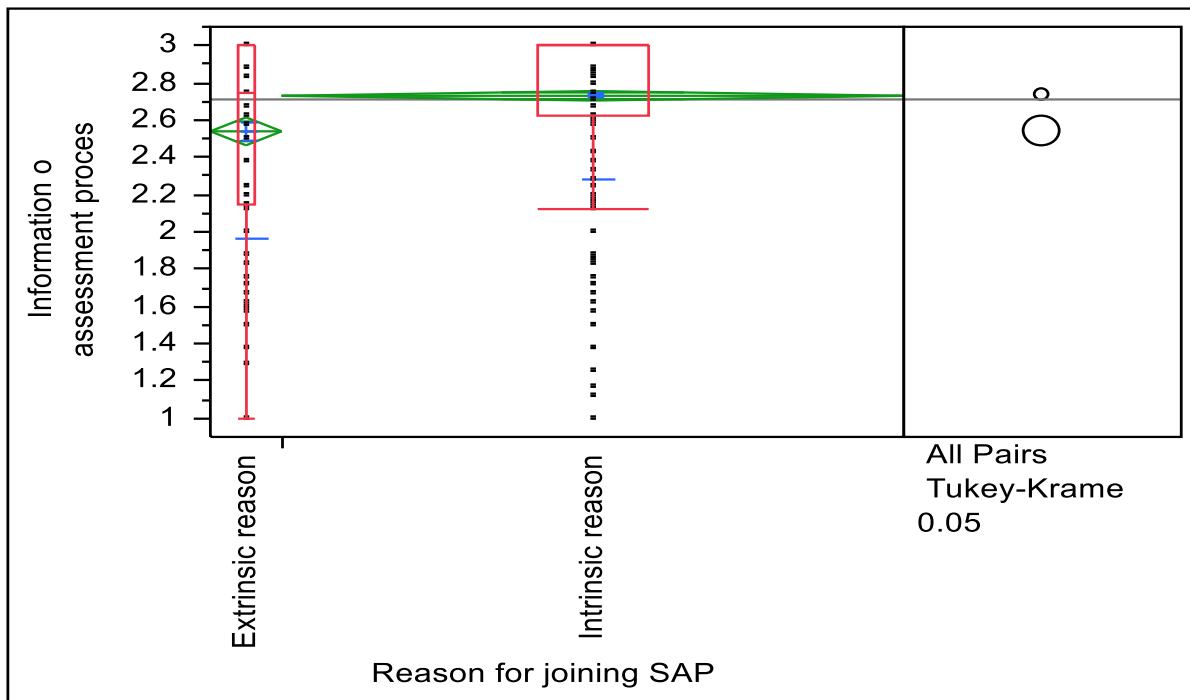
Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 4.8060, DF = 1, p-value = 0.0284

(Note that the Levene test for equal variances is accepted)

There is a significant difference between the usefulness mean scores for Learning Material between those with extrinsic and intrinsic motives for joining the SAPS. Respondents whose motives were essentially extrinsic have a significantly lower mean score for this theme than those whose motives were primarily intrinsic.

The learner support experience of usefulness/helpfulness of Information on the Assessment Process:

One-way Analysis of Information on assessment process by motive for joining the SAPS



Means and standard deviations for the usefulness/helpfulness of the theme, Information on the Assessment Process, by motive for joining the SAPS:

Reason	N	Mean	Std Dev
Extrinsic	144	2.539	0.5771
Intrinsic	1258	2.729	0.4438

Anova test: F-ratio_{1,1401} = 22.2440 , p-value < 0.0001

Welch test: F-ratio_{1,1401} = 14.7005 , p-value = 0.0002

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 18.6487, DF = 1, p-value < 0.0001

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

There is a significant difference between the usefulness/helpfulness mean scores for Information on the Assessment Process between those with extrinsic and intrinsic motives for joining the SAPS. Respondents whose reasons were essentially extrinsic have a significantly lower mean score in the learner support theme of Information on the Assessment Process than those whose motives were primarily intrinsic.

The trend of significant differences in the mean scores of those with extrinsic and intrinsic motives for joining the SAPS in the usefulness/helpfulness categories for the themes Assistance during Training, Learning Material and Information on the Assessment Process will be discussed in Chapter 6.

5.10.2.1.2 THE INFLUENCE OF MOTIVE FOR JOINING THE SAPS UPON THE LEARNER SUPPORT EXPERIENCE OF TIMELINESS OF SUPPORT SERVICE

The influence of motive on respondent experiences of the timeliness of support services was determined by comparing the mean scores of the timeliness themes/factors/ constructs with respondents' extrinsic and intrinsic motives for joining the SAPS.

TABLE 5.18: MEAN SCORES OF TIMELINESS OF THE LEARNER SUPPORT THEMES/FACTORS/CONSTRUCTS PER REASON FOR JOINING THE SAPS

Theme	Reason	N	Mean	Std Dev
General Information	Extrinsic	141	2.521	0.4657
	Intrinsic	1254	2.532	0.4988
EHW Services	Extrinsic	142	2.879	0.6861
	Intrinsic	1250	2.845	0.6918
Library Services	Extrinsic	142	3.491	1.08886
	Intrinsic	1257	3.479	1.07059
Medical Health Care Services	Extrinsic	140	2.863	0.7820
	Intrinsic	1250	2.782	0.7390
Assistance during training	Extrinsic	139	2.690	0.6386
	Intrinsic	1246	2.672	0.6462
Learning material	Extrinsic	141	2.824	0.5887
	Intrinsic	1253	2.785	0.5612
Info on assessment process	Extrinsic	142	2.838	0.6127
	Intrinsic	1240	2.770	0.5464

A series of analysis of variance tests to compare the mean scores related to the timeliness of the learner support themes/factors/constructs provided NO evidence

that there are statistically significant differences between respondents with extrinsic and intrinsic motives for joining the SAPS.

5.11 FREQUENCY OF USE OF LEARNER SUPPORT SERVICES

By frequency is meant the extent to which the support services were used by respondents during the BPDLP programme. This information was gathered to determine the regularity with which respondent's approach and utilise the service facilities and to establish possible reasons for their not accessing the service.

5.11.1 MEASURE OF FREQUENCY OF USE OF SUPPORT SERVICES

Respondents were requested to indicate their use of learner support services on a Five Point Likert scale: 1=Never, 2=Seldom, 3=Sometimes, 4=Often and 5=Always.

Only the services reflected in the official organisational structure of the learner support services of BPDLP are considered:

- Respondent Affairs (all human resource related matters), elsewhere clustered as General Information
- EHW Services (chaplains, social workers, psychologists)
- Library services
- Medical Health Care Services

The following histograms present the distribution of the frequencies of these services:

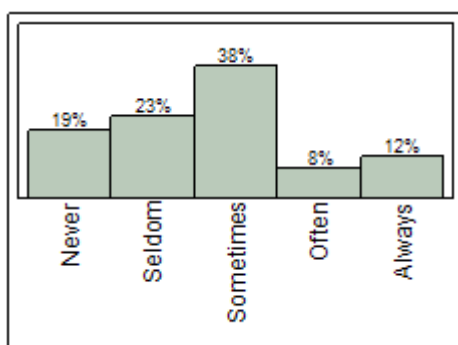


FIGURE 5:22: LEARNER AFFAIRS (GENERAL INFORMATION)

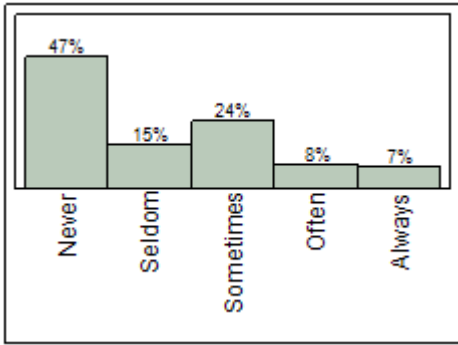


FIGURE 5:23: EHW SERVICES

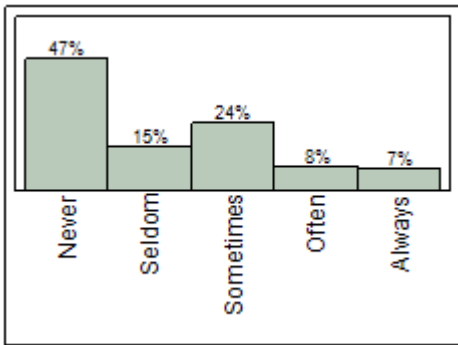


FIGURE 5:24: LIBRARY SERVICES

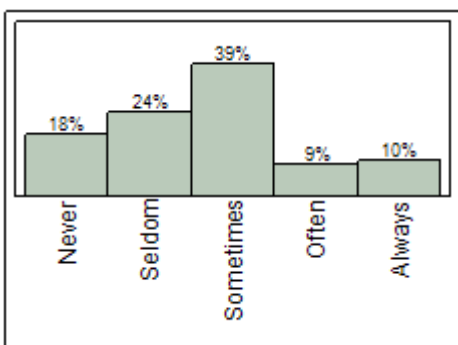


FIGURE 5:25: MEDICAL HEALTH CARE SERVICES

TABLE 5.19: SUMMARY OF FREQUENCY OF USE OF SUPPORT SERVICES

Support Service	Never	Seldom	Sometimes	Often	Always
Respondent Affairs (all human resource related matters)	19.4%	23.2%	37.7%	8.2%	11.6%
EHW (chaplains, social workers, psychologists)	34.3%	17.7%	28.3%	9.2%	10.5%
Library Services	46.5%	15.1%	23.6%	7.6%	7.3%
Medical Health Care Centre	17.9%	24.2%	38.6%	8.9%	10.4%

As indicated previously in this research report, Library Services in general were not only viewed by respondents as unhelpful and untimely but the majority of respondents (61.6%) never or seldom used the service. There are also indications that the EHW Services are viewed as less than ideally helpful or timely and a large proportion (52%) of respondents never or seldom make use of the service.

5.11.2 FREQUENCY OF USE OF SUPPORT SERVICE PER ACADEMY

Table 5.20 presents the frequency of the four support services under consideration per academy.

TABLE 5.20: FREQUENCY OF THE FOUR SUPPORT SERVICES PER ACADEMY

Academy	Never	Seldom	Sometimes	Often	Always
Respondent Affairs (General Information)					
Academy B	27.0%	22.6%	37.3%	6.9%	6.4%
Academy C	29.1%	27.3%	28.2%	9.6%	5.9%
Academy D	32.9%	26.0%	32.9%	6.9%	1.4%
Academy E	10.8%	19.6%	38.7%	13.7%	17.2%
Academy F	12.2%	17.5%	41.3%	8.5%	20.6%
Academy G	16.1%	26.3%	41.1%	4.9%	11.6%
Academy H	16.1%	23.8%	41.0%	6.9%	12.3%
EHW Services					
Academy B	43.4%	17.2%	21.2%	9.4%	8.9%
Academy C	49.3%	19.9%	20.8%	6.8%	3.2%
Academy D	32.0%	29.3%	34.7%	2.7%	1.3%
Academy E	14.2%	12.8%	34.8%	18.1%	20.1%
Academy F	36.2%	20.2%	30.9%	6.9%	5.9%
Academy G	32.4%	12.9%	37.3%	7.1%	10.2%
Academy H	30.9%	19.1%	23.7%	9.5%	16.8%
Library Services					
Academy B	75.0%	8.3%	9.8%	3.9%	2.9%
Academy C	35.9%	20.5%	26.8%	9.6%	7.3%
Academy D	14.7%	33.3%	41.3%	6.7%	4.0%
Academy E	15.2%	20.1%	33.8%	18.1%	12.8%
Academy F	47.3%	13.8%	26.1%	5.3%	7.5%
Academy G	49.3%	13.9%	26.0%	4.5%	6.3%
Academy H	63.9%	8.5%	14.6%	5.0%	8.1%
Medical Health Care Services					
Academy B	20.0%	21.0%	38.1%	8.3%	12.7%
Academy C	23.1%	32.6%	32.6%	7.7%	4.1%
Academy D	10.7%	26.7%	48.0%	12.0%	2.7%
Academy E	17.2%	25.0%	37.8%	9.8%	10.3%
Academy F	19.1%	16.9%	39.2%	8.5%	16.4%
Academy G	16.1%	25.6%	38.1%	9.0%	11.2%
Academy H	14.9%	22.6%	42.2%	9.2%	11.1%

Data in Table 5.20 clearly indicates that:

- Academies E and F make more use of the Learner Affairs service (Often/Always=approx. 30%) than the other academies.
- Academy E respondents are the most regular users of EHW services (Often/Always=approx. 38%) and Library Services ((Often/Always=approx. 31%).
- Academy B respondents indicated that they almost never (75%) use Library services.
- All the Academies report an approximately equal use of Medical Health Care Services.

From the information gathered thus far, it is contended that respondents (and academies) that make frequent use of the support services are more inclined to view the services as helpful and timely.

5.11.3 INFLUENCE OF FREQUENCY OF USE OF SUPPORT SERVICES UPON RESPONDENTS' VIEW OF USEFULNESS/HELPFULNESS

A series of one-way ANOVA tests were conducted to determine whether or not the frequency with which respondents use support services influence their view of the usefulness/helpfulness of the service. The usefulness/helpfulness scores of the themes/factors/constructs of learner support were used as independent variables and the frequency of use of a service as dependent variables in these tests.

