



**THE INVESTIGATION OF THE EFFECTIVENESS OF EMPLOYEE TRAINING ON  
CAREER DEVELOPMENT: A CASE STUDY OF SOUTH AFRICAN POLICE  
SERVICE (SAPS)**

By

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## **ABSTRACT**

The stagnation of police members in their current position for many years despite the South African Police Service (SAPS) having numerous higher posts that have been left unoccupied for some years, has prompted renewed attention on career development in the SAPS. The SAPS is susceptible to retarded workforce career growth and poor security service as most members are not skilled and qualified, as well as not exposed to the experience of higher positions. Due to ignorance of continuous employee training most members of the SAPS are stagnant at their current positions for many years. Preliminary indications have shown that the stagnation of police members in their current position may continue to escalate should no proper research be undertaken.

For this study, a descriptive research design and quantitative research method were adopted. Three police stations in eThekweni District comprised the population of this study. The target population for this study was all constables, sergeants and warrant officers at the Workshop Satellite Police Station, Umbilo Police Station and Berea Police Station in eThekweni District. The identified target population equated to  $n = 211$ . For this study, stratified sampling and random sampling techniques were utilised since it was supported by a sampling frame. Basically, the sample was drawn from the ranks of the population. The sample comprised 139 respondents. A self-administered questionnaire was used to gather the data. The personal method of data collection was used whereby the researcher hand delivered the questionnaire. Both inferential and descriptive analyses were utilised in analysing data. The responses were analysed using the latest version of the Statistical Package for Social Sciences (SPSS) version 26 for Windows using the appropriate statistical tests. In accordance with regression equations, the results of this study indicated that employee training has a strong positive relationship with career development. The Chi-square statistical test results revealed a significant relationship between employee training and career development at the workplace.

The findings of this study showed that employee training (coaching, mentoring, workshop, discussion, lectures, role-plays and understudy) is necessary to stimulate career development at the SAPS within the eThekweni District. The results indicated

that mentoring is the most predicting (influencing) variable that contributes the highest to the variation in career development. Employees at the SAPS were not satisfied with the training that was provided by their organisation, they viewed it as inadequate. The influence of employee training on career development has been established therefore the primary objective of this study was achieved. Therefore, the SAPS in eThekweni District should increase the investment in employee training. The SAPS should ensure that employee training is regularly reviewed to align with emerging technology.

Due to differences of situational factors, generalisation of results to other police stations may only be possible to those that share the same setting. For future studies, it would be interesting to study the influence of employee training on career development at the SAPS on other districts outside KwaZulu-Natal province for the sake of establishing the differences and similarities that may exist. This research significantly contributed to the existing body of knowledge in respect of employee training and its impact on career development through revealing new insights.

## **DECLARATION**

I hereby declare that this dissertation submitted for the degree in Management Sciences: Human Resources Management in the Department of Human Resources Management is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all cited or quoted information sources are indicated and acknowledged in the comprehensive bibliography.

**KHAYELIHLE NGEMA**

## **DEDICATION**

This Thesis is dedicated to my late sister Dr Phumzile Nomfundo Ngema, the woman who taught me to perform all life's tasks, no matter how big or small, to the best of my ability and without complaint. Thank you so much.

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# **CHAPTER 1: OVERVIEW AND BACKGROUND TO THE STUDY**

## **1.1 INTRODUCTION**

Employee training is essential in public service organisations seeking to advance their employees in the performance of their current positions and as preparation for higher posts. Asfaw, Argaw and Bayissa (2015:188) attest that in the current era public institutions across the world function in technological and ever dynamic arenas. According to Guffey, Larson and Lasley (2015:80), this is evidenced by rapid inventions and technological mechanisms employed in the security force arena to curb crime. Besides the technological aspects, growth of incompetence and inexperience has left some higher positions unoccupied in SAPS. In response to this growth incompetence and inexperience, Kynoch (2016: 65) advises that the public service should make an effort to conform to the new-fangled paradigm shift regarding training of the police workforce to meet the demands of both technology and experience of higher positions.

In the current era, the security institutions in particular police service are knowledge-based, hence, the ability to learn ever-changing security aspects increase the prospects of development in their career from lower to higher positions. Career development is not just a hierarchical progression but incorporates all work experiences, and employment expansion should encompass not only the individual's place and type of occupation but also their employability over time (Hansen, Jackson and Pedersen, 2017: 209). Knight and White (2017: 861) indicate that any public service that ignores employee training is bound to fail because it may not have a competent workforce that can occupy positions that need to be filled. In today's environment, the forms and types of employee training have been transformed radically (Hanaysha and Tahir, 2016:272). To adapt to such changes, technologically aligned employee training is necessary to provide the new skills and knowledge required to develop workforce careers (Huang and Su, 2016:42).

Crime is widespread in South Africa. Souverein *et al.*, (2016: 859) postulate that the rate of crime can be thwarted and reduced by improved police workforce training regarding technologically advanced security measures. Most junior officers are not developing in their careers and some positions remain unoccupied for months and years due to lack of suitable and competent candidates to fill-in the post. Some high positions require a high level of knowledge skills regarding management of security information. The small pool of highly skilled members within the South African (SAPS) is not sufficient to fulfil the demands of higher positions in the security institutions in South Africa. The lack of skills and competence is a major setback for police officers for the development of their careers from low to high levels (Shogren *et al.*, 2016: 337).