LEARNER AFFAIRS (GENERAL INFORMATION)

One-way analysis of General Information by Frequency of use Respondent Affairs Service as a support service:

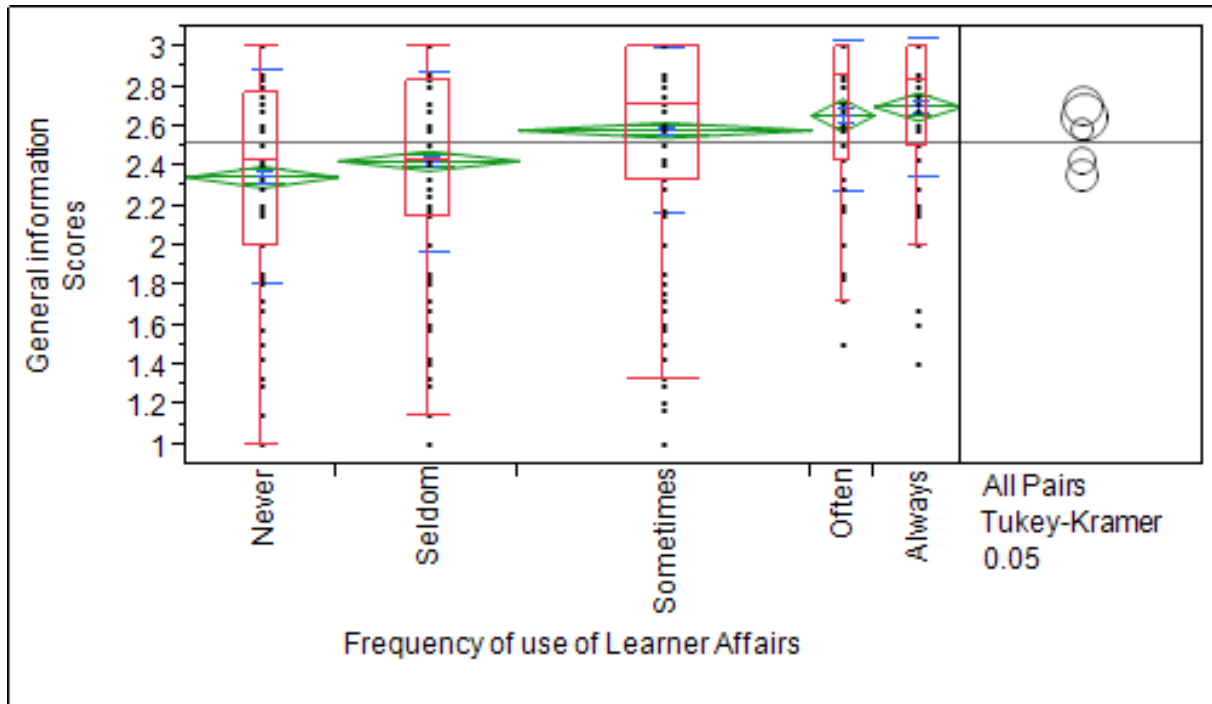


Table of means and standard deviations:

Frequency	Number	Mean	Std Dev
Never	265	2.350	0.5362
Seldom	318	2.432	0.4510
Sometimes	512	2.586	0.4193
Often	111	2.661	0.3786
Always	154	2.704	0.3480

Anova test: $F\text{-ratio}_{4,1359} = 25.3333$, $p\text{-value} < 0.0001$

Welch test: $F\text{-ratio}_{14,1359} = 25.4350$, $p\text{-value} < 0.0001$

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 91.1863, DF = 4, $p\text{-value} < 0.0001$

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

The following connecting letter report indicates where significant differences exist:

Level	A	B	C	Mean
Always	A			2.704
Often	A	B		2.661
Sometimes		B		2.586
Seldom			C	2.432
Never			C	2.350

Unconnected letters indicate significant differences

There is a significant difference in respondents' mean scores of the theme, General Information and the frequency of use of the Learner Affairs support service. Respondents who make regular use (always, often) of the learner support service (General Information) report that they experience this support as more helpful than respondents not regularly using the service.

EHW SERVICES

One-way analysis of usefulness/helpfulness of EHW Services by Frequency of use of the service:

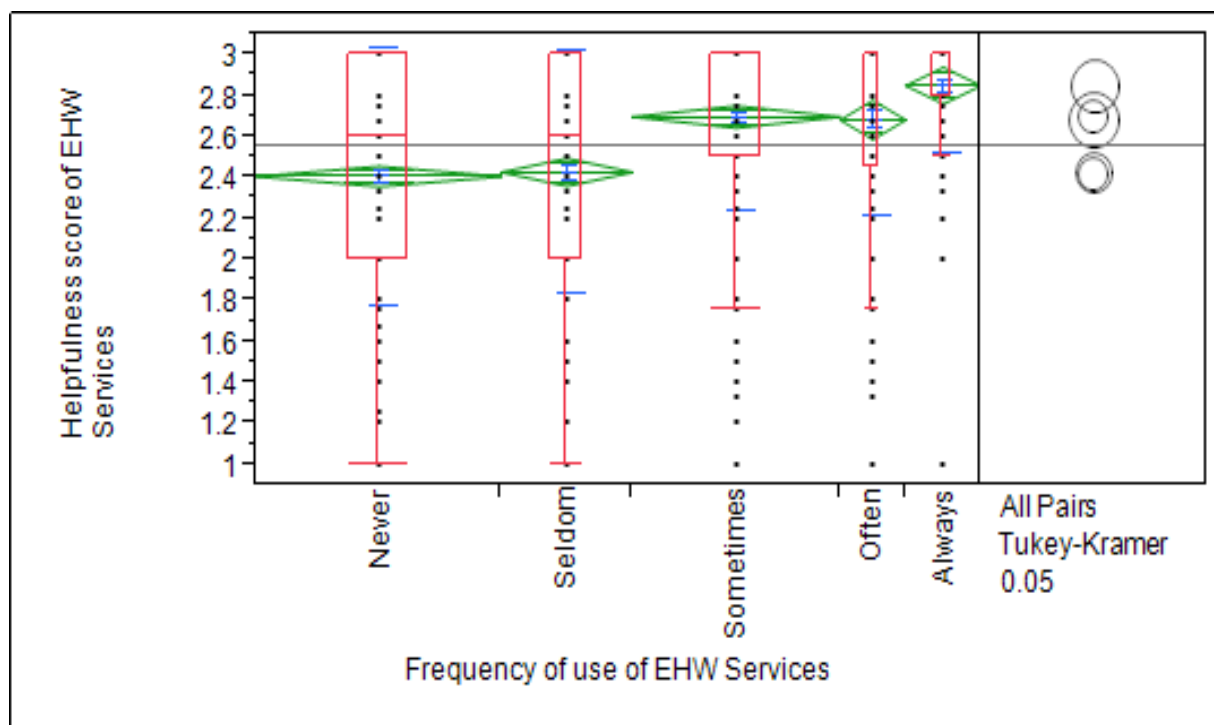


Table of means and standard deviations:

Frequency	N	Mean	Std Dev
Never	451	2.410	0.6336
Seldom	242	2.431	0.5926
Sometimes	383	2.701	0.4522
Often	121	2.686	0.4620
Always	139	2.853	0.3329

Anova test: F-ratio_{4,1335}= 30.7860 , p-value < 0.0001

Welch test: F-ratio_{4,1335}= 38.4878 , p-value < 0.0001

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic =116.200, DF = 4, p-value < 0.0001

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

The following connecting letter report indicates where significant differences exist:

Level	A	B	C	Mean
Always	A			2.853
Sometimes		B		2.701
Often	A	B		2.686
Seldom			C	2.431
Never			C	2.410

Unconnected letters indicate significant differences.

There is a significant difference in the usefulness/helpfulness scores of EHW Services and the frequency of use of this service between those respondents who regularly use these Services and those who do not. Those who regularly use EHW services find view these services as more useful/helpful than those who do not use the services on a regular basis.

LIBRARY SERVICES

One-way analysis of usefulness/helpfulness of Library Services by frequency of use of this service:

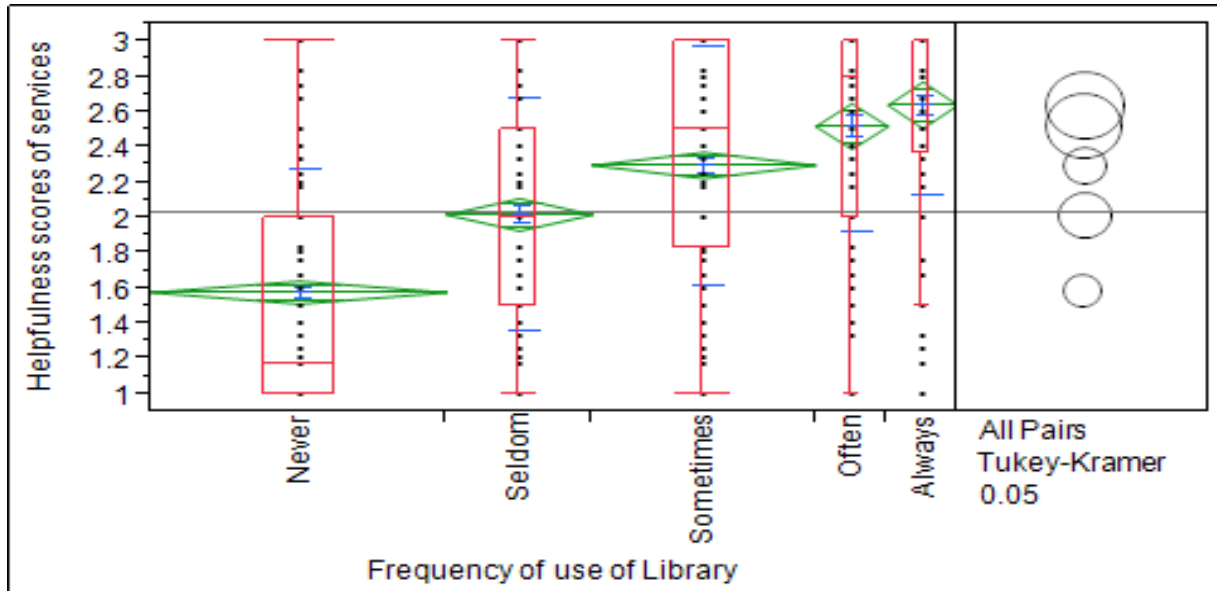


Table of means and standard deviations:

Level	Number	Mean	Std Dev
Never	411	1.580	0.7053
Seldom	203	2.021	0.6607
Sometimes	311	2.301	0.6822
Often	101	2.522	0.5902
Always	97	2.642	0.5121

Anova test: $F\text{-ratio}_{4,1122} = 93.9953$, $p\text{-value} < 0.0001$

Welch test: $F\text{-ratio}_{4,1122} = 102.9143$, $p\text{-value} < 0.0001$

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 279.287, $DF = 4$, $p\text{-value} < 0.0001$

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

The following connecting letter report indicates where significant differences exist:

Frequency	A	B	C	D	Mean
Always	A				2.642
Often	A				2.522
Sometimes		B			2.301
Seldom			C		2.021
Never				D	1.580

There is a significant difference between the usefulness/helpfulness scores of Library services and the frequency of use of this service. Respondents who make regular (Always/Often) use of Library services view the service as more helpful than those who do not use it regularly. Respondents, who never use the Library, score the least for the service.

MEDICAL HEALTH CARE SERVICES

One-way analysis of usefulness/helpfulness of Medical Health Care Services by frequency of use of the service:

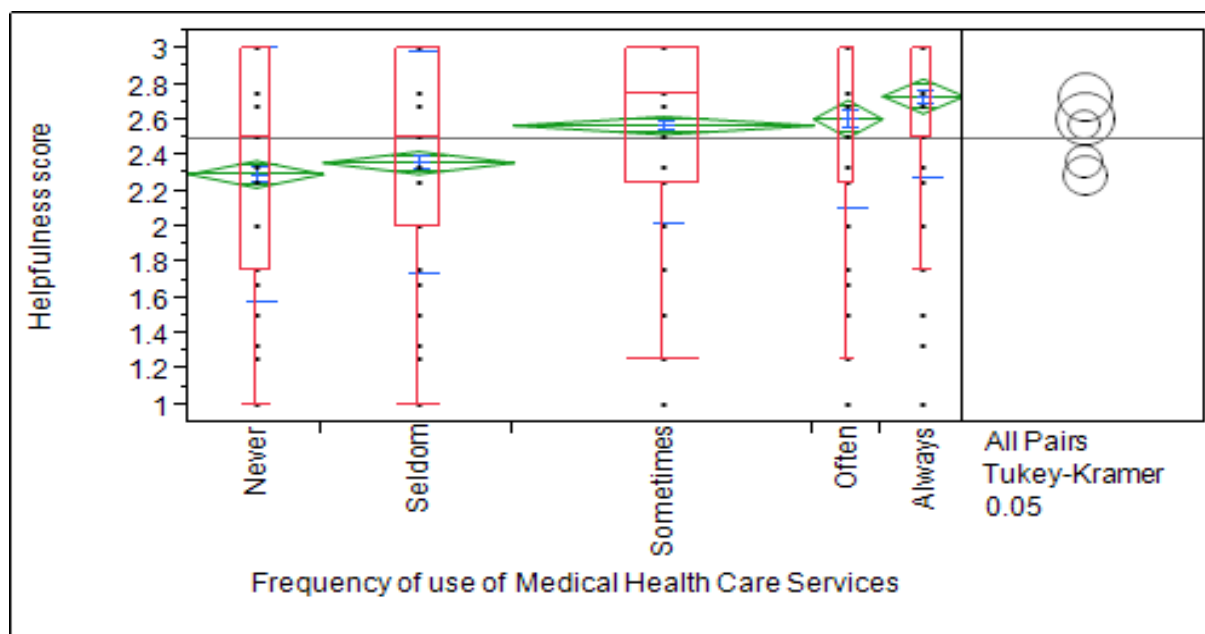


Table of means and standard deviations:

Frequency	N	Mean	Std Dev
Never	231	2.299	0.710
Seldom	329	2.364	0.624
Sometimes	517	2.573	0.547
Often	119	2.610	0.503
Always	141	2.738	0.457

Anova test: F-ratio_{4,1332} = 20.0431, p-value < 0.0001

Welch test: F-ratio_{4,1332} = 20.6419, p-value < 0.0001

Wilcoxon (Kruskal-Wallis test): Chi-Square statistic = 69.6419, DF = 4, p-value < 0.0001

(Note that the Levene test for equal variances is rejected, violating thus the Anova test)

The following connecting letter report indicates where significant differences exist:

Frequency	A	B	C	Mean
Always	A			2.738
Often	A	B		2.610
Sometimes		B		2.573
Seldom			C	2.364
Never			C	2.299

There is a significant difference between the usefulness/helpfulness scores of Medical Health Care Services and the frequency of use of this service. Respondents who make regular (always/often) use of Medical Health Care Services view the service as more helpful than other respondents. Respondents who never use the Medical Health Care Services give this service the lowest score.

5.12 ADDITIONAL SUPPORT SERVICES RECEIVED BY RESPONDENTS

Respondents listed the following additional learner support services not explicitly covered in the questionnaire but which they had received during the academic phase of the BPDLP but did not indicate whether or not the listed additional services were useful/helpful. Neither did they indicate the stage at which they received the service. (These additional learner support services listed by the respondents were the criteria utilised to cluster their responses are based on the conceptualisation of learner support in Chapter 2.)

- Socialising and social interaction activities, for instance canteen facilities, church services and entertainment activities
- Financial support and assistance, for instance information on the stipend and practical assistance with bank accounts
- Support in the teaching context, for instance additional classes during weekends provided by the trainers/instructors and academic assistance and support provided by the trainers/instructors
- Assistance and support to function in a group, in both the academic and non-academic environments

- Contact with union representatives
- Support and assistance with computer literacy
- Support and assistance with continuous updating of general information regarding the institutional and teaching environments and information updates on press releases, for instance news papers

5.13 SUMMARY OF RESPONDENTS' SUGGESTIONS FOR THE IMPROVEMENT OF LEARNER SUPPORT SERVICES IN THE BPDLP (ACADEMIC PHASE)

As discussed in Chapter 4, respondents were given the opportunity to add comments to the questionnaire. Respondent responses were categorised according to the identified themes/factors/constructs. The identified themes/factors/constructs correspond with the type of learner support service/assistance listed in the questionnaire, although some of the themes correspond with the listed additional support services received by respondents, and others are suggestions on themes that fall outside the scope of this study.

5.13.1 MEMORANDUM OF UNDERSTANDING (MOU)

It is recommended by respondents that the BPD Academies need to adhere to the MoU. No deviation must be allowed and all activities at the academies must be in line with the MoU. They also suggested, however, that the MoU should be revised to make provision, for instance, for the right to education as captured in the Constitution of South Africa, the different types of leave a respondent is entitled to, and the length thereof, access to learner support services, etc.

5.13.2 LEARNER AFFAIRS

According to the respondents, learner affairs services are not accessible during training, and therefore it is suggested not only that the number of personnel rendering these services need to be increased but also that the personnel needs to be client service orientated. The latter recommendation is based on respondents'

experience of the personnel of learner affairs services as disrespectful, unfriendly, unhelpful and “*short tempered*”.

It is suggested by respondents that more time and effort need to be allocated to their needs regarding human resource management. Areas specifically mentioned include - information on leave options, stipends, and injuries on duty (respondents are afraid to inform the relevant personnel member of an injury on duty, because they are afraid of being sent home and not being allowed to complete the training), and PT instructors need to assist these respondents in coping with and managing the injury on duty.

5.13.3 DISCIPLINE AND BEHAVIOUR (ACADEMY ORDERS)

Respondents recommended that academy orders must be handed out and explained to them at the beginning of the learning programme. Disciplinary and grievance procedures must also be explained and circulated to them at the beginning of the learning programme.

Respect and discipline are considered as similar entities by the respondents. Mutual respect in the academy environment is important, since mutual respect will promote discipline and positive behaviour. Respondents therefore recommend that all academy personnel should behave in a disciplined and professional manner.

It was mentioned by respondents that, while good discipline and professional behaviour are instilled during the academic phase, the standard of these is not maintained during the field training phase. Since respondents do not adhere to the standard of discipline expected from them at the academies during the last phase, sometimes conducting themselves unprofessionally – not showing respect for higher ranks, for example - conflict situations occur when they return to the academies for the integrated assessment.

It is also mentioned by respondents that their misbehaviour is a symptom of not being treated by academy personnel with the dignity befitting human beings. The perception that all respondents are ill disciplined is not correct and therefore not all

the respondents should be punished for a single person's misbehaviour. Unjustified punishment is not uplifting and undermines respondents' motivational levels.

It is recommended by respondents that academy commanders must not treat trainers badly in front of the respondents and that trainers/facilitators must show respect to each other in front of respondents. The implementation of a reward system would, moreover, assist in the improvement of respondent behaviour.

5.13.4 MESS FACILITIES AND PROCEDURES

Many complaints were raised and many negative remarks were made by respondents regarding the food, mess, mess personnel and procedures.

Suggestions from respondents in this regard could be summarised as there being much room for improvement regarding the kind of food provided (for instance more healthy food, quality of food, etc.), improvement in mess facilities, time frames for serving food, regular revision of menus, allocation of more personnel to the mess and the professional treatment of respondents by mess personnel. More specifically, suggestions included the revision of mess procedures - for instance, platoons/pools could have brunch and supper at different times. The improvement of hygiene in the mess, and the fact that there was not always enough food for everybody, were also raised as issues that needed attention.

5.13.5 RECREATION AND SPORT

Respondents recommended the following regarding recreation and sport. More time and access need to be allocated to recreation and sport activities during the BPDLP, especially during weekends, since sport and recreation could be considered as way of relieving the pressure and stress respondents experienced during the week. Respondents wanted to have access to a variety of sports, for instance swimming, tennis, gym, etc.

Watching TV and being allowed to receive visitors are also considered as recreational activities. The latter – receiving visitors – should be allowed more often.

Finally, respondents recommended that they be allowed time to rest, not always having to be specifically engaged in some or other activity.

5.13.6 EHW SERVICES

It is recommended by respondents that EHW personnel should be available at academies at any time their services are needed. Specific recommendations include personnel providing more emotional support to respondents during times of bereavement and illness. Counselling regarding HIV and Aids is also highlighted as a need.

5.13.7 LIBRARY SERVICES

Many complaints and negative remarks were noted by respondents regarding Library Services. Respondents recommended that they be allowed to visit the library at times when they were not busy with academic classes or physical fitness, drill or shooting. By implication, the library hours have to be extended (the library is only open until 16h00). Respondents are also of the view that other material than, for instance, law books should be kept in the library.

5.13.8 MEDICAL HEALTH CARE SERVICES

It is recommended by respondents that all their medical health needs should be addressed at their respective academies.

5.13.9 ASSISTANCE DURING TRAINING

Respondents recommended much more practical exposure to police work.

5.13.10 LEARNING MATERIAL

According to respondents, the core of the BPDLP must be the academic classes, not physical fitness and drill. They therefore recommend that they are afforded the opportunity to give feedback on the learning material, and that these feedback sessions take place on a weekly basis. They justify this request by indicating that sessions like these would promote understanding of the learning material, improve relationships between the trainer and respondents, rectify any mistakes made during the week, and enforcing the occurrence of learning before proceeding to the next topic or theme.

5.13.11 INFORMATION RECEIVED ABOUT THE ASSESSMENT PROCESS

Respondents are of the view that their concentration in the academic classes is negatively influenced by fatigue since they have to attend classes immediately after shooting, physical fitness or drill, thus the many remedial sessions.

They also recommend that physical fitness sessions should be limited when assessments are scheduled, since they do not have enough time to prepare (study) for the assessments. They indicated that they wanted to focus on the assessments, and that no other activities should be scheduled during that time frame.

The principles of assessment –fairness, for instance - have to be implemented by assessors all the time. Respondents must be granted the opportunity to give feedback on the assessment and not only be instructed to sign the document. It is, moreover, recommended by respondents that formative and summative assessments have to be clearer and more understandable.

5.13.12 SOCIALISING AND SOCIAL INTERACTION ACTIVITIES

Respondents recommended that time to attend church services have to be increased since church attendance motivates them during stressful times in the academy.

Other recommendations include that:

- The canteen sells a greater variety of snacks than biscuits and chips.
- Fun days, entertainment and cultural celebrations be organized
- Debating sessions to be held to discuss crime related matters, life skills, or other social matters.

5.13.13 SUPPORT AND ASSISTANCE WITH COMPUTER LITERACY

Respondents recommended they must be allowed access to the computer rooms, as well as additional computer classes.

5.13.14 SUPPORT AND ASSISTANCE WITH CONTINUOUS UPDATING OF GENERAL INFORMATION REGARDING THE INSTITUTIONAL AND TEACHING ENVIRONMENTS

It is recommended by respondents that “*concrete information*” should be communicated regularly for the training intervention to run smoothly. Information regarding any changes in the programme should be communicated as soon as possible at all levels in the academy, although deviations in the programme are not recommended by the respondents.

It is, moreover, recommended that academies utilise an academy calendar which indicates all the activities for the time respondents spend at the academies.

5.13.15 LEARNER SUPPORT SERVICES IN GENERAL

It is recommended by respondents that more effort should be put into explaining the different career opportunities in the SAPS to them and to guide them in preparing themselves to become the managers of the future in the organisation. They also recommended that learner support services should be more accessible to them, indicating that they wanted to experience support and assistance without hesitation from the responsible personnel. According to them, learner support services must not be a referral service only; rather, the actual assistance needed by the respondent should be rendered as a matter of course.

It is recommended by respondents that they be informed of the available learner support services at the beginning of the BPDLP and that time be allocated in the time table for them to utilise these services. Learner support services should, therefore, according to them, work towards supporting and encouraging respondents to cope with training demands rather than working against them.

5.13.16 MANAGEMENT OF THE ACADEMY

The management of BPD academies need to portray in their conduct a willingness to support respondents. To this purpose a forum needs to be established which could serve as a communication medium between the management staff of the academy and the respondents. Included in the recommendation is that respondents should be represented in the forum, and that all respondents be treated equally by all the personnel members of the academy's management team.

The BPDLP has to be approached as a partnership between all the stakeholders at the academy, with all of them working towards the same goal, establishing a network of working together, and understanding differences in the roles and responsibilities played by different parties or individuals.

It is recommended by respondents that organising and planning strategies have to be implemented to limit time wasting resulting from a lack of effective and efficient

planning. The absence of proper planning creates the impression that management is not serious about and committed to the BPDLP.

5.13.17 TRAINERS/INSTRUCTORS/FACILITATORS

It is recommended by respondents that the trainers/instructors/facilitators have to improve their own levels of education. They need to know the subject (theory and practice) they are presenting. Also, more equipment is needed for training - in street survival, for instance, to properly prepare respondents for real circumstances. No racist remarks, abuse and unequal treatment by trainers/instructors/facilitators to respondents must be tolerated by the management of the academy.

It is recommended by respondents that, if trainers/instructors/facilitators do not answer their questions, or tell them that they (the trainers) do not know or never did it, the credibility of the trainer/instructor/facilitator is immediately negatively affected.

It is recommended that physical fitness and drill must not follow each other, since the physical impact is too much. The approach to physical fitness has to change, with specific classes on the time table being allocated to physical fitness. For instance, the 4.8 km should be run in the morning and then again later during the day. Shooting has to take place once a week and Section 49 has to be presented by the street survival instructors, specifically when and how must it be implemented.

5.13.18 GENERAL COMMENTS AND RECOMMENDATIONS

The BPDLP is too long, hence respondents are frustrated, tired of the *“long duration course that was harsh, hard and then outside they revenge to public members”*. It is creating police brutality and anger.

It is recommended by respondents that the role play centre is utilised during the actual training and not only for assessment purposes.

“The BPDLP helps me a lot in terms of knowledge and skills, it empowers my mind, physical status and to live in the different environment and people”.

The content of the BPDLP is not in line with the circumstances police officials have to deal with outside and their needs regarding knowledge and skills need to be addressed to deal with the reality.

However, comments made by two of the respondents can be described as the substance of this study. It summarised what learner support is supposed to be at the BPD academies:

“It is quite simple in actual fact, since learner support services are meant for trainees they ought to be availed to trainees at large in such a manner that they interact with them frequently not only when there are problems, ‘precaution is better than cure’ “

“I believe to complete the BPDLP with great succession the learner support services should play the leading role as the environment of training needs something that will keep you at ease and motivate you at the same time”.

5.14 CONCLUSION

The research data collected during the survey by means of the questionnaire as measuring instrument was processed, analysed and explained in Chapter 5. The data was subjected to many tests to determine the scores, correlations and influences. The results of the tests were presented by means of tables, figures and narratives. Responses to the open questions were summarised according to the conceptualisation of learner support and the identified themes/factors/constructs.

The findings of the research study will be discussed in Chapter 6.

CHAPTER 6

RESEARCH FINDINGS

6.1 INTRODUCTION

In Chapter 5 the analyses conducted upon the collected data, as well as the results of the analyses was presented. In Chapter 6 the findings of the research study are presented.

The research findings are explained in terms of the variability in the scores of the learner support themes/factors/constructs;
the usefulness/helpfulness of the themes/factors/constructs of the learner support experience;
the timeliness of the learner support services;
associations between the usefulness/helpfulness and the timeliness of the learner support services, and
the frequency of respondents' at the academies use of the learner support services.

In order to present the research findings, it is important to once again highlight the validity and reliability of the measurement instrument and the reliability of the 7 identified themes/factors/constructs of the learner support experience.

6.2 THE VALIDITY AND RELIABILITY OF THE MEASUREMENT INSTRUMENT

The validity of the measurement instrument was discussed in Chapter 4. It was established that the instrument has both construct and external validity. An exploratory factor analysis identified 7 seven underlying themes/factors/constructs. It is important to mention, though, that the Four Point Likert Scale had to be adapted to perform the factor analysis. Since, it did not follow a progressive ordinal scale: Category 4, 'Don't know/Did not receive the service', was adapted to 'missing for purposes of performing the factor analysis'.

As also indicated in Chapter 4, the 7 themes/factors/constructs are reliable. An item analysis using Cronbach's Alpha index established that there is sufficient (generally good) internal consistency between the statements/items of each theme/factor/construct.

6.3 THE SEVEN THEMES/FACTORS/CONSTRUCTS OF THE LEARNER SUPPORT EXPERIENCE

The unit of study for this research was the learner support experience as perceived by respondents who attended the academic training phase of the BPDLP. The 7 themes/factors/constructs of the learner support experience produced by this study are:

- General Information
- EHW Services
- Library Services
- Medical Health Support Services
- Assistance during the Learning Programme
- The adequacy of the Learning Material
- The adequacy of Information on the Assessment Process

It was also important to determine variability in the scores of the learner support themes/factors/constructs.

6.4 VARIABILITY IN THE SCORES OF LEARNER SUPPORT THEMES/FACTORS/CONSTRUCTS

A measurement score for establishing the usefulness/helpfulness and timeliness of the learner support experience was created from the statements/items of each theme/factor/construct. Observations indicated that scores created for the usefulness/helpfulness and timeliness of the themes/factors/constructs of respondents' perceptions of the learner support experience are widely spread around

the mean of the theme/factor/construct score. Data is no spread evenly and closely around the mean scores, and distributions are decidedly skewed, in most cases negatively skewed. Also, the mean score is often less than the median score since the mean is sensitive to outlying data.

One of the purposes in the application of statistics to quantitative research is to establish reasons for the variation in data. There will always be a variation “*between people, in output, in service, in product*” (Deming, 1994:98). What is more important is to determine “*What is the variation trying to tell us?*”, (Deming, 1994:98).

According to Halliday (2015:1), if the researcher wants to achieve “*operational excellence*” it is necessary for him/her to identify the sources of the variation affecting the process, product or service. Once the sources have been identified, particular attention can then be devoted to these sources. Halliday (2015:1) further differentiates between two basic sources of variation, namely common cause variation and special cause variation. Common cause variation is created by many factors that are commonly part of the process, but are acting totally at random and independently of each other. Special cause variation is created by non-random events leading to an unexpected change in the process output. The effects of special cause variation are intermittent and unpredictable.

Sources of possible common cause variation measured in this study that may influence respondents’ perceptions of the usefulness/helpfulness of the learner support experience are gender, age, academy attended, marital status, number of dependants, previous employment and motives for joining the SAPS.

In the data analysis conducted in Chapter 5, it was determined that the academy attended and the motive for joining the SAPS had a statistically significant influence on respondents’ views of the usefulness/helpfulness and timeliness of the learner support experience.

6.5 USEFULNESS/HELPLEFULNESS OF THE THEMES/FACTORS/CONSTRUCTS OF THE LEARNER SUPPORT EXPERIENCE

In the following sections the scores of the themes/factors/constructs as well as the correlation between the theme/factor/construct scores is construed. Thereafter the variability in the usefulness/helpfulness scores of the themes/factors/constructs is interpreted.

6.5.1 INTERPRETATION OF THEME/FACTOR/CONSTRUCT SCORES

A summary of the mean and median scores and the dispersion of scores of the learner support experience are presented in Table 6.1.

TABLE 6.1: SUMMARY OF MEAN AND MEDIAN SCORES AND DISPERSION OF SCORES OF LEARNER SUPPORT EXPERIENCE

Theme/Factor/Construct	N	Mean	Std Dev	Median	Q ₂₅	Q ₅₀	Q ₇₅
General Information	1406	2.52	0.457	2.6	2.26	2.6	3
EHW Services	1377	2.57	0.557	2.8	2.2	2.8	3
Library Services	1162	2.04	0.77	2	1.17	2	2.87
Health Care Services	1379	2.5	0.6	2.75	2	2.75	3
Assistance during Training	1379	2.69	0.495	3	2.5	3	3
Learning Material	1404	2.66	0.463	3	2.57	3	3
Information on the Assessment Process	1402	2.71	0.463	3	2.57	3	3

Table 6.1, Figures 5.1 to 5.7 and Figures 5.15 to 5.21 of Chapter 5 regarding the usefulness/helpfulness of the themes/factors/constructs, reflect the findings of the research study. The conclusions which follow are based on these findings as summarised in the tables and figures mentioned. Conclusions are, moreover, substantiated with reference to the summaries of the responses to open-ended questions in the questionnaires.