## **1.2 BACKGROUND TO THE STUDY**

The SAPS contributes to the safety of visitors and citizens of South Africa because it is the chief law enforcement agency (Joubert, van Tonder and Grobler, 2018:2). The Constitution of the Republic of South Africa (1996) section 205 states that the purpose of the SAPS is to investigate, combat and prevent crime thereby secure and protect the inhabitants, as well as enforce and uphold law, and maintain public order in South Africa. In aligning with the aforementioned statement, it is of paramount importance that employees have the required competencies to serve this purpose. In this regard, employee training plays an integral role in enforcing learning related to job behaviour expected from the employees to meet the expectations of the community (Armstrong and Landers, 2018:162). The word 'behaviour' is utilised as a broad term which incorporates any form of skill and knowledge. An employee is an expensive and crucial resource. Hence, the knowledge and skills of employees should be suitably improved in order to gain optimised performance and accomplish organisational goals.

The SAPS's vision is to form a secure and safe environment for all people who reside in South Africa (Faull, 2017:322). Its mission is to protect the security or safety of society, investigate crimes that are a safety threat to the community, and ensure that criminals are brought to a place where justice is conducted. When employees do not possess adequate skills to carry out their assigned tasks, it is likely to be impossible for the organisation to accomplish its key objectives in respect of its mission and vision



statements. Hence, employee training implementation is a crucial aspect which enhances optimum performance of the employee in the appointed position. In this case, the SAPS is obliged to make sure that it improves the skills of its personnel in order to align with challenges and requirements of future prospective jobs. Ideally, employee training needs to be continuous in nature. The competencies of employees in the SAPS can be improved through employee training provided by both external and internal service providers (Machethe and Obioha, 2017:49). There are different training programmes that the SAPS is expected to provide its potential employees which equip them to take future up positions in the organisation.

Although those training programmes are not specific, currently the organisation has many clusters and, in these clusters, there are units of training which specifically focus on providing employees with appropriate skills for them to carry out their assigned duties (Kotze, 2017:11). The clusters comprise various units and stations. Therefore, employee training is crucial for employees who want to progress in their careers in which they move from specialised departments to upper management posts. Due to the variety of tasks performed by the SAPS employees, some employees are governed by the South African Police Service Act (68 of 1995) while others are governed by the Public Service Act (103 of 1994). This study focuses on the employees governed by the South African Police Act. The South African Police Act (68 of 1995) has authority to form regulations in respect of transfer, promotion and appointment of the police members (Molupe, 2019:20). Chapter 8 of the Act further states that the minister regulates members' attendance at training courses. In addition, the Act stipulates that the National Commissioner shall make a decision on which training the members of police must undertake.

Jehanzeb, Hamid and Rasheed (2015:208) state that higher positions require instrumental employees with tacit knowledge. Normally these employees are seen as the golden workforce. Such a workforce at the apex level possesses accumulated experience, skills and knowledge. Availability of these employees helps the SAPS to fight crime. Sommer *et al.* (2017:29) point out that the community cannot sustain horrific crimes in this prevailing era of economic turmoil and global recession. Bastida, Marimon and Carreras (2018:35) assert that the progress of the security and safety industry hinges on the qualifications and experience of employees. In the current new

knowledge economy, it is the brains of police workforce rather than the muscular workforce that add value to the police service. For this reason, Faull (2016:157) indicates that a critical and important initial point for correcting the socio-economic development issues is to develop the skills that assist police workforce to curb crime by inference, one's career can only be improved when capacitated with skills, knowledge and experience (McMahon and Patton, 2018:229).

### **1.3 PROBLEM STATEMENT**

The security and safety industry is facing a challenge in terms of acquiring key personnel as it goes into the 21st century (Noe *et al.*, 2017:40). Robertson (2015:75) postulates that the SAPS is susceptible to retarded workforce career growth and poor security service as most employees are not qualified and are not exposed to the experience of higher positions. Meth (2017:402) concurs with Robertson (2015:75) and elaborates that even in their current positions most employees are failing to deliver as expected by the community because they are not fully acquainted with the knowledge and skills which they should possess. Due to ignorance of continuous employee training most members of the SAPS are stagnant in their current positions for many years. Furthermore, many high posts are left unoccupied for years as they fail to secure competent and suitable candidates (Super, 2016:84). This problem is not exceptional to Berea Police Station, Workshop Satellite Station and the Umbilo Police Station in eThekweni District. For this reason, Meth (2017:1) states that some members of the police are demotivated to discharge their duties as they are not growing in their career. This concurs with research conducted by Molupe (2019:1) regarding the retention policy of law enforcement in SAPS. The results of that research revealed the lack of clear promotion avenues and promotion policy in SAPS.

Sommer *et al.* (2017:29) state that the SAPS needs to pursue opportunities for professional development and world-class training offered in other developed countries such the United Kingdom and the United States of America. Lack of career development is attributed to the lack of employee training provided by the SAPS for its staff. Due to technological advancements in security mechanisms, police workforce' prior skills are becoming obsolete and irrelevant at the SAPS sites in this study. The

police workforce need continuous training because whatever training they received at the beginning of their careers will eventually become absolute. Hence, to effectively develop careers, vibrant on-going rather than one-time training is required. Failing to do so means that employees will remain in the same positions which in turn compromises the security services.