General Information

This support service has an average score and median of 2.5 and 2.6 respectively, indicating a view of between somewhat helpful and helpful. The interval 2.3 to 3 contains 50% of the scores of General Information; thus 75% of the scores are above 2.3. In general this support service is considered as approaching helpful. Only 25% of respondents view the service as somewhat helpful or unhelpful, and approximately 2.5% of respondents view it as unhelpful.

A review of Figure 5.1 shows a negatively skewed distribution with outlying scores at the lower end of the measurement scale. A measurement of 0.46 was calculated for the dispersion of the data about the mean score, indicating the extent of variation in the views of respondents on this support service.

Indications from the results of the partition analysis of the usefulness/helpfulness of this theme/factor/construct in Chapter 5, (see Figure 5.15) are that academies should address the quality and availability of sport and recreation and learner affairs to improve respondents' views on the General Information experience.

Additional to the results of the partition analysis, it was recommended by respondents that time and access to sport and recreation should be increased, especially during weekends. Both sport and recreation are considered by respondents as a way in which they can manage, cope with and deal with their stress. The need for a greater variety of sport activities was expressed. In addition to this, time to rest, visits and just doing nothing are also considered as a form of recreation by the respondents.

Learner affairs as a learner support service/assistance is generally criticised by the respondents, the most evident complaint being that learner affairs are not accessible during training. Informed by this perception respondents communicated the need for more time and effort to be allocated to their concerns regarding human resource management, with injuries on duty being highlighted as a prominent concern.

EHW Services

The mean and median scores for EHW Support Services were calculated at 2.6 and 2.8 respectively. The average view is somewhat better than General Information, but the variation in views is greater, with a dispersion score of 0.56 (see Figure 5.2).

Approximately 75% of respondents view this service as between somewhat helpful and helpful. Less than 10% of respondents consider this service as unhelpful.

The partition analysis conducted in Chapter 5 (Figure 5.16), indicates that counselling services is the predominant prediction item influencing the overall view of EHW Services by respondents. Next to this, the explanation of the National instruction of EAS has the greatest impact on this view.

This finding of the partition analysis is in line with the recommendation by respondents that more emotional support should be provided to them, especially during times of bereavement and illness. Counselling regarding HIV and Aids is specifically mentioned as a priority need felt by respondents.

Library Services

Throughout this study it was observed that respondents are in general dissatisfied with the Library Support Services. The mean and median score for this service is a value of 2, indicating an average view of only somewhat helpful.

A review of Figure 5.3 reveals a bimodal type distribution, with peaks at unhelpful and helpful. This wide range in helpfulness views is also evident from the large measure of dispersion scores (standard deviation of 0.8 and inter-quartile range of 0.7).

The majority of respondents are particularly dissatisfied with support in the use of computers in the library (65.8%) and the use of internet and intranet services (65.4%).

The partition analysis described in Chapter 5 (Figure 5.17) identified the explanation of the different services offered by the library as the major item impacting upon the overall mean score of this service, followed by the availability of computers in the library, and limited access to the library due to unaccommodating, official library hours.

The findings regarding the Library Support Services are in line with respondent responses to the open-ended question on this service. Respondents were very explicit in their dissatisfaction with and, in their view, the absence of this learner support service.

Medical Health Care Services

The average view of respondents on this support service is approximately in the middle between somewhat helpful and helpful (mean=2.5 and median=2.75). The majority of respondents (75%) view the service as ranging from somewhat helpful to helpful, and approximately 10% view it as unhelpful.

A review of Figure 5.4 indicates a negatively skewed distribution, with the frequency distribution of Table 4.8 indicating unhappiness with orientation of health care services (44.8%) and the unavailability of medical staff (40.4%).

A partition analysis indicated that, through better information (explanation of services), improved availability of the personnel, and an effective orientation of the medical health care services, this view could be greatly improved (see Figure 5.18).

The need is expressed by respondents that all their medical needs should be addressed by the Medical Health Care Services, seeing that this is considered as a learner support/assistance service.

Assistance during Actual Training

Assistance during training was on average viewed by respondents as approaching helpful (mean score= 2.7 and median score=3). The majority of respondents (75%) consider this support service as helpful (or approaching helpful). Only 2.5 % consider it to be unhelpful.

The distribution of scores is negatively skewed due to numerous outlying values toward the lower measuring scale (see Figure 5.5).

Most complaints are about assistance of learning/study methods (27.6%) and changes to the time-table (24.6%), (See Table 4.8).

A partition analysis (Figure 5.19) indicates that the view of respondents on assistance during training could be improved if the learning outcomes of each learning area of BPDLP are explained to respondents and if assistance is provided with regard to learning/study methods.

Interestingly, respondent responses to the open-ended question focussed more on the assistance they needed in terms of practical exposure during the training intervention. Support in the teaching context is mentioned as an additional learner support service rendered, with specific reference to the trainers/facilitators who provided additional classes during weekends, as well as to additional academic support and assistance.

Learning Material

Respondents view support of learning material on average as approaching helpful (mean=2.7 and median=2.9). Approximately 75% of respondents view the support as more than just somewhat helpful and less than 2.5% consider the assistance with learning material as unhelpful.

The distribution of scores is negatively skewed and there are numerous outliers on the lower end of the measurement scale (See Figure 5.6). There is a fair amount of variation in views on this service (standard deviation=0.46 and IQ range=0.57).

From Table 4.8 it is evident that the main concern with the assistance of learning material is the availability of additional learning material (37%) and the availability of instructors for additional academic assistance (28%).

Trainers/facilitators at academies should ensure that the training offered is aligned to the learning material according to the partition analysis conducted. Timely access to learning material, as well as the availability of additional learning material will improve respondent views on the usefulness/helpfulness of this service (see Figure 5.20).

Learning Material is essential for conducting the BPDLP and thus considered as an essential learner support service/assistance. Respondents recommended the scheduling of a weekly opportunity for them to give feedback on the learning material they dealt with during the week, claiming that this would improve their understanding of the learning material, the relationship with the trainer/facilitator and clear up or rectify any misunderstandings or mistakes occurred during the week before proceeding to the next topic of theme. It is evident from the responses to the open-ended question that respondents desperately need revision of the learning material to take place, thus reinforcing the learning content.

Information on Assessment Process

An average view approaching helpful is expressed by respondents regarding information on the assessment process (mean=2.7 and median=3). Approximately 75% of respondents are more than somewhat satisfied with this support (75% respondents rate the support at a score greater than 2.6).

There is, however, a fair measure of variation in views (standard deviation=0.46 and IQ range= 0.43) and the distribution of scores is negatively skewed with numerous outliers on the lower (unhelpful) end of the measuring scale (see Figure 5.7).

From Table 4.8 it is observed that the main concerns are explanations of the appeals procedure (27.3%), explanations of and implications of the ethics of assessment (25.2%), and explanations of the assessment strategy (25.6%).

The partition analysis (Figure 5.21) indicates the explanation of the re-assessment process as the main predictor impacting on the mean score of this theme. This is the major concern of respondents, followed by a more effective need for explanations of the appeals procedure.

Respondents recommended, in general, that they need more information and explanation, thus a better understanding of the assessment process. The principles of assessment have to be applied by all the trainers/facilitators throughout learning interventions and feedback by respondents regarding each assessment instrument has to be allowed.

6.5.2 CORRELATION BETWEEN THE USEFULNESS/HELPLESSNESS OF THEMES/FACTORS/CONSTRUCTS SCORES

The following matrix table provides Pearson's correlation coefficients to measure the extent of linear relationships between the usefulness/helpfulness of the themes/factors/ constructs.

TABLE 6.2: BIVARIATE CORRELATION BETWEEN USEFULNESS/HELPLEFULNESS OF THEMES/FACTORS/CONSTRUCTS OF THE LEARNER SUPPORT EXPERIENCE

Themes/Factors/ Constructs of the Learner Support Experience	General information	EHW services	Library services	Medical health care services	Assistance during training	Learning material	Information on assessment process
General Information	1	0.517	0.478	0.422	0.502	0.506	0.501
EHW Services	0.517	1	0.422	0.425	0.418	0.363	0.389
Library Services	0.478	0.422	1	0.405	0.327	0.314	0.292
Medical Health Care Services	0.422	0.425	0.405	1	0.385	0.390	0.341
Assistance During Training	0.502	0.418	0.327	0.385	1	0.599	0.597
Learning Material	0.506	0.363	0.314	0.390	0.599	1	0.636
Information On Assessment Process	0.501	0.389	0.292	0.341	0.597	0.636	1

Table 6.2 indicates the existence of a medium strength positive linear relationship between pairs of themes/factors/constructs. This suggests that an increase in the score of one theme/factor/construct is accompanied by an increase in an accompanying theme/factor/construct.

It may therefore be concluded that a respondent's experience of the usefulness/helpfulness of one learner support service is likely to reflect similarly in other services.

6.5.3 VARIABILITY IN THE USEFULNESS/HELPLEFULNESS SCORES OF THEMES/FACTORS/CONSTRUCTS

In an attempt to explain variations within the usefulness/helpfulness scores of themes/factors/constructs, a series of one-way analysis of variance (ANOVA) tests were conducted.

6.5.3.1 THE INFLUENCE OF ACADEMY ATTENDED UPON MEAN USEFULNESS/HELPFULNESS SCORES

One of the common causes of variation in the usefulness/helpfulness scores is the academy the respondent attended. Statistically usefulness/helpfulness scores of the learner support services are significantly different between the academies.

The statistical differences between views of respondents at the various academies are reflected In Table 6.3.

TABLE 6.3: STATISTICAL DIFFERENCES OF ACADEMY ATTENDED UPON MEAN USEFULNESS/HELPFULNESS

Theme/Factor/Construct	Significantly highest scorer	Significantly lowest scorer
General information	Academies E, F and G	Academies B, H and C
EHW Services	Academies E, H and G	Academies B and C
Library services	Academy E	Academy B
Medical Health Care Services	Academies H and F	Academies C, B and D
Assistance during Training	Academy F	Academy B
Learning material	Academies E and F	Academies B and C
Information on Assessment Process	Academies F, G, E and H	Academy B

Indications are that respondents at Academy E find the learner support services in general more useful/helpful. Academy B on the other hand, generally finds the learner support services less useful/helpful. This finding will be addressed in the recommendations for further research.

6.5.3.2 THE INFLUENCE OF MOTIVE FOR JOINING THE SAPS UPON RESPONDENT VIEWS ON THE LEARNER SUPPORT EXPERIENCE

A series of one-way ANOVA tests were conducted to establish whether their motives for joining the SAPS influenced respondents' views on the usefulness/helpfulness of a particular learner support service. To this end respondents' motives for joining the SAPS were categorised as essentially intrinsic or extrinsic. This categorisation was explained in Section 5.9.2.

Table 6.4 summarises the mean scores of usefulness/helpfulness for learner support services distributed between their intrinsic and extrinsic motivation for joining the SAPS.

TABLE 6.4: MEAN THEME SCORES OF USEFULNESS/HELPFULNESS OF INTRINSICALLY AND EXTRINSICALLY MOTIVATED RESPONDENTS

Theme/Factor/Construct	Reason	N	Mean	Std Dev
General Information	Extrinsic	144	2.337	0.5458
	Intrinsic	1262	2.543	0.4415
EHW Services	Extrinsic	143	2.416	0.6461
	Intrinsic	1234	2.588	0.5433
Library Services	Extrinsic	120	1.941	0.7983
	Intrinsic	1042	2.047	0.07658
Medical Health Care Services	Extrinsic	141	2.419	0.6131
	Intrinsic	1238	2.509	0.5983
Assistance during Training	Extrinsic	138	2.542	0.6124
	Intrinsic	1241	2.711	0.4775
Learning Material	Extrinsic	143	2.584	0.5058
	Intrinsic	1261	2.665	0.4577
Information on Assessment Process	Extrinsic	144	2.539	0.5771
	Intrinsic	1258	2.729	0.4438

Respondents, whose motives for joining the SAPS are essentially extrinsic, are found to experience the learner support service as less helpful than their intrinsically driven colleagues. This was found true for all the learner support services, except EHW Services and Assistance with Learning Material, where the means of usefulness/helpfulness were not significantly different. In general intrinsically motivated respondents experience the support and assistance as more useful/helpful.

In conclusion, according to the overall findings, the learner support services rendered to respondents during the academic training phase of the BPDLP at the academies were experienced by them as moderately useful/helpful to useful/helpful. The exception is Library Support Services, which requires immediate intervention to address the needs of the respondents. To a somewhat lesser degree EHW Services also need intervention to ensure that respondents are provided with the necessary support and assistance as stipulated in the relevant policy documents.

Common cause variability within theme scores exists in the form of academy attended and respondent motives for joining the SAPS. There are differences in the level of learner support services rendered at the various academies as indicated throughout the research. This finding necessitates intervention and will be recorded as a recommendation of this report.

6.6 THE TIMELINESS OF LEARNER SUPPORT SERVICES

The timeliness scale and the timeliness score will be explained in the following sections.

6.6.1 THE TIMELINESS SCALE

Learner support services are not just an additional 'nice to have' benefit; rather, it is a necessary and requisite service for the successful completion of the BPDLP. Timeliness in the rendering of these learner support services to respondents is therefore essential.

The timeliness of the themes/factors/constructs of learner support services was measured using the following ordinal Likert scale:

- 1=Before arriving at the academy;
- 2=At the beginning of the learning programme;
- 3=During the academic training;
- 4=After completion of the learning programme;
- 5=Never received service or assistance.

Learner support and assistance should be provided at the earliest possible opportunity while respondents are receptive and prepared to receive the services. If the services are rendered timely they will complete and complement the learning intervention; if not, they might undermine it.

6.6.2 TIMELINESS SCORE

An average timeliness score was calculated from the scores of statements/items that reflect elements of each theme/factor/construct. A service may be judged timely if support/assistance needed is rendered as early as possible, but most certainly not after completion of the learning intervention or, worse, not at all.

An average timeliness scores of less than 3 indicates beneficial timeliness, while an average score greater than 3 (after completion of course or not received at all), may have an adverse effect upon the overall preparation of the respondent to become a functional member of the SAPS when entering the work place.

In Table 6.5 a summary is provided of the timeliness scores as viewed by the respondents.

TABLE 6.5: SUMMARY OF TIMELINESS SCORES AS VIEWED BY RESPONDENTS

Theme/Factor/Construct	Average Timeliness Score	Timeliness score deviation	25 th Quartile	50 th Quartile (Median)	75 th Quartile
General Information	2.532	0.4954	2.143	2.429	2.857
EHW Services	2.849	0.6911	2.4	3	3
Library Services	3.481	1.0721	2.83	3.3	4.5
Health Care Services	2.790	0.7436	2.25	3	3
Learning Material	2.674	0.6452	2	2.75	3
Assistance during Training	2.789	0.5640	2.286	2.857	3
Information on Assessment Process	2.778	0.5537	2.375	3	3

To get a more accurate picture of the timeliness of the themes/factors/constructs of the learner support service the interpretation of these means must be done with the dispersion of the mean scores in mind.

Table 6.5, in conjunction with Tables 5.3 to 5.9 and Figures 5.15 to 5.21, reveals the following information on the timeliness of the learner support services:

- Learner support/assistance on *General information* is perceived by respondents as being received timely. Some concerns are raised regarding information on sport and recreation (16.4%) and information on learner affairs (7.5%).
- In respondent responses to the open-ended question it was recommended that academy orders, as well as disciplinary and grievance procedures, must be circulated and explained to respondents at the beginning of the learning programme.
- *EHW Services* are considered as timely. Major concerns of respondents are, however, the counselling services rendered (18.6%) and the availability of EHW personnel (15.7%). It is recommended by respondents, the EHW Services have to be available at the academies at any time their services are needed.

- *Library Services* on average is viewed by respondents as not being timely or as not offered at all, but the large variation in views as measured by the standard deviation needs to be noted. There are major concerns by respondents regarding Library Services. More than half of the respondents cite the lack of timely support/assistance regarding computers in the library (51.7%) and access to the intranet and internet services (55.1%) as major frustrations.
- *Medical Health Care Services* is generally timely rendered. Concerns raised include orientation to the Medical Health Care centre (15.2%) and explanation of the types of services rendered by the centre personnel (14.6%).
- *Assistance during Training* is largely viewed as timely. Some respondents (7.6%) consider support/assistance with study methods as not being timely rendered.
- Assistance with *Learning Material* is general indicated as timely. However, causes for concern are the timely availability of additional learning material (17.6%) and the opportunity to provide feedback on learning material (17.4%).
- The timeliness of provision of *Information on the Assessment Process* was within the beneficial stage of the learning intervention, namely before completion of the academic training phase. Some respondents view explanations of the appeals process (13.8%) as being outside this period or not received at all.

An important observation regarding the timely rendering and receiving of learner support services are that the concerns raised by the respondents about timeliness coincide with concerns raised about the usefulness/helpfulness of learner support services in general. The implication seems to be that the usefulness/helpfulness of learner support services is directly related to the timeliness of the rendering of these services.

Respondents indicated in their responses to the open-ended question that they need to be informed of the existence and availability of all the learner support services at

the beginning of the BPDLP. This will lead to an overall improvement of the usefulness/helpfulness of the support services, as well as to their timely rendering.

6.7 CORRELATION BETWEEN THE TIMELINESS OF THEMES/FACTORS/ CONSTRUCTS OF LEARNER SUPPORT SERVICES

In Table 6.6 the bivariate correlation between the themes/factors/constructs of timeliness of learner support services are presented.

TABLE 6.6: BIVARIATE CORRELATION BETWEEN THEMES OF TIMELINESS OF LEARNER SUPPORT SERVICES

Timeliness of themes/factors/constructs during the academic training phase of the BPDLP	Timeliness of General Information	Timeliness of EHW Services	Timeliness of Library Services	Timeliness of Medical Health Care Services	Timeliness of Assistance during Actual Training	Timeliness of Provision of Learning Material	Timeliness of Information on the Assessment Process
Timeliness of General Information	1	0.486	0.256	0.407	0.436	0.444	0.401
Timeliness of Instruction on EHW Services	0.486	1	0.457	0.439	0.416	0.416	0.337
Timeliness of instruction on Library Services	0.256	0.457	1	0.378	0.303	0.388	0.275
Timeliness of instruction on Medical Health Services	0.407	0.439	0.378	1	0.622	0.516	0.358
Timeliness of Assistance during Actual Training	0.436	0.416	0.303	0.622	1	0.699	0.504
Timeliness of Provision of learning Material	0.444	0.416	0.388	0.516	0.699	1	0.626
Timeliness of Information on the Assessment Process	0.401	0.337	0.275	0.358	0.504	0.626	1

The bivariate Pearson's correlation coefficients indicate a positive linear relationship of average strength. The increase (decrease) in the timeliness score of one theme/factor/construct has a fair chance of coinciding with the increasing (decreasing) timeliness score of a corresponding theme/factor/construct.

6.8 INVESTIGATION INTO THE VARIATION OF TIMELINESS SCORES

In an attempt to explain the variability of scores established for the usefulness/helpfulness of learner support services the influence of measured demographic variables was investigated. These influences were also investigated for variability in timeliness of learner support scores.

A series of ANOVA tests indicate that the academy attended is a major contributor to the measured common variation in the timeliness of learner support services. Obviously, there may also be other unmeasured common cause and/or special cause variations that influence the variability in the timeliness scores.

6.8.1 INFLUENCE OF ACADEMY ATTENDED UPON THE TIMELINESS SCORES OF LEARNER SUPPORT SERVICES

A summary of the significant differences between academies in the timely provision of the learner support services is presented in Table 6.7.

TABLE 6.7: SUMMARY OF SIGNIFICANT DIFFERENCES BETWEEN ACADEMIES IN TIMELY PROVISION OF LEARNER SUPPORT SERVICES

Theme/Factor/Construct	Academy attended	
	Most timeous experience	Least timeous experience
General Information	Academies D and E	Academies G and B
EHW Services	Academy E	Academies F and B
Library Services	Academies E and G	Academies B and H
Medical Health Services	Academies H and E	Academies B and F
Learning Material	No significant differences	
Assistance during Training	Academies F and E	Academy B
Information on Assessment Process	Academy F	Academies G and H

The results of the differences in timeliness of learner support services between Academies are very similar to differences in the usefulness/helpfulness of learner support services between Academies observed earlier in this Chapter.

6.9 ASSOCIATION BETWEEN THE USEFULNESS/HELPFULNESS AND THE TIMELINESS OF LEARNER SUPPORT SERVICES

Due to the non-progressive scale upon which respondent perceptions of the timeliness of the learner support services were measured, this scale was reduced to two categories, namely timeliness and reduced timeliness.

Timeliness scale		Reduced timeliness scale
1. Before arriving at the academy		Timeous assistance
2. Beginning of the learning programme		
3. During the learning programme		
4. After completion of the learning programme		Non-timeous assistance
5. Never received support or assistance		

The usefulness/helpfulness scale for the investigation of this association was as follows:

1. Not very useful/helpful
2. Sometimes useful/ helpful
3. Useful /helpful
4. I don't know, I did not receive the service.

A series of Chi-Square tests of association were conducted between the 41 statements/items of usefulness/helpfulness and timeliness which upon this study are based, using the reduced timeliness scale.

The following results were recorded:

- *Respondents who view General Information as not being useful/helpful are inclined to indicate that learner support services were not received timely.*
- *Respondents who view EHW Services as not being very useful/helpful are inclined to indicate that the service was not received timely or was not received at all.*
- *Respondents who view Library Services as not being useful/helpful are inclined to indicate that the service was not received timely or was not received at all.*
- *Respondents who view the Medical Health Care Services as not being useful/helpful are inclined to indicate that the service was not received timely or was not received at all.*
- *Respondents who view Assistance during Training as not being very useful/helpful or who are unaware of the availability of the support/assistance, generally indicate that the assistance was not received timely or was not received at all.*

- *Respondents who view Learning Material as not being useful/helpful or who are unaware of the availability of Learning Material generally indicate that the material was not received timely or was not received at all.*
- *Respondents who view the Provision of Information on the Assessment Process as not being useful/helpful or who are unaware of the availability of this information generally indicate that the information was not received timely or was not received at all.*

Please note that no claims are made as to the causal effect of the lack of timeliness upon respondent views on the usefulness/helpfulness of learner support services. It is only reported that a distinct association exists.

Respondents by large consider access to learner support services as timely. Exceptions were the timeliness of the Library Services, specifically access to computers, intranet and internet services.

Indications are that the same level of timeliness does not exist at all academies. Furthermore, there is a distinct relationship or association between the provision of timely support/assistance and respondents' views of the usefulness/helpfulness of a learner support service.

6.10 FREQUENCY OF USE OF LEARNER SUPPORT SERVICES AT ACADEMIES

In this section the perceived frequency of use of learner support services, as well as variations in the frequency of the learner support services, is presented.

6.10.1 PERCEIVED FREQUENCY OF USE OF LEARNER SUPPORT SERVICES

The usefulness/helpfulness and the timeliness of learner support services available during the academic training phase of the BPDLP were discussed at length in the preceding Chapters. Based on these discussions it can be concluded that these

services are largely useful/helpful and also timely provided during the academic training phase of the BPDLP.

The investigation into the frequency of learner support services was limited to the support services rendered by Learner Affairs, EHW services, Library Services, and Medical Health Care Services.

TABLE 6.8: SUMMARY OF FREQUENCY OF USE OF SUPPORT SERVICES

Learner Support Services	Never	Seldom	Sometimes	Often	Always
Learner Affairs (all human resource related matters)	19.4%	23.2%	37.7%	8.2%	11.6%
EHW (chaplains, social workers, psychologists)	34.3%	17.7%	28.3%	9.2%	10.5%
Library Services	46.5%	15.1%	23.6%	7.6%	7.3%
Medical Health Care Centre	17.9%	24.2%	38.6%	8.9%	10.4%

Indications in the preceding table are that 80% of respondents view Learner Affairs support as having been never, seldom or only sometimes received. Also, only 20% of respondents are of the view that EHW services are received often or always. The usefulness/helpfulness and timeliness of Library Services has been indicated as contentious throughout this study, and the frequency of its use reflects a need to improve this learner support service. Only 15% of respondents consider this service to be often or always used. Most learners also view Medical Health Care as a service which is never, seldom or only sometimes used (approximately 81%).

This general observation of inadequate frequency of services almost contradicts the findings of a useful/helpful and timely learner support service. It can only be concluded that when received, respondents are satisfied with the extent and timeliness of the learner support services.

6.10.2 VARIATION IN FREQUENCY OF LEARNER SUPPORT SERVICES

As indicated in Chapter 5, the frequency at which support services are rendered is generally inadequate in terms of ensuring that respondents successfully complete the academic training phase of the BDLP. There is obviously room for improvement,

bearing in mind indications that the extent of needs for more support varies and depends upon measured and unmeasured factors at different academies and with regard to respondent profiles.

One of the common cause variations in the frequency of support services as perceived by respondents is the academy attended. A series of one-way ANOVA tests were conducted to determine the influence that the academy attended had upon the thematic mean scores of General Information, EHW services, Library services and Medical Health Care services. The academy attended had an influence of the frequency scores of these services.

6.11 CONCLUSION

Based on the research findings presented here it can be concluded that the majority of respondents considered the learner support services rendered to them during the academic training phase as useful/helpful and timeous. Evident variations in the data are, however, due to common cause and special cause variations. The academy attended, as well as the motive for joining the SAPS were major causes influencing variations of the data.

It can also be concluded that the frequency of learner support services was inadequate, a finding which almost contradicts the findings of a useful/helpful and timely learner support service. It can only be inferred that this seeming contradiction could be ascribed to the fact that, when received, respondents are satisfied with the extent and timeliness of the learner support services.

Final conclusions and recommendations informed by the research study are addressed in Chapter 7.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

In Chapter 1 an overview was provided of this research study. In Chapters 2 and 3 the focus was respectively on the literature review informing the study, conceptualisations of learner support, and the current status of learner support in the SAPS, with particular reference to the education and training mandate of the SAPS and its learner support implementation guidelines. The research methodology followed in this study is presented in Chapter 4. In Chapter 5 the analysis of collected data, as well as the results of the analysis, was presented. Chapter 6 was devoted to a discussion of the research findings presented in Chapter 5.

In Chapter 7 the emphasis is on the conclusions drawn from the afore-mentioned research findings, the recommendations associated with or implied in these conclusions, as well as the significance and limitations of the study. Informing the conclusions presented here is a triangulation process, which incorporates content from all the other chapters with a view to answering the research questions posed in Chapter 1.

7.2 RESEARCH QUESTIONS

The main research question posed in this study was: How do learners who attended the BPDLP experience the learner support services they received?

The main research question yielded the following sub research questions:

- What is the scope of learner support offered by the SAPS in the BPDLP?
- To what extent did the learners experience the learner support services helpful and/or useful?
- To what extent were the learner support services rendered timely?

- How frequently did the learners utilise the learner support services?
- What recommendations did the learners suggest to improve the current learner support services offered by the SAPS?

The answers to these research questions are captured in the conclusions presented here.

7.3 CONCLUSIONS OF THE STUDY

The most prominent research finding presented in Chapter 6 is that respondents' views on the usefulness/helpfulness and timeliness of the learner support experience are significantly influenced by two factors: (a) the basic police development academy at which they received their training, and (b) their reasons for joining the SAPS.

With regard to the first finding, namely that the respective police academies had on respondents' perceptions of the learner support services, it must be noted that such effects were especially evident in the cases of Academies E and B. Whereas respondents from Academies E (and F) consistently indicated that the learner support experience was useful/helpful, respondents from Academy B consistently indicated that it was not. In terms of the timeliness of the learner support experience, respondents attached to Academy E once again indicated that they experienced the services as being timely rendered whereas those at Academy B indicated the opposite.

Two conclusions emerge from these findings:

In the first instance it can be concluded that there is a distinct relationship or association between respondents' views on the usefulness/helpfulness of a learner support service and the timeliness of its provision. Implied in this conclusion is the notion that an improvement in the timely delivery of support services would have a positive effect on learners' views of the overall usefulness/helpfulness of these services. Correlations between these two factors are also reflected in the literature reviewed in preparation for this study. Also indicated in the literature is the importance of learner readiness for support: the effectiveness of the service depends not only on the timing but also on the learner's readiness to receive the service or assistance being offered.

In the second instance it can be concluded that there is a lack of standardisation in the delivery of learner support services amongst the different academies. If the way in which services were rendered were standardised the academy at which a learner was trained should not have had an influence on his/her experience of or views on the support services rendered.

With regard to respondents' motives for joining the SAPS, research findings indicate that those whose motives were essentially extrinsic in nature experienced the learner support services as less useful/helpful than the respondents who were intrinsically driven to join the SAPS. It is however important to mention this finding is true for all the learner support services, except EHW Services and Assistance with Learning Material, where the means of usefulness/helpfulness of these two services were not significantly different. With the definitions of intrinsic and extrinsic motivation in mind as explained in Chapter 5, it can be concluded that the intrinsically motivated learners might take the learning intervention more seriously, because they wanted to make a success of the BPDLP. They would, therefore have accepted all the assistance available, including the learner support services/assistance, in order to succeed in their study endeavour. The extrinsically motivated learners, on the other hand, might not have realised the value and contribution of the learner support services/assistance to their success. They might therefore either not have utilised it to their advantage or might have experienced it as less than useful/helpful, primarily

because they did not make the effort to utilise the support or assistance at their disposal.

While it can be concluded that the intrinsically motivated learner values the learner support services/assistance more than the extrinsically motivated learner, the researcher is not arguing that extrinsically motivated learners do not need the learner support services/assistance. What she does argue is that it might be a case of their not realising the existence of their own need for support/assistance.

Irrespective of the role the academy and the reasons for joining the SAPS played in the responses of the respondents, after considering all the research findings regarding the usefulness/helpfulness of the learner support services/assistance, the researcher came to the conclusion that the learner support services rendered to the respondents during the academic training phase of the BPDLP at the academies were experienced by them as moderately useful/helpful to useful/helpful.

In this regard it is important to reiterate the finding that, irrespective of learners' reasons for joining the SAPS, or of the academy at which they were trained, Library Support Services does not satisfy learner needs, and to a lesser extent, neither does the EHW Services.