Souverein *et al.* (2016:859) state that security and safety organisations, including the SAPS, support the economic growth and success of the country. Kynoch (2016:65) postulates that security and safety organisations such as the SAPS play a pivotal role in the economic and social transformation of a country and globally as well. Thus, this study seeks to investigate employee training and its impact on career development at the SAPS in eThekweni District.

## **1.4 DEFINITIONS OF KEY CONCEPTS**

### **1.4.1 Staff training**

Employee training refers to a logical approach to learning in order to enhance organisation, team and individual effectiveness (Jaworski *et al.*, 2018:1).

### **1.4.2 Career development**

Career development is an ongoing process by which an employee progresses through a series of stages, each of which is characterised by a relatively unique set of issues, themes and tasks (Isriyani, Paramita and Gagah, 2016:1).

## **1.5 AIM OF THE STUDY**

The main aim of the study was to investigate the effectiveness of employee training regarding career development in the South African Police Service in eThekweni District, a public institution operating in the security and safety industry. The study investigated how employee training can improve career development of police workforce at South African Police Service in eThekweni District.

## **1.6 OBJECTIVES OF THE STUDY**

The objectives of the study were the following:

- To determine the impact of staff training on career development at the SAPS in eThekweni District;
- To examine the degree to which employees are satisfied with current employee training at the SAPS in eThekweni District;
- To show the SAPS in eThekweni District how it can institutionalise continuous employee training practices in order to develop employees' careers; and
- To explore types of staff training that can be put in place to address the potential career stagnation.

## **1.7 RESEARCH QUESTIONS**

The research questions for the study were the following:

- How does staff training impact on career development at the SAPS in eThekweni District?
- To what extent are the employees in the SAPS in eThekweni District satisfied with current institutional employee training?
- How can the SAPS in eThekweni District institutionalise employee training practices in order to develop employees' careers?
- What are the types of employee training put in place by the SAPS in eThekweni District to address potential career stagnation?

## **1.8 HYPOTHESES**

Hypotheses tests are conducted to statistically investigate whether or not a claim is correct (Wilson, 2014:237). A hypothesis focuses on the connections between two variables, as well as the causes of the phenomenon under research (Rasinger, 2014: 37) the statements of the hypotheses for the problem being researched were as follows:

- Hypothesis 1: There is a significant correlation between employee training and career development at the SAPS in eThekweni District.
- Hypothesis 2: There is a significant association between on-the-job training and career development at the SAPS in eThekweni District.
- Hypothesis 3: There is a significant relationship between off-the-job training and career development at the SAPS in eThekweni District.
- Hypothesis 4: There is a significant correlation between coaching and career development at the SAPS in eThekweni District.
- Hypothesis 5: There is a significant relationship between mentoring and career development at the SAPS in eThekweni District.
- Hypothesis 6: There is a significant correlation between training needs identification and career development at the SAPS in eThekweni District.

## **1.9 RATIONALE OF THE STUDY**

The absolute stagnation of police members in their current position for many years, despite the SAPS having numerous high posts that have been left unoccupied for some years, has prompted renewed attention to career development in the SAPS. Preliminary indications have shown that the stagnation of police members in their current position may continue to escalate should no proper research be undertaken and recommendations implemented. The numerous high post that has been left unoccupied for some years, due to unavailability of qualified candidates, is a major concern for the SAPS and the nation of South Africa at large. Although there is an increase in the number of studies conducted on the SAPS, there is a need to focus on a more specific body of research exploring the influence of employee training on career development. This study is rare as it has not been carried out concerning the SAPS. Recent studies in the SAPS were exclusively conducted in the context of other subjects, but none of them studied the impact of employee training on career development. Some of the recent studies carried out among SAPS civilians includes a study conducted by Lukele (2018:19) which focused on an analysis of human rights training in the SAPS. This was a case study in which 25 respondents were interviewed and the results revealed that one of their key goals is to exploit opportunities for promotion and advancement in the police service. The study conducted by Zethu

(2019:33) investigated retention in the South African Police. Ninety one respondents were interviewed and the results revealed that the key organisational factor that triggers employee turnover is poor promotion and advancement opportunities. A study carried out by Wolvaard (2016:64) focused on strategies for the implementation of a total quality management approach for the South African Police Service. The study surveyed 540 respondents and the results revealed leadership as the most important primary factor regarding the goal of meeting quality expectations.

Although there are two broad classifications of the SAPS employees, namely, civilians and police officials, past research was inclined to civilians rather than police officials. This study fills the gap by focusing on police officials; specifically on constables, sergeants and warrant officers because they are non-commissioned officials. Some of the recent studies carried out in the SAPS include a study conducted by Adonis (2019:76) which focused on workplace literacy practices of clerks in the SAPS. The findings of the study indicated the criticality of literacy of the members of the SAPS in training which it should include social practices and skills. A study carried out by Mohajane (2017:22) focused on job satisfaction and employee retention in the SAPS. The study surveyed 1050 employees at the national head office of the SAPS and the results revealed that employee training was one of the institutional factors that respondents were dissatisfied with. Research conducted by Kotze (2017:52) on talent management for training staff in the South African Police Service in which four human resources managers were interviewed found that neither career management nor succession planning was considered.