The overall conclusion based on the findings is that the current learner support services/assistance rendered by the Academies does, to some extent, address the needs of learners. However, weaknesses/flaws in individual services - General Information, EHW Services, Library Services, Medical Health Care Services, Assistance during Training, Learning Material, and Information Regarding the Assessment Process - falling under the Learner Support Services umbrella necessitates serious reconsideration and intervention. Respondents indicated, for example, that learner support services/assistance should be more accessible to them, and that they want to experience support and assistance without hesitation from the personnel responsible for the learner support services/assistance. By implication, learner support services/assistance must not be a referral service only; rather personnel attached to these services should render the actual assistance needed by the respondent when s/he needs it. Also, time for learner

support/assistance should be allocated in the timetable to allow respondents to utilise the learner support services/assistance. Rather than functioning in a way that respondents perceive as not acting in their interests, learner support services/assistance must be seen as supporting and encouraging learners to cope with the demands of the BPDLP.

Based on respondents' suggestions for the improvement of current learner support services/assistance, the researcher came to the conclusion that respondents' greatest needs are related to support and assistance with computer literacy, as well as with the continuous updating of general information regarding institutional and teaching environments. Secondly, according to the findings, there seems to be a need amongst learners to know more about the different career opportunities in the SAPS and how they could prepare themselves to become future managers of the organisation. These needs are in line with findings recorded in literature on the topic.

In conclusion, the SAPS have a legal obligation and, thus, a mandate to provide education and training to its employees. The essential relevance of learner support in the success of the provisioning of education and training, as well as its invaluable impact on learners' preparedness - in terms of knowledge and skills - to enter the functional work environment of policing, have to be comprehended and realised by the organisation.

Thus, the significance of the study - to suggest a strategy, a model and a description of learner support services/assistance in the SAPS. In the end the learner support services/assistance provided by the SAPS will serve as a quality assurance mechanism to assist the organisation to be on par with other providers of post-school education and with the learner support services/assistance provided by these. Ultimately, the SAPS will be able to account for its responsibility to train and develop its personnel.

Although the SAPS renders a learner support service, the researcher came to the conclusion that 'learner support' needs to be reconceptualised to enhance the effectiveness and efficiency of the learner support/assistance currently provided by the SAPS. Thus, the recommended reconceptualised strategy, definition and model of learner support for the South African Police Service.

7.4 RECONCEPTUALISED STRATEGY, DEFINITION AND MODEL OF LEARNER SUPPORT FOR THE SAPS

It was Atkins (2009:10) who first highlighted the existence of a direct link between the rendering of a learner support service/assistance and the improvement of learners' experiences and success in their study endeavours. A pre-condition to this statement, however, is that the principles of learner support need to be embedded in the infrastructure and culture of the service provider.

Based on Atkins' statement, the following learner support strategy is recommended for the SAPS environment.

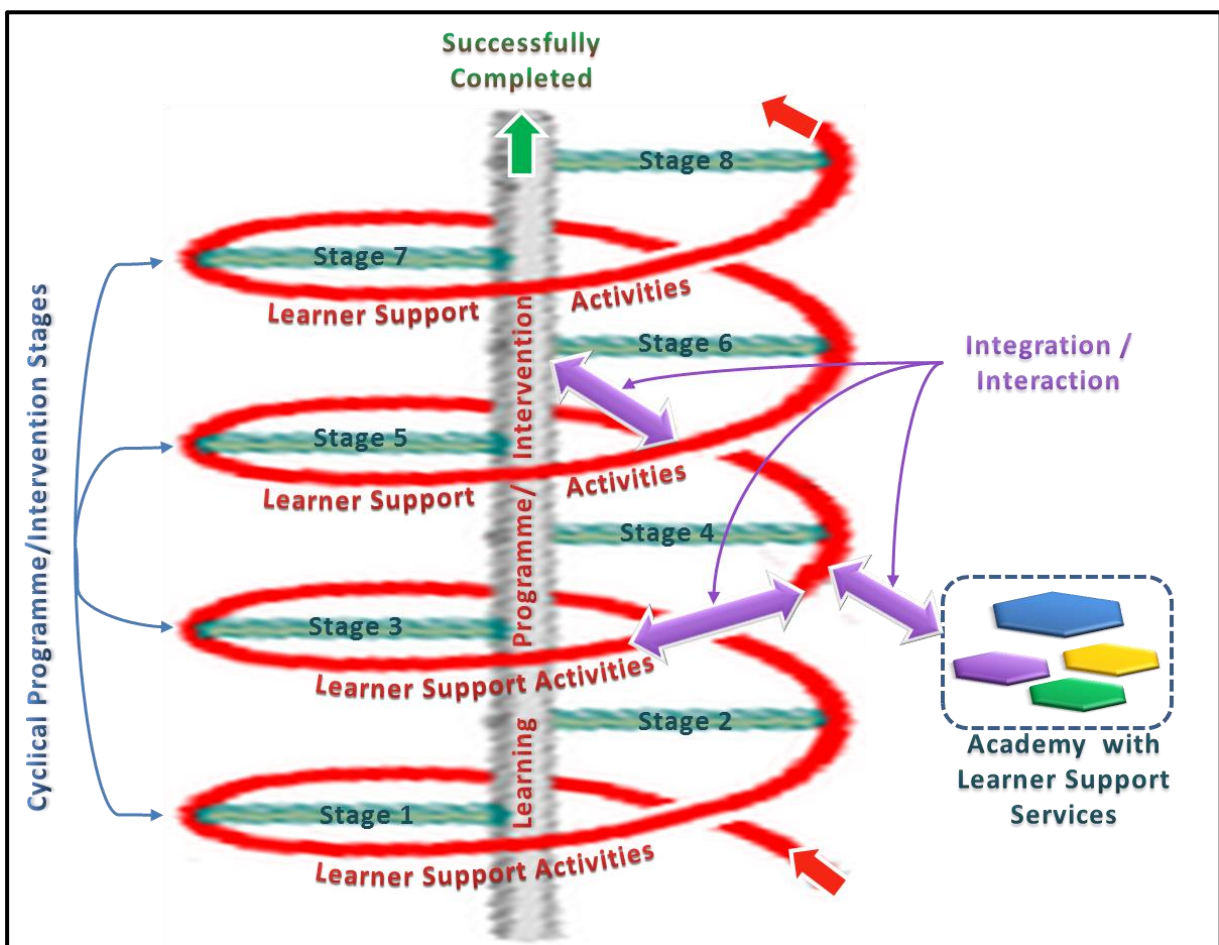
Learner-centeredness as an educational theory has to be embraced by the SAPS, with constructivism and the constructivist instructional model as frame of reference and problem-based learning as its main focus. The literature study confirmed the relevance of a learner-centered approach in education, as well as of the problem-based learning model for education and training in any police environment. All human resource development activities, decisions and planning have to be executed with the learner in mind. Naturally, learner support will then be granted its rightful place in all learning interventions and the principles informing such support will be inserted in policy documents, structures and the culture of the Academies.

Learner support for this study is defined as a comprehensive and rigorous system, supporting learning through the provision of a broad spectrum of services (academic and non-academic), customised for the police environment. The ultimate purpose of learner support is to enable learners to optimise their learning experience and performance. It is recommended by the researcher that the SAPS consider this

definition as its point of departure in the reconceptualisation of learner support since it encapsulates all the important aspects of learner support highlighted in Chapter 2.

The following schematic presentation serves as an illustration of the reconceptualised model of the learner support system required within the basic development and training of police officials in the SAPS as recommended by the researcher.

FIGURE 7.1: RECONCEPTUALISED MODEL FOR LEARNER SUPPORT



The three hexagons in the right hand bottom corner of the schematic presentation represent the Basic Police Development Academy with its core function being the presentation of the BPDLP. The blue hexagon represents the Learner Support Services or learner support system, as Brindley (2004:10) named it, consisting of a set of services rendered by the Academy. The learner support services is an integral part of the learning intervention (Lee, 2003:182), with many researchers considering it as an integral part of the total learning intervention.

The researcher is in agreement with Chatpakkarattana and Khlaisang (2012:47-48) that a learner support system has to function at both a macro and a micro level. The macro level consists of a department or a group of facilities which includes, but is not limited to, administration, education-related advice and information, and knowledge management, for instance library services. The micro system serves as a means of enabling learners to improve their performance and efficiency, focusing on the kinds of support learners might need before they commence with a specific course as well as the support they need during and on completion of the specific course.

These views are in line with Tait's (2000:289) explanation of learner support as a three-dimensional enterprise. The affective and systemic dimensions relate to the functions of learner support at macro level; the cognitive dimension refers to the functions at micro level. According to Simpson's (2000:6-7), definition of learner support, the macro level of learner support could as well be referred to as non-academic assistance and the micro level of learner support could alternatively be referred to as academic assistance. Hardman and Dunlap (2003:3) named the macro level of learner support the institutional context and the micro level the teaching context.

The red arrows represent the interaction and integration which have to take place between the learner support service and the learning intervention (BPDLP). The learner support service is a cyclical process, consisting of different stages and learner support activities, recurring in cycles around the learning programme/intervention (BPDLP). The stages are indicated in the schematic presentation as a helical life cycle of learner support. Learner support activities are presented in a spiral path, with specific activities occurring during certain stages. The

interaction and integration of learner support service/assistance and the learning intervention underlines Brindley's (2004:7-8) viewpoint that learner support includes all the interactive processes aimed at the support and facilitation of the learning process. Hardman and Dunlap (2003:3) also mention the importance of interpersonal interaction as part of learner support.

As indicated by Atkins (2009:4-5), the learner support process/life cycle consists of different stages. These stages have to be synchronised with the stages of a learning intervention and could be considered as the reason for the timeous rendering of learner support services/assistance. The following stages of the learner support process/life cycle have to be followed in the Academies:

- Stage one -before arriving at the academy;
- Stage two -at the beginning of the learning programme;
- Stage three - during the presentation of the learning programme; and
- Stage four - after the completion of the learning programme.

These stages were captured in the questionnaire which the researcher utilised and on which the research findings are based; the stages are, moreover, in line with the life cycle process of the BPDLP and the stages identified by Atkins (2009:4-5).

The following learner support activities/services rendered during the different stages of the learner support cycle in the presentation of the BPDLP are suggested in Table 7.1.

TABLE 7.1: LEARNER SUPPORT ACTIVITIES/SERVICES DURING THE DIFFERENT STAGES OF THE LEARNER SUPPORT LIFE CYCLE

STAGES OF THE LEARNER SUPPORT LIFE CYCLE	LEARNER SUPPORT ACTIVITIES/SERVICES DURING EACH STAGE
Stage 1: Before arriving at the academy	<ul style="list-style-type: none"> ➤ The provisioning of general information ➤ EHW Services: the introduction and marketing thereof ➤ Library Services: the introduction and marketing thereof ➤ Medical Health Support Services: the introduction and marketing thereof
Stage 2: Beginning of learning programme	<ul style="list-style-type: none"> ➤ The provisioning of general information ➤ EHW Services: pro-active services, for instance information on HIV and Aids (indicated as a need), social integration, recruitment and admission functions of learner support, etc. ➤ Library Services: Information literacy competencies and learning skills development ➤ Self-assessment ➤ Orientation towards the BPDLP
Stage 3: Assistance during the learning programme	<ul style="list-style-type: none"> ➤ The provisioning of general information ➤ EHW Services: continue with pro-active services, although the focus is during this phase on reactive services (counselling), based on the needs of the learners ➤ Library Services: Information literacy competencies, study skills and assistance with access to and gathering of information
Stage 4: After completion of learning programme	<ul style="list-style-type: none"> ➤ The provisioning of general information ➤ EHW Services: Pro-active and reactive services, focussing on the preparing of the learner on the challenges of the working environment ➤ Providing career advice

As previously indicated, respondents to the questionnaire used in this study identified a need for the continuous provisioning of general information, both in the institutional and in the teaching environment. The researcher therefore suggests that general information should be part of a learner support service during each stage, focussing on different aspects relevant to the stage concerned.

The support and assistance which respondents in this study received from the Library Services was indicated as lacking although it was a critical need of the respondents. As indicated in the literature study (Chapter 2) by George and Frank (2008:135) and Spacey and Goulding (2004:344 and 350), information literacy competencies are essential to learner success, since they equip the learner with the skills to identify, access, gather and evaluate the needed information and, ultimately how to apply it effectively. An important information literacy competency, especially in

the police environment is critical thinking, something with which Library Services should assist the learner.

EHW Services encapsulates many learner support services and activities, for instance pro-active and reactive services - conducting the intake interview, assessing the intensity of the learner support needed by the learner, and coordinating self-assessment, for example. The EHW Services could be assisted by Learner Affairs with some of the services. EHW Services were also identified by respondents as a service that needed to improve its usefulness and helpfulness, with specific reference to the availability of the EHW personnel. This need could be linked to the reactive services (counselling): the EHW personnel was not available when their services were needed.

Stage 3 of the learner support life cycle is considered as the essence of the learner support services/assistance. In the literature it is referred to as academic learner support. According to Naidu (2006:109), the implementation of creative instructional designs by the facilitator, like scaffolding and problem-based learning, tend to optimise the quality of a learning experience. The cognitive function of academic learner support activities focuses on the intellectual and knowledge challenges the learner may experience (Simpson, 2000:6-7). Academic learner support services, on the other hand, concentrates on the scope of the learning programme, explains important concepts in the learning programme, provides the lay-out of the learning programme, gives feedback on formal and informal assessments, monitors the learner's progress during the learning intervention, etc.

The recommended strategy, definition and model of learner support in the SAPS should ensure that the organisation complies not only at a technical level, but also substantively, with the requirements of a needs-based learner support service, provided at the suitable time and in a suitable manner.

7.5 RECOMMENDATIONS OF THE RESEARCH STUDY

Recommendations are presented in terms of general recommendations as well as strategic, managerial and functional level and additional recommendations.

7.5.1 GENERAL RECOMMENDATIONS

Indications from the data and information presented in the study are that learner support services must be synchronised with the learning programme presented by higher education institutions so that support is available at the time it is needed. 'Just in time' support must be provided by all higher education institutions to ensure optimal effectiveness.

It is therefore recommended that the finding which occurred throughout the research study, namely that there is a distinct relationship or association between the view respondents have of the usefulness/helpfulness of a learner support service and the timeliness of its provision, has to be taken into consideration in the reconceptualisation of learner support in the SAPS. The usefulness or helpfulness of a learner support service cannot be deliberated without considering its timeliness and vice versa.

In addition, it is recommended by the researcher that the learner support services at all the Academies have to be standardised. In order to do so, there should be a thorough assessment of the current learner support services/assistance at the respective academies. The SAPS Learner Support Implementation Guidelines have to be revised and need to be more specific about the mandate, functions, roles and responsibilities of learner support services at the Academies.

The different role players in the learner support services/assistance have to be included in the reconceptualising of learner support in the SAPS and, if necessary, they should be educated in those aspects which are new to them.

The researcher recommends the determination of learners' reasons for joining the SAPS, as part of the intake interview, at the beginning of the learning programme since such knowledge could assist personnel in their attempts to ascertain the level of introduction, awareness and marketing of learner support services/assistance, as well as learners' needs in terms of the intensity of support service/assistance at the Academies.

Library Support Services require immediate intervention to address the needs of the learners, with specific reference to access to computers, the intranet and internet services. Library hours also have to be reconsidered. EHW Services also need intervention to ensure that learners are provided with the necessary support and assistance as stipulated in the relevant policy documents.

7.5.2 RECOMMENDATIONS OF THE RESEARCH STUDY ON A STRATEGIC LEVEL

Since the Senior Management of the SAPS, as well as the Senior Management of the Division Human Resource Development, are continuously exploring new interventions to improve the quality, standard and success of learning interventions in the SAPS, the role that learner support could play in optimising learning and increasing the accountability of training providers regarding the achievement of the organisational learning goals has to be critically considered.

There needs to be a common understanding of learner support as a phenomenon and concept in the SAPS. Learner support has to become a coherent entity in the culture, organisation and infrastructure, the design, development and implementation of learning programmes, the quality assurance processes and the work environment. The principles of learner support have to be embedded in all actions related to education and training in the SAPS.

The current learner support system in the SAPS has to be aligned and bench-marked - in accordance with information revealed in the literature review on learner support conducted as part of this study – as well as against learner support systems at other

institutions of higher education. It is therefore recommended that the integrated learner support framework for Further Education and Training (FET) Colleges in South Africa, explained in the Manual for Student Support Services (discussed in Chapter 2), is utilised as basis for the evaluation and alignment of the current learner support system in the SAPS.

It is recommended that the structural lay-out of a learner support system has to take cognisance of considerations highlighted in literature on the topic. According to Chatpakkarattana and Khlaisang (2012:47-48), a learner support system consists of a set of services provided to learners with the purpose of facilitating their entry into *the “learning system”* and enabling them to advance and succeed *“in their learning”*. Informed by this premise these theorists envisage a support system that comprises both a macro and a micro level. The macro level consists of a department or a group of facilities which includes, but is not limited to, administration, education-related advice and information, and knowledge management, for instance library services. The micro system serves as a means of enabling learners to improve their performance and efficiency, focusing on the kinds of support learners might need before they commence with a specific course as well as the support they need during and on completion of the specific course.

Usun (2004:1), elaborating on the definition of a learner support system, argues that a learner support system should include all the resources a learner needs to have access to in order to successfully complete his/her learning process. These resources should, he argues, be applicable to distance (off-campus) as well as to face-to-face (on-campus) training, and should include both human and non-human resources.

It is recommended that the reconceptualising of learner support should be based on the recommended model for learner support in the SAPS as previously explained. All policy documents, national instructions, and standard operating procedures have to be aligned to the new approach towards learner support in the SAPS. It follows that the document, *SAPS’ Implementation Guidelines for providing learner support and guidance 2013-2015*, should be critically evaluated, adapted and aligned to these

criteria. In short, the document has to become a comprehensive, detailed and well-articulated document.

7.5.3 RECOMMENDATIONS OF THE RESEARCH STUDY AT A MANAGERIAL LEVEL

It is recommended by the researcher that each Academy commander has to review the organisational structure and functions of the Learner Support Services section. The commander has to ensure that personnel members with the correct profiles are placed in the Learner Support Services section and that they are equipped with the relevant knowledge and skills to render learner support services.

The commander him/herself has to understand the relevance of learner support and where it fits into the entire training and education provisioning process. The role of learner support during the learning intervention has to be accurately understood, implemented and managed by the commander.

As indicated in this research report, certain academies are confronted with specific challenges regarding learner support. Library Support Services and, to a lesser extent, the EHW Services demand the immediate attention of the commander since learners are extremely dissatisfied with these two learner support services.

The commander has the authority to ensure learner support is imbedded in all academic processes.

7.5.4 ADDITIONAL RECOMMENDATIONS

The SAPS to conduct a skills audit of all the personnel, managers and senior managers at all Academies. This will assist in profiling the members by determining the level of their knowledge and skills regarding facilitation, problem based learning, etc.

The SAPS to develop a strategy to design, develop and implement a technology enhanced learner management system which could also incorporate a learner support platform.

The SAPS to establish learner support forums at all Academies with learner representation.

The SAPS to review and revise current learning programmes/qualifications to ensure there is effective integration of learner support.

The SAPS to conduct learner satisfaction surveys, regularly and the establishment of a research unit whose function it shall be to conduct empirical studies on the effectiveness of learner support at each of the Academies.

The SAPS to develop a standard operating procedure that all Academies can follow to ensure effective learner support.

7.6 LIMITATIONS OF THE RESEARCH STUDY

The following limitations of this research study were identified by the researcher, namely:

It focused only on learner support services rendered to learners during the institutional/academic phase of the BPDLP at the Academies. It was, however, essential to demarcate the study; otherwise the focus of the study would have been too broad.

The researcher did not have direct access to the target group (the target group was widespread, throughout the country) and had to rely on tele- and electronic communication mediums, utilising the chain of command.

The Four Point Likert and Five Point Likert scales utilised in this study did not follow progressive ordinal scales. For instance, the Four Point Likert scale had to be adapted to perform the factor analysis. Since the scale did not follow a progressive ordinal scale, Category 4 (Don't know/Did not receive the service) was set to 'missing for purposes of performing the factor analysis'.

During this study only the views and experiences of learners were investigated. A follow-up study could, utilising the findings of this study as a base line, try to determine the viewpoints of personnel at the academies regarding the learner support services/assistance at their respective academies.

The interviews as planned could not materialise due to the time factor and cost constraints.

It is suggested by the researcher that the learner support services rendered to learners during the field training phase of the BPDLP should be investigated to get a complete picture of the learner support services offered during the BPDLP learning intervention.

7.7 FINAL CONCLUSION OF THE RESEARCH STUDY

The BPDLP is, according to the researcher, the most important learning intervention in the SAPS since it forms the foundation for all other learning interventions.

Learner support is considered an integral part of all learning interventions in education, training and development. However, this is not standard practice in the SAPS, specifically in the Academies. It is important that the SAPS benchmark its learner support services/assistance with other higher education institutions where learner support services are soundly established, according to the prescribed regulatory framework.

7.8 DIRECTIONS FOR FUTURE RESEARCH

This research study is the first of its kind regarding learner support in the SAPS and therefore can be utilised as a baseline document for any future research. Ideally, it has to be followed by research studies involving the Commanders of the Academies, the Training managers of the Academies, as well as the Learner support heads and personnel of each Academy.

Another important target group for a research study regarding learner support in the SAPS is the trainers or facilitators, especially regarding their role and responsibilities with special reference to the concept of scaffolding.

Research regarding the integration of learner support in curriculum design and development in the SAPS is inevitable.

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UNIVERSITEIT VAN PRETORIA UNIVERSITY OF PRETORIA YUNIBESITHI YA PRETORIA

Faculty of Education

Dear Respondent

I am currently doing research into *Learner Support in the South African Police Service (SAPS)* as part of my PhD studies. Over the last number of years learner support within institutions offering education and training has gained in importance as people began to realise that learning success is often co-determined by the support rendered to students to be successful in their studies. Although the South African Police Service makes provision for learner support in its policies and structures, I am interested to learn how those in need of learner support experience the support rendered. You are hereby invited to participate in this research by completing the attached questionnaire. The research has been approved by the South African Police Service.

You need to know that you are under no obligation to participate or to complete the questionnaire. Should you wish not to participate, then you do not complete the questionnaire.

Should you be willing to complete the questionnaire you need to know that the survey is completely anonymous and no names, PERSAL numbers, names of Basic Police Development Academies or other identification details will be required. The data obtained will solely be used for research purposes and will be treated in a manner that will ensure adherence to the highest ethical standards. By completing the questionnaire you are giving consent to the use of the data provided for research purposes alone. To comply with current legislation the data will be stored in a safe place at the University of Pretoria for a period of 15 years.

The questionnaire is an opinion survey based on your experiences during your attendance of the **Basic Police Development Learning Programme (BPDLP)**, of the **support** that you have received during the **Academy phase**. There are no right or wrong answers, but your answers should be based on your personal experiences. It will take you approximately 15 to 20 minutes to complete the questionnaire.

The target population is the trainees who completed the Basic Police Development Learning Programme (BPDLP) at the Basic Police Development Academies at the end of 2011 and who finished their final integrated assessment in the beginning of 2013. Your participation in this research project will assist me in doing a proper scientific study, which will add value to enhance the current Learner Support System in SAPS.

LEARNER SUPPORT IN THE SOUTH AFRICAN POLICE SERVICE QUESTIONNAIRE

Part 1: General Information	For office use only
<i>For each of the following questions, please tick (✓) one response.</i>	V0 <input style="width: 40px; height: 20px;" type="checkbox"/>
1. How old are you?years	V1 <input style="width: 40px; height: 20px;" type="checkbox"/>
2. What is your gender? Female <input style="width: 20px; height: 20px;" type="checkbox"/> 1 Male <input style="width: 20px; height: 20px;" type="checkbox"/> 2	V2 <input style="width: 20px; height: 20px;" type="checkbox"/>
3. Are you married? Yes <input style="width: 20px; height: 20px;" type="checkbox"/> 1 No <input style="width: 20px; height: 20px;" type="checkbox"/> 2	V3 <input style="width: 20px; height: 20px;" type="checkbox"/>
4. Do you have any dependants? Yes <input style="width: 20px; height: 20px;" type="checkbox"/> 1 No <input style="width: 20px; height: 20px;" type="checkbox"/> 2	V4 <input style="width: 20px; height: 20px;" type="checkbox"/>
5.1 Have you been previously exposed, (after grade 12), to any other training outside SAPS? Yes <input style="width: 20px; height: 20px;" type="checkbox"/> 1 No <input style="width: 20px; height: 20px;" type="checkbox"/> 2	V5.1 <input style="width: 20px; height: 20px;" type="checkbox"/>
5.2 If Yes , please indicate the training that you have received: _____ _____ _____ _____	V5.2 <input style="width: 20px; height: 20px;" type="checkbox"/>

6. Were you fulltime employed after completing grade 12 and, before you joined the SAPS? Yes <input type="checkbox"/> 1 No <input type="checkbox"/> 2		V6 <input type="checkbox"/>
7. Why did you decide to join the SAPS? <i>You may tick (✓) more than one response.</i>		
7.1	To earn an income	V7.1 <input type="checkbox"/>
7.2	To make SAPS my career	V7.2 <input type="checkbox"/>
7.3	To gain knowledge of and getting skills on policing as a subject	V7.3 <input type="checkbox"/>
7.4	To be a police official: serving the community	V7.4 <input type="checkbox"/>
7.5	To be a police official: to address crime	V7.5 <input type="checkbox"/>
7.6	To obtain a National Certificate in Policing	V7.6 <input type="checkbox"/>
7.7	To use the BPDLP as a stepping stone to enable me to advance to another job	V7.7 <input type="checkbox"/>
7.8	Other (please specify): _____	V7.8 <input type="checkbox"/>

Please continue to the next page!

Part II: Learner Support Experience						
8. According to your experience during the Basic Police Development Learning Programme (Academic Phase), how useful and/or helpful was the following information on or learner support services to you as a learner?						
Type of Service (Assistance)		Useful/Helpful				
<i>Please tick (✓) one response for each mentioned learner support service.</i>		Not very useful/ helpful	Somewhat useful/ helpful	Useful/Helpful	I don't know, I didn't receive it	
1.	How useful/helpful was <u>the information you received about?</u>					
1.1.	Memorandum of Understanding (MoU)	1	2	3	4	V8.1.1 <input type="checkbox"/>
1.2.	Physical layout of the Basic Police Development Academy	1	2	3	4	V8.1.2 <input type="checkbox"/>
1.3.	Learner Affairs (all human resource related matters), for example leave, injury on duty, financial aspects [stipend], etc.	1	2	3	4	V8.1.3 <input type="checkbox"/>
1.4.	Discipline and Behaviour (Academy orders)	1	2	3	4	V8.1.4 <input type="checkbox"/>
1.5.	Mess Facilities and Procedures	1	2	3	4	V8.1.5 <input type="checkbox"/>
1.6.	Monitoring and Evaluation Processes	1	2	3	4	V8.1.6 <input type="checkbox"/>
1.7.	Recreation and Sport	1	2	3	4	V.8.1.7 <input type="checkbox"/>
2.	How helpful/useful was <u>the EHW Services (Employee Health and Wellness - social workers, chaplains, psychologists) you received?</u>					
2.1.	Introducing the different services of EHW (social workers, chaplains, psychologists)	1	2	3	4	V8.2.1 <input type="checkbox"/>
2.2.	Explaining the National Instruction of EAS (Employee Assistance Services)	1	2	3	4	V8.2.2 <input type="checkbox"/>
2.3.	Availability (telephonically and/or in person) of EHW personnel	1	2	3	4	V8.2.3 <input type="checkbox"/>
2.4.	Knowledge and Skills during the EHW Self-Empowerment Programme, for example resilience, self-knowledge, diversity, assertiveness, problem solving, decision making, conflict management, study skills, etc.	1	2	3	4	V8.2.4 <input type="checkbox"/>
2.5.	Counselling Services rendered by EHW personnel	1	2	3	4	V8.2.5 <input type="checkbox"/>

Type of Service (Assistance)		Useful/Helpful				
Please tick (✓) one response for each mentioned learner support service.		Not very useful/ helpful	Somewhat useful/ helpful	Useful/Helpful	I don't know, I didn't receive it	
3.	How useful/helpful was the <u>Library Services</u> in terms of?					
3.1.	Orientation to the library facilities	1	2	3	4	V8.3.1 <input type="checkbox"/>
3.2.	Explaining the types of services rendered by Library personnel	1	2	3	4	V8.3.2 <input type="checkbox"/>
3.3.	Official hours the library could be accessed	1	2	3	4	V8.3.3 <input type="checkbox"/>
3.4.	Assistance received from library personnel	1	2	3	4	V8.3.4 <input type="checkbox"/>
3.5.	The computers in the library	1	2	3	4	V8.3.5 <input type="checkbox"/>
3.6.	The Intranet and Internet in the library	1	2	3	4	V8.3.6 <input type="checkbox"/>
4.	How useful/helpful was the <u>Medical Health Care Services</u> with reference to?					
4.1	Orientation to the Medical Health Care Centre	1	2	3	4	V8.4.1 <input type="checkbox"/>
4.2.	Explanation of the types of services rendered by the Medical Health Centre personnel	1	2	3	4	V8.4.2 <input type="checkbox"/>
4.3.	Information received about the Polmed Medical Scheme	1	2	3	4	V8.4.3 <input type="checkbox"/>
4.4.	Availability of Medical Health Care Centre personnel	1	2	3	4	V8.4.4 <input type="checkbox"/>
5.	How useful/helpful was <u>the assistance</u> you received in terms of <u>your training</u> in the <u>Basic Police Development Learning Programme (BPDLP)</u>?					
5.1.	Explaining the different learning areas of the BPDLP	1	2	3	4	V8.5.1 <input type="checkbox"/>
5.2.	Explaining all the learning outcomes of each learning area of the BPDLP	1	2	3	4	V8.5.1 <input type="checkbox"/>
5.3.	Explaining the time table	1	2	3	4	V8.5.1 <input type="checkbox"/>
5.2.	Assistance with learning/study methods	1	2	3	4	V8.5.2 <input type="checkbox"/>