Due to limited time and resources, it was impossible to cover all the police stations in KwaZulu-Natal, let alone in the whole nation of South Africa. Hence, the study focused on three police stations in Durban which are not exceptional to the problem underlying this study. Although the problem remains the same across police stations in South Africa, the three police stations in Durban were chosen because the researcher is well-versed with the problem as the researcher serves as an official in this field. A further factor was the proximity to the academic institution where the study was being undertaken. Furthermore, on reviewing the literature it was noted that many studies related to the SAPS were mainly conducted in the other eight South African provinces. Hence, this study serves as a foundation for future studies regarding the SAPS that

will be conducted in this province. Due to similar situational factors at the police stations, the results for the study may be generalised beyond the three selected police stations in eThekweni as they may be applicable to the police stations in the province.

#### **1.10 MOTIVATION OF THE STUDY**

The review of the literature revealed that various studies have focused on career development in relation to the manufacturing sector and construction sector. There has been limited attention given to employees in the security and safety sector and in particular the SAPS which has the highest record of retarded career growth and excessive crime rates (Meth, 2017:1). Furthermore, there has been inadequate research in South Africa to investigate employee training and its impact on career development specifically in the SAPS in the Thekwini District. This study seeks to investigate the effectiveness of employee training on career development in the security and safety industry in the SAPS in eThekweni District serving as a case study. White and Knight (2018:447) postulate that employee training relates to individuals' work skills, competencies and knowledge. The person-fit theory, human capital development theory and Lewin's field theory, explain the concept of employee training and its impact on career development (Asfaw, Argaw and Bayissa, 2015:188). Super (2016:87) declared that the security institutions have a relatively mediocre group of employees which needs comprehensive training to effectively discharge their duties. In the previous millennium, employees in the security and safety industry were very unwilling to be involved in training process which has resulted in continuous hindrance of skills among employees at the SAPS.

#### **1.11 SCOPE OF THE STUDY**

The study was confined to the SAPS based in the security and safety industry, located in eThekweni District in the province of KwaZulu-Natal, in South Africa. The study did not include the SAPS outside eThekweni District and the province of KwaZulu-Natal due to logistics and budget constraints. The study included members of the police who occupy the ranks of Constable, Sergeant and Warrant Officer. There are two key Acts to which employees of the SAPS are employed under, namely: employees who

undertake the work of investigating, combating and preventing the crime fall under the South African Police Act (68 of 1995) and, employees who undertake the work of administration fall under the Public Service Act (103 of 1994). This study focused specifically on members of the police who are hired under the South African Police Service Act at Workshop Satellite Police Station, Umbilo Police Station and Berea Police Station in eThekweni District.

## 1.12 LITERATURE REVIEW

Employee training was developed in America in the 1970s (Hafeez and Akbar, 2015:49). According to Dhar (2015:419), employee training is the amplification of employees' skills, competencies, knowledge and abilities in order for them to perform the job effectively and efficiently. Bercu (2017:340) explained that employee training is the process of transforming employees' behaviours and attitudes to perform the work exceptionally well. Dickmann *et al.* (2018:353) state that the aspect of career development for employees in the security and safety industry has been in the pipeline since the beginning of the 21st century because of the poor service given to the community. The conceptual framework proposed for this research study is shown in Figure 1.1.

**Figure 1.1:** Conceptual Framework



Source: Cunningham (2018:13) Adapted.

Abouraia and Othman (2017:404) affirm that employee training affects career development as job specific skill are systematically and directly imparted to the employee. In the same vein, Handley, Ritter and Lang (2018:632) attest that the transfer of skills to certain employees who lack certain knowledge boosts development of their current and future careers.



Due to the complexity and challenging nature of the occupation of policing, having continuous development is the right step towards accomplishing organisational goals (Makgopa, 2019:30). Police officers ought to improve their competencies in the area of risk decision making, comprehensive investigations and general criminal law. As a police officer advances in his or her career, vigorous investigative knowledge is a pre-requisite. This is due to the fact that insufficient investigations may result in wrongful convictions and dismissals of cases which may cause financial loss to the organisation. Police are held accountable for negligent investigations, hence standardised competency-based training is necessary for police officers to rise through ranks till they reach the top management positions. Standardised competency-based training will help to develop and equip police officers with skills to combat crime in the nation of South Africa (Modise, 2017:18).

However, the assessment of training needs should also take into consideration the diversity of members of the police in which they serve (Baek, 2020:235). Training for high ranks must emphasise community programmes, strategies of community-policing, as well as the evaluation and modifications and of community programmes. The wide experience and skills gaps in the SAPS is hindering members of the police from developing their policing career. This requires attention and this gap of inadequate skills can only be closed through proper training (Champagne, 2020:30).

The policing employees cannot occupy posts advertised in certain specialised areas because they do not have necessary competencies and skills which are pre-requisite to take advantage of the opportunity and assume those posts. According to Ivković, Haberfeld and Sauerman (2016:268), the SAPS lacks leadership development objectives. Leadership objectives incorporate the following:

- Make sure that equally skilled substitutes for supervisory and management posts are available.
- Reduction and avoidance of managerial skill obsolescence.
- Develop a skilled teamwork.

Carrying out a needs assessment helps the organisation to avoid wastage of training resources and investigates whether or not the training selected can appropriately

address the skills required by the employee (Ghufli, 2014:30). Training intervention design will vary depending on the level required. Trainings needs incorporate the following three levels:

**Micro level-** these incorporates individual need which can be identified by making a comparison between the expected standard performance and the current actual performance of an employee. On a proactive basis, particularly the career advancement of employees, the current competencies may be compared with the anticipated performance of the future position (Gyeltshen *et al.* 2020:1).

**Meso level-** This refers to the training needs at company or organisational level. These needs arise due to some changes in accessing resources, objectives, culture and structure.

**Macro level-** these needs are established at national and international level. The development of technology and globalisation brings training needs at an international level. The system of outcome-based education offered at national level is embodied in structures of NQF and SAQA arising from the Skills Development Act (Kotze, 2017:10). There is a paradigm shift in training and education which necessitates the re-training of trainers.

The levels incorporate planning of sector skills. The organisation seeks to fill the gap identified by the training needs analysis giving rise to the workplace skills plan (WSP) in line with available job-based needs (micro level), future strategic needs (meso level) and national South African needs (macro level) (Déverge, 2016:27). The training needs analysis does not solely identify training interventions but detects the gap between optimal individual performance and current performance in new positions.

According to Ghufli (2014), the gaps can take the form of:

- Competency gaps in relation to an employee's job.
- Managerial gaps regarding the manner in which the employees are managed.
- Organisational gaps in respect of the manner in which the organisation is designed.

### **1.12.1 The impact of staff training on career development**

According to Abba (2018:1), employees being able to learn enables them to grow in their current and future upward mobility jobs which is motivation for their general growth and performance. Every employee wants to grow in his or her career irrespective of the magnitude of the growth. However, Noe *et al.*, (2017:41) argue that growth of employees in their jobs in the security and safety industry is minimal due to the lack of qualifications and experience. Most of the employees in the SAPS are reluctant to learn because of poor motivation and support from their superiors. Some employees spend as much as 30 years in the same position as they do not have the qualifications for positions that may arise in their departments. Furthermore, some employees are scared to assume higher duties due to lack of experience. A worse situation is that some potential employees who could assume higher ranks voluntarily refuse when they are given such offers because they are afraid to be liable in case the department fails to perform up to the minimum expectation.

Due to poor access to employee training of employees in the SAPS, some employees are looking around for vacancies in the private sector where they can get adequate training which will facilitate their career advancement. Hammond, Michael and Luke (2017:39) state that stunted career growth is a serious dilemma in state organisations, particularly in the SAPS where employees should be sufficiently trained to expand their knowledge in respect of security mastery. Extensive employee training programmes are essential for SAPS employees as this will boost service delivery to the community and country at large. Dhar (2015:419) emphasises that most organisations in the security and safety industry do not have an adequate budget for comprehensive investment in training, and to some extent these organisations run short of time to effectively carry out effective employee training programmes. A study carried out by Mohajane (2017:22) focused on job satisfaction and employee retention in the SAPS. The study surveyed 1050 employees at the national head office of the SAPS and results revealed that employee training was one of the institutional factors that employees were dissatisfied with.

According to Gyeltshen *et al.* (2020:1), there are three main categories that employees fall into, in respect of the competencies to undertake a job, namely: competent to occupy the job available; not competent as yet to occupy the position; and more than competent to occupy the available position. Employees require 'motivation' to learn. Employees have a tendency to learn when they find the purpose for that training and in this way, they become committed (Pathy, 2019:13). When employees have doubts in respect of the ability to learn and motivation is improper, regardless how well designed the training may be, its effectiveness is compromised. New knowledge or skill is likely to be learned more efficiently and faster when the trainees are highly motivated (Mahmud *et al.* 2019:1). This requires that the purpose of training must be aligned to what the employee desires. This might be recognition, higher salary and promotion among others (Rhea, 2015:30). The second requirement is 'cue'. From the training programmes, learners tend to recognise certain cues and accompany them with certain responses. 'Response' is the third requirement. A consistent, timely and positive reinforcement should immediately follow the training provision. This encourages learners to respond. 'Feedback' is the last requirement. The information received by the learner showing the response quality is 'feedback'. However, the requirement of learning is excellent, but it failed to incorporate the practice where the learners participate actively in utilising the knowledge and skills learned (Pavšer, Franca and Kontić, 2016:414). Special consideration should be given to employees with varied attitudes which influence their training methods.

Although some organisations do not have systems and plans, others have documented employee training policies which deal with cycles of training needs identification, training activity design, training facilitation and training results evaluation (Kandere, 2019:43). Employee training seeks to induce a permanent change to an employee's capability in doing the job through experiential learning. Employee training should be conducted in such a manner that it enhances or changes social behaviour, attitudes, knowledge and skills (Narayanan and Ganesan, 2018:135). The enhancement or change of social behaviour, attitudes, knowledge and skills may include what employees know, how they work, their interactions and relations with supervisors and co-workers. Well-designed training programmes facilitate skills development of an employee. The capability of an employee to develop in his/her

career is measured by the enhancement of, or changes in, social behaviour, attitude, skills and knowledge (Oljira and Abara, 2019:29).

Learning activities conducted in the organisation can improve employees' attitudes, abilities, skills and knowledge (Park, Kang and Kim, 2018:58). Therefore, employee training needs to be treated as a long-term investment by management. The provision of employee training is a hall mark of excellent management. Ignoring training undermines sound organisational management. This is due to the fact that potential managers are not guaranteed to perform well in that position. Therefore, employees should understand what management expects of them and how they should do it. The effectiveness of the organisation is significantly influenced by training. Training is essential for both current and new staff for them suit their respective jobs (Pavu, 2018:45). Training also assists staff to master particular abilities and skills. When effective training takes place, it alters the employees' behaviour in a way that the goals of the organisation are accomplished. Permanent behavioural change comes from experience. For the employees to develop in their careers they need to adapt to their positional environment (Ahmad and Manzoor, 2017:380).

Employees are expected to conform within the rapid transformation of the work environment. Employee training aimed at adjusting or changing their positions within the organisation can be successful when employees get new skills, knowledge, values, understandings and a new perspective (Akter, 2016:48). Innovation also requires training for employees in their current and future jobs. For instance, performance management which is up-to-date and effective needs the senior staff who oversee this system to: i) grasp the purpose for it; and ii) the skills and knowledge of its implementation. Skills, knowledge and understanding come through undergoing programmes of training that give trainees relevant methods for successful execution. Wastage is reduced and efficiency is increased when an increase in training is conducted (An *et al.*, 2019:2).

Training facilitates identification of employees who not performing well and provides the right attitudes, skills and knowledge in line with their needs (Anitha and Kumar, 2016:1079). In this way employees can grasp and acquire knowledge related to specific jobs. Employees are required to continuously adapt to new job demands and

innovations. Organisations are expected to have continuous training and retraining of staff should not wait until an employee is about to be appointed to a certain position or a skills gap emerges. Effective employee training programmes can positively change employee competencies. These programmes not only improve the abilities of an employee to effectively carry out their current duties but to improve their attitude, skills and knowledge related to future high positions in the organisation (Anlesinya, 2018:8). The competencies of an employee are amplified hence they can conduct the future assigned duties efficiently and effectively, as well as accomplish the objectives of the organisation. Employee training provides direct satisfaction connected to a sense of accomplishment and wisdom acquired from inherent capability development.

#### **1.12.2 Institutionalising employee training practice in order to develop employees' careers**

The ability of the trainee to institutionalise the use of acquired skills reflects the impact of his or her career development (Helms, Arfken and Bellar, 2016:4). Contemporary professional security forces, including the SAPS, work with information technology and weapons that are liable to change as the technical environment is rapidly changing (Faull, 2016:157). For this reason, employees acquire competencies through employee training but minute of these competencies they gain are integrated formally in their organisation (Tabvuma, Georgellis and Lange, 2015:303). The process of employee training is recognised when the skills being acquired help the employees to develop in their careers (White and Knight, 2018:447). The failure of such expectation of developing their career will amplify predicaments in the process of employee training and a worst-case scenario is that this creates a justification to discontinue its use hence a reversion back to the status quo (Jehanzeb, Hamid and Rasheed, 2015:208). Backsliding to prior status quo negatively affects the morale of employees who can respond by sabotaging the work (Beier, Torres, and Gilberto, 2017:55).

### **1.12.3 The extent to which employees are satisfied with staff training**

For employees to have satisfaction, employee training needs to be sorted by training objects, location and contexts (Hanaysha and Tahir, 2016:272). Knight and White (2017:861) state that employee training enhances the competencies of an employee. An escalation in work skills increases the confidence of employees to perform their job thus increases their efficiency. Contentment may come as a feeling of comfortableness associated with a well-equipped employee. Person job-fit theory indicates that when an employee acquires skills there is a high chance of an increase in fitness in job hence, acceleration of career growth (Asfaw, Argaw and Bayissa, 2015:188). Employee training that provides the competencies and skills to employees which the job demands is crucial for development of an employee's career. Moreover, employees generally are satisfied when they are provided with employee training that develops their current and near future careers. Most employees have a belief that upon receiving employee training there are chances that they will get a promotion hence they are motivated (Stow and Crawford, 2018:18). In addition, Huang and Su (2016:42) confirm that employee training which is technologically aligned contributes to greater satisfaction among employees.

Employee training is viewed as the most effective instrument that induces sound change hence, guarantees a solid opportunity for accomplishing long-term goals and good management of the organisation (Anyanwu *et al.*, 2016:51). Satisfaction of employees can be reinforced through provision of training together with formal assessment of their work. Human Resource Development (HRD) is required to drive the mechanism of information collection on the anticipated future level of performance and the technical and strategic skills required at that particular position (Armstrong and Landers, 2018:162). However, at the SAPS there is a mismatch between the system of career development and the skilled employees available. Vacancies for vertical career development are available, but the majority of the police staff do not have the required skills and knowledge (Faull, 2017:332). This makes it difficult for members to rise through the ranks. It is worth mentioning that promotion plays a significant role in the development of an employee's career. As a police member rises through the ranks, each rank has its accountability and responsibility which affects the salary one earns (Ivković, Haberfeld and Sauerman, 2016:268).

Salary plays a key role in the advancement of an employee. However, despite having sufficient skills, the Performance Appraisal Report has great influence in the identification of a candidate for promotion (Faull, 2017:332). Nonetheless, this does not mean that good performance at the present rank can translate to good performance at the higher rank. The policy of vertical career development is not clear at the SAPS which leaves some police members in the same rank for many years. Prior to 1994, the SAPS did not have a career development policy that was clear. The new policy on promotion in the SAPS is centred on the principles of transparency, accountability, responsibility and fairness (Ivković, Haberland and Sauerman, 2016:268). The promotion policy is centred on educational attainment whereby all potential police members sit for a promotional examination based on the rank they have applied for.

#### **1.12.4 Types of staff training for career development**

Employee training exposes hidden potential and gets the best out of an employee. Robertson and Egdell (2018:119) state that almost yearly many types of employee training are created as a result of dynamic advancement of technology especially in the security and safety service industry. Guffey, Larson and Lasley (2015:157) state that the workers in the security and safety service industry sector value operational and practical skills. The majority of employees prefer internal employee training which is known as on-the-job training (Jaworski *et al.*, 2018:1). On-the-job training provides the learner with a chance to practice behaviour in a simulated fashion or in reality. Acquisition of skill through behaviour is best for attitude change and skill development. Job rotation, conferences, workshops, mentoring, coaching and seminars are the most well-known forms of on-the-job-training (White and Knight, 2018:447). On the other hand, some employees favour off-the-job training which demonstrate relationships and written or verbal information (Asfaw, Argaw and Bayissa, 2015:188). Study-leave, lectures, games, simulations, and computer-based training are some of the well-known forms of off-the-job training (Hafeez and Akbar, 2015:49). Employees and systems can mutually benefit from the career development process, reinforcing its relevance as a HRD function. Acquisition of skills during training relies on three key



factors: i) the environment in which the training take place; ii) inborn qualities of the learner; and iii) competencies of the trainer.

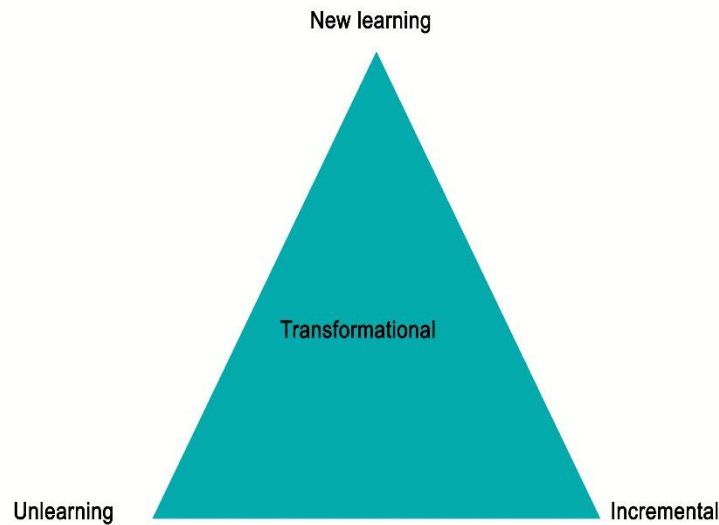
Employee training seeks to develop the activities of the employees through the guidance of core specialists and human resources executives (Joubert, van Tonder and Grobler, 2018:222). As a result of training, employees can be active in both future and current roles. The employee training approaches serves two types of customers, namely the organisation and individual employee. Employee training identifies those members of the police to be appointed in high rank and gives practical solutions to their challenges and queries (Kotze, 2017:10). Employee training supports the SAPS to accomplish its goals of protecting against activities that can threaten the security or safety of the society, investigating crimes that pose as a threat to the community and ensuring that criminals face the full wrath of the law.

Work can be sustained through employee training. Employees need adequate support such as training for them to sustain work in their appointed jobs. For development of a successful training programme, a positive view should dominate the capabilities of the workforce which gives confidence through optimism (Lukele, 2018:20). Benefits of coaching can be enjoyed when it takes a highly structured approach. Hence, at the SAPS, if training is effectively implemented it will assist employees to develop in their careers, refine their competencies and performances, as well as provide positive support.

#### **1.12.4.1      Types of learning**

Individuals who are seeking development in their careers must consider the various types of learning depending on their circumstances (Machethe and Obioha, 2017:49). Figure 1.2 below shows various learning types and their meaning.

**Figure 1.2:** Types of learning



Source: Meyer (2007:110). Adapted

- **New learning-** where the learner acquires new skills which he or she have not been exposed to before. In this case, the learners have few pre-conceived concepts and expectations when they engage themselves in learning (Makgopa, 2019:30).
- **Incremental learning-** when an employee wants to develop existing skills and knowledge, as well as refine and define a particular skill. The SAPS is experiencing rapid transformation which requires incremental learning. This entails that the skills of the majority of employees need to be redefined to align with societal demands. Rapid transformation calls for employees and organisations to unlearn the knowledge they had and acquire new techniques (Modise, 2017:18).
- **Unlearning** is where the knowledge that employees has acquired becomes obsolete and hence is discarded to be replaced by novel information. (Makgopa, 2019:30).
- **Transformational learning** – this involves a new paradigm that significantly transforms the learner and involves change in the organisational culture. A system of quality management needs members of the police force to recognise the expectations of the community, as well as their importance (Makgopa, 2019:30).

#### **1.12.4.2 Assessment of training needs**

Employee training must not only be provided on grounds of filling the skills gap but must pay attention to sustaining the skill level in line with the key strategic objectives of the organisation (Modise, 2017:18). On completion of identifying the training needs, the execution phase starts off. This phase encompasses bringing the strategy of a learning organisation into action. For ensuring accomplishment of a sound training, the strategy of a learning organisation must be executed in a manner which can benefit all employees and the organisation at large. Both employees and managers must grasp their responsibilities. Employee training is not solely for the benefit of an individual but is a contribution to the performance of the organisation as a whole. Hence, the intervention of training must make sure that employees acquire the competencies that will assist them to advance in their career (An *et al.*, 2019:2). Effective employee training is accomplished when it is a planned activity in the organisation, designed to conform to the needs identified in the rank a member of the police will occupy. Ideally, training must be designed to meet the organisational goals while simultaneously meet the individual member of the police's goals. Hence, training should be the first step before contemplating the development of the police member to the next rank. It is a crucial aspect when embarking on transformation within the organisation especially transforming a general employee into a professional employee (Akter, 2016:48). Employee training equips the workers with the right skills required in the organisation.

The training requirements of the members of the police needs to be approved first by the divisional commissioner for it to be accepted as a training programme (Kotze, 2017:10). In the SAPS, training is provided in the form of skills development, short courses and general learning. The duration of the training programme varies based on the outcomes and nature of training. Assessments of learners who undergo the learning programme or training should be carried with the guidance of the human resource management (Kotze, 2017:10). In the SAPS training can be provided internally by the organisation or externally by private training institutions.

### **1.13 RESEARCH METHODOLOGY AND DESIGN**

Research methodology is the manner in which the research will be carried out and the manner in which the data will be collected and analysed (Shraga and Shirom, 2019:69). It predominately covers the following: research design; questionnaire design; data collection; data analysis; and ethical considerations.

#### **1.13.1 Primary data**

Primary data is collected personally or is obtained directly from an observation (Kline, 2015:86). For this study, a structured close-ended quantitative questionnaire was utilised as a data-gathering instrument.

#### **1.13.2 Secondary data**

Secondary data refers to the information gathered by organisations or individuals other than the researcher (Ryan and Bernstein, 2014:122). For this study secondary data was collected from journals, government publications, e-journals, media articles, the SAPS reports and other dissertations and theses.

#### **1.13.3 Research design**

For this study, a quantitative approach was used. Quantitative research design shows the relationship between empirical observation and mathematical expression of quantitative relationships of employee training and career development. Quantitative research is an objective and systematic usage of numerical data from the chosen subgroup of a population to order to give a generalisation of the findings to the population that is being studied (Creswell, 2014:83). This study used the case study method utilising a quantitative research approach. The case study method is in-depth investigation or study of the current phenomenon utilising a number of evidence sources that depict a real-life situation. Given that the purpose of this study is to investigate the effectiveness of employee training on career development, the research design takes the quantitative nature.

#### **1.13.4 Target population**

Target population refers to all the members of a group that are expected to be engaged in the study while a smaller group selected is referred to as a sample (DePoy and Gitlin, 2015:62). For this study, three SAPS stations in eThekweni District comprised the population of this study, namely, Berea, Workshop and Umbilo stations. The target population for this study was all constables, sergeants, and warrant officers at these stations. The Workshop Satellite Police Station had 33 eligible members; Umbilo Police Station had 97 members; and Berea Police Station 81. The numbers of eligible members was obtained from the Member-in-Charge of the three respective police stations. The total population was  $n = 211$ . This information was obtained from the three station commanders respectively. This is the population which the researcher intends to have to make a generalisation of the research findings and may extends to incorporate the population of warrant officers, sergeants and constables in SAPS stations in Ethekeweni District.

#### **1.13.5 Sampling method**

Probability sampling permits the researcher to take into consideration the population (Flick, 2015:165). The sampling frame for the quantitative research design was the list of employees obtained from Members-in-Charge of the three police stations in which each unit of analysis was only listed once in alphabetical order. For this study, stratified sampling and random sampling techniques were utilised supported by a sampling frame.

#### **1.13.6 Selection of the sample**

The target population in this study was 211 employees. A sample size of  $n = 139$  was considered to be appropriate. The stratified sampling technique and random sampling technique without replacement was utilised to eliminate researcher sampling bias. This stratified sampling technique broke down the population into groups or 'strata' associated with the population members from each SAPS included in the study. This

ensured that each group was represented in the sample. From these strata, a random sampling technique was employed. The selection of this sample produces significant statistical results for generalisations and also eliminates sampling errors (Lampard and Pole, 2015:156). The duty list was utilised by the researcher to obtain the total population and thereafter select the sample of this study which equates to 139 respondents.

#### **1.13.7 Measuring instrument**

Self-administered questionnaires were used to gather the data. The personal method of data collection was used where the researcher hand delivered the questionnaire with a covering letter (Annexure A) to the participants. Participants were asked to return the questionnaires within two weeks. Questionnaire design is crucial in ensuring that the questions asked are unbiased, relevant and accurate to the problem being studied (Bell and Water, 2014:91). The questionnaire that was administered in this study was designed using a five-point Likert scale. The Likert scale ranges from options of strongly disagree, disagree, neutral, agree and strongly agree.

#### **1.14 PILOT STUDY**

A pilot study refines the questions in the questionnaire so as to ensure that there is no ambiguity or bias and that the measuring instrument is fine-tuned for collection of data (Bryman, 2015:15). For the purpose of this study, 15 homogeneous respondents, who did not form part of the sample respondents, participated in this pilot study and were randomly selected to test the questionnaire so that the necessary revisions could be made before the questionnaire was administered to the chosen main sample grouping.

#### **1.15 VALIDITY AND RELIABILITY**

Validity refers to the degree to which the research measures what it is supposed to measure and the truthfulness of the results (Flick, 2015:145). The questions were designed, generalised and made suitable for the employees of the three police

stations. Validity is subdivided into four categories: content, criterion-related, predictive and construct validity (Creswell, 2014:301). The researcher investigated the degree to which a test is a representative sample of the content of whatever objectives or specifications the test was originally designed to measure to demonstrate content validity. The pilot survey was used to verify the validity of the content through administration of a questionnaire to 15 police members utilising the same procedures and protocols which were employed to choose the large sample.

Reliability refers