Type of Service/Assistance		Useful/Helpful				
		Not very useful/ helpful	Somewhat useful/ helpful	Useful/Helpful	I don't know, I didn't receive it	
<p>Please tick (✓) one response for each mentioned learner support service.</p>						
6.	In terms of the <u>learning material</u> used during your Basic Police Development Learning Programme (BPDLP), how would you rate the following?					
6.1.	I had timeous access to the learning material	1	2	3	4	V8.6.1 <input type="checkbox"/>
6.2.	The learning material was factually correct	1	2	3	4	V8.6.2 <input type="checkbox"/>
6.3.	The learning material was user friendly	1	2	3	4	V8.6.3 <input type="checkbox"/>
6.4.	The availability of the instructors/facilitators for additional academic assistance	1	2	3	4	V8.6.4 <input type="checkbox"/>
6.5.	The availability of additional learning support material, for example dictionaries, other text books, guest speakers, etc.	1	2	3	4	V8.6.5 <input type="checkbox"/>
6.6.	I was given the opportunity to provide feedback on the learning material	1	2	3	4	V8.6.6 <input type="checkbox"/>
6.7.	The learning materials served as the basis for training that took place	1	2	3	4	V8.6.7 <input type="checkbox"/>
7.	How useful/helpful was the <u>information</u> you received about the <u>Assessment Process</u>?					
7.1.	Explanation of the assessment strategy	1	2	3	4	V8.7.1 <input type="checkbox"/>
7.2.	Explanation of the assessment criteria	1	2	3	4	V8.7.2 <input type="checkbox"/>
7.3.	Preparation about assessment tools, before conducting the assessment	1	2	3	4	V8.7.3 <input type="checkbox"/>
7.4.	Explanation of re-assessment process	1	2	3	4	V8.7.4 <input type="checkbox"/>
7.5.	Implementation of remedial training	1	2	3	4	V8.7.5 <input type="checkbox"/>
7.6.	Opportunity to provide feedback on the assessment instruments	1	2	3	4	V8.7.6 <input type="checkbox"/>
7.7.	Explanation of the assessment appeals procedure	1	2	3	4	V8.7.7 <input type="checkbox"/>
7.8.	Explanation of the ethics of assessment and the implication thereof	1	2	3	4	V8.7.8 <input type="checkbox"/>

Type of Service/Assistance		Useful/Helpful				
		Not very useful/ helpful	Somewhat useful/ helpful	Useful/Helpful	I don't know, I didn't receive it	
<i>Please tick (√) one response for each mentioned learner support service.</i>						
8.	Please indicate any other learner support service/assistance you received as a learner:					
8.1.	Other (please specify): _____	1	2	3	4	V8.1 <input type="checkbox"/>
8.2.	Other (please specify): _____	1	2	3	4	V8.2 <input type="checkbox"/>
8.3.	Other (please specify): _____	1	2	3	4	V8.3 <input type="checkbox"/>
8.4.	Other (please specify): _____	1	2	3	4	V8.4 <input type="checkbox"/>
8.5.	Other (please specify): _____	1	2	3	4	V8.5 <input type="checkbox"/>

Please continue to the next page!

9. During which stage of your training (Academy Phase) did you receive the following learner support services/assistance? (<i>Only indicate one stage</i>).							
Type of Service/Assistance		Stages					
Please tick (✓) one response for each mentioned learner support service.		Before arriving at the Academy	Beginning of learning programme	During learning programme	After completion of the learning programme	Never received it	
1.	Memorandum of Understanding (MoU)	1	2	3	4	5	V9.1 <input type="checkbox"/>
2.	Physical layout of the Basic Police Development Academy	1	2	3	4	5	V9.2 <input type="checkbox"/>
3.	Learner Affairs (all human resource related matters), for example leave, injury on duty, financial aspects [stipend], etc.	1	2	3	4	5	V9.3 <input type="checkbox"/>
4.	Discipline and Behaviour (Academy orders)	1	2	3	4	5	V9.4 <input type="checkbox"/>
5.	Mess Facilities and Procedures	1	2	3	4	5	V9.5 <input type="checkbox"/>
6.	Monitoring and Evaluation Processes	1	2	3	4	5	V9.6 <input type="checkbox"/>
7.	Recreation and Sport	1	2	3	4	5	V9.7 <input type="checkbox"/>
8.	Introducing the different services of EHW (social workers, chaplains, psychologists)	1	2	3	4	5	V9.8 <input type="checkbox"/>
9.	Explaining the National Instruction of EAS (Employee Assistance Services)	1	2	3	4	5	V9.9 <input type="checkbox"/>
10.	Availability (telephonically and/or in person) of EHW personnel	1	2	3	4	5	V9.10 <input type="checkbox"/>
11.	Knowledge and Skills during the EHW Self-Empowerment Programme, for example resilience, self-knowledge, diversity, assertiveness, problem solving, decision making, conflict management, study skills, etc.	1	2	3	4	5	V9.11 <input type="checkbox"/>
12.	Counselling Services rendered by EHW personnel	1	2	3	4	5	V9.12 <input type="checkbox"/>
13.	Orientation to the library facilities	1	2	3	4	5	V9.13 <input type="checkbox"/>
14.	Explaining the types of services rendered by Library personnel	1	2	3	4	5	V9.14 <input type="checkbox"/>

Type of Service/Assistance		Stages						
		Before arriving at the Academy	Beginning of learning	During learning programme	After completion of the learning programme	Never received it		
<i>Please tick (✓) one response for each mentioned learner support service.</i>								
15.	Official hours the library could be accessed	1	2	3	4	5	V9.15	<input type="checkbox"/>
16.	Assistance received from library personnel	1	2	3	4	5	V9.16	<input type="checkbox"/>
17.	The computers in the library	1	2	3	4	5	V9.17	<input type="checkbox"/>
18.	The Intranet and Internet in the library	1	2	3	4	5	V9.18	<input type="checkbox"/>
19.	Orientation to the Medical Health Care Centre	1	2	3	4	5	V9.19	<input type="checkbox"/>
20.	Explanation of the types of services rendered by the Medical Health Centre personnel	1	2	3	4	5	V9.20	<input type="checkbox"/>
21.	Information received about the Polmed Medical Scheme	1	2	3	4	5	V9.21	<input type="checkbox"/>
22.	Availability of Medical Health Care Centre personnel	1	2	3	4	5	V9.22	<input type="checkbox"/>
23.	Explaining the different learning areas of the BPDLP	1	2	3	4	5	V9.23	<input type="checkbox"/>
24.	Explaining all the learning outcomes of each learning area of the BPDLP	1	2	3	4	5	V9.24	<input type="checkbox"/>
25.	Explaining the time table	1	2	3	4	5	V9.25	<input type="checkbox"/>
26.	Assistance with learning/study methods	1	2	3	4	5	V9.26	<input type="checkbox"/>
27.	I had timeous access to the learning material	1	2	3	4	5	V9.27	<input type="checkbox"/>
28.	The learning material was factually correct	1	2	3	4	5	V9.28	<input type="checkbox"/>
29.	The learning material was user friendly	1	2	3	4	5	V9.29	<input type="checkbox"/>
30.	The availability of the instructors/facilitators for additional academic assistance	1	2	3	4	5	V9.30	<input type="checkbox"/>
31.	The availability of additional learning support material, for example dictionaries, other text books, guest speakers, etc.	1	2	3	4	5	V9.31	<input type="checkbox"/>

Type of Service/Assistance		Stages					
		Before arriving at the Academy	Beginning of learning programme	During learning programme	After completion of the learning programme	Never received it	
<i>Please tick (✓) one response for each mentioned learner support service.</i>							
32.	I was given the opportunity to provide feedback on the learning material	1	2	3	4	5	V9.32 <input type="checkbox"/>
33.	The learning materials served as the basis for training that took place	1	2	3	4	5	V9.33 <input type="checkbox"/>
34.	Explanation of the assessment strategy	1	2	3	4	5	V9.34 <input type="checkbox"/>
35.	Explanation of the assessment criteria	1	2	3	4	5	V9.35 <input type="checkbox"/>
36.	Preparation about assessment tools, before conducting the assessment	1	2	3	4	5	V9.36 <input type="checkbox"/>
37.	Explanation of re-assessment process	1	2	3	4	5	V9.37 <input type="checkbox"/>
38.	Implementation of remedial training	1	2	3	4	5	V9.38 <input type="checkbox"/>
39.	Opportunity to provide feedback on the assessment instruments	1	2	3	4	5	V9.39 <input type="checkbox"/>
40.	Explanation of the assessment appeals procedure	1	2	3	4	5	V9.40 <input type="checkbox"/>
41.	Explanation of the ethics of assessment and the implication thereof	1	2	3	4	5	V9.41 <input type="checkbox"/>
42.	Other (please specify): _____	1	2	3	4	5	V9.42 <input type="checkbox"/>
43.	Other (please specify): _____	1	2	3	4	5	V9.43 <input type="checkbox"/>
44.	Other (please specify): _____	1	2	3	4	5	V9.44 <input type="checkbox"/>
45.	Other (please specify): _____	1	2	3	4	5	V9.45 <input type="checkbox"/>
46.	Other (please specify): _____	1	2	3	4	5	V9.46 <input type="checkbox"/>

SOUTH AFRICAN POLICE SERVICE



SUID-AFRIKAANSE POLISIEDIENS

Verwysing Reference	11/3/1
Navrae Enquiries	General van Eyk Brigadier Gossmann
Telefoon Telephone	(012) 334 3813 (012) 334 3611
Faksnommer Fax number	(012) 334 3761

**GENERAL RESEARCH AND CURRICULUM DEVELOPMENT
HUMAN RESOURCE DEVELOPMENT**

**PRIVATE BAG X 177
PRETORIA
0001**

Colonel G.A.M. Schoeman
GENERAL RESEARCH & CURRICULUM DEVELOPMENT

RE: REQUEST TO CONDUCT RESEARCH ON THE RECONCEPTUALISING LEARNER SUPPORT IN THE SOUTH AFRICAN POLICE SERVICE: COLONEL SCHOEMAN: 20231246

1. It is with pleasure to inform you that the Research Technical Committee situated in the Division: Human Resource Development has granted you permission to conduct research within the South African Police Service.
2. The research to be conducted has to be in line with the topic presented, which is, *"Reconceptualising Learner Support in the South African Police Service."*
3. Furthermore, the permission for research conducted in the South African Police Service relies on the fact that the Provincial/Divisional Commissioner in which Province or Division the research is to be conducted has granted the researcher due access.
4. Good Luck in the endeavour of your studies.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'LL Gossmann', written over a horizontal line.

**BRIGADIER
SECRETARY: RESEARCH COMMITTEE
DIVISION: HUMAN RESOURCE DEVELOPMENT
LL GOSSMANN**

DATE: 2012 -08- 02



SOUTH AFRICAN POLICE SERVICE

SUID-AFRIKAANSE POLISIEDIENS

Verwysing Reference	11/3/1
Navrae Enquiries	Brigadier Gossmann S/Secretary Ramsing
Telefoon Telephone	(012) 334 3727 (012) 334 3790
Faksnommer Fax number	(012) 334 3563

**HEAD: GENERAL RESEARCH AND CURRICULUM DEVELOPMENT
HUMAN RESOURCE DEVELOPMENT**

**PRIVATE BAG X 177
PRETORIA
0001**

The Divisional Commissioner
HUMAN RESOURCE DEVELOPMENT

APPLICATION FOR THE APPROVAL OF RESEARCH WITHIN THE SOUTH AFRICAN POLICE SERVICE: NO. 0427792-9 COLONEL GAM SCHOEMAN

1. Application is hereby made for no. 0427792-9 Colonel GAM Schoeman to conduct research in the South African Police Service.
2. General Research and Curriculum Development supports the application in principle and it can contribute effectively to policing.
3. Herewith attached registration for research for your information.
4. Your favourable consideration in this regard will be highly appreciated.

Kind regards

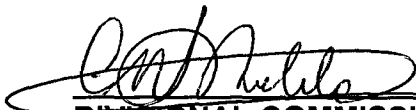
A handwritten signature in black ink, appearing to read 'M. Van Eyk', written over a horizontal line.

**MAJOR GENERAL
HEAD: RESEARCH AND CURRICULUM DEVELOPMENT
M-VAN EYK**

DATE: 2012-07-06

**APPLICATION FOR THE APPROVAL OF RESEARCH WITHIN THE SOUTH AFRICAN
POLICE SERVICE: NO. 0427792-9 COLONEL GAM SCHOEMAN**

 **APPROVED / NOT APPROVED**



**LIEUTENANT GENERAL
DIVISIONAL COMMISSIONER: HUMAN RESOURCE DEVELOPMENT
CN MBEKELA**

DATE: 2012/07/12

SOUTH AFRICAN POLICE SERVICE



SUID-AFRIKAANSE POLISIEDIENS

Verwysing Reference	11/3/1
Navrae Enquiries	General van Eyk Brigadier Gossmann
Telefoon Telephone	(012) 334 3813 (012) 334 3611
Faksnommer Fax number	(012) 334 3761

**GENERAL RESEARCH AND CURRICULUM DEVELOPMENT
HUMAN RESOURCE DEVELOPMENT**

**PRIVATE BAG X 177
PRETORIA
0001**

Colonel G.A.M. Schoeman
GENERAL RESEARCH & CURRICULUM DEVELOPMENT

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4. Good Luck in the endeavour of your studies.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'LL Gossmann', written over a horizontal line.

**BRIGADIER
SECRETARY: RESEARCH COMMITTEE
DIVISION: HUMAN RESOURCE DEVELOPMENT
LL GOSSMANN**

DATE: 2012 -08- 02



SOUTH AFRICAN POLICE SERVICE

SUID-AFRIKAANSE POLISIEDIENS

Verwysing Reference	11/3/1
Navrae Enquiries	Brigadier Gossmann S/Secretary Ramsing
Telefoon Telephone	(012) 334 3727 (012) 334 3790
Faksnommer Fax number	(012) 334 3563

**HEAD: GENERAL RESEARCH AND CURRICULUM DEVELOPMENT
HUMAN RESOURCE DEVELOPMENT**

**PRIVATE BAG X 177
PRETORIA
0001**

The Divisional Commissioner
HUMAN RESOURCE DEVELOPMENT

APPLICATION FOR THE APPROVAL OF RESEARCH WITHIN THE SOUTH AFRICAN POLICE SERVICE: NO. 0427792-9 COLONEL GAM SCHOEMAN

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3. Herewith attached registration for research for your information.
4. Your favourable consideration in this regard will be highly appreciated.

Kind regards

**MAJOR GENERAL
HEAD: RESEARCH AND CURRICULUM DEVELOPMENT
M-VAN EYK**

DATE: 2012-07-06

**APPLICATION FOR THE APPROVAL OF RESEARCH WITHIN THE SOUTH AFRICAN
POLICE SERVICE: NO. 0427792-9 COLONEL GAM SCHOEMAN**



APPROVED / NOT APPROVED

A handwritten signature in black ink, appearing to read 'CN MBEKELA'. The signature is written in a cursive style and is positioned above a horizontal line.

**LIEUTENANT GENRAL
DIVISIONAL COMMISSIONER: HUMAN RESOURCE DEVELOPMENT
CN MBEKELA**

DATE: 2012/07/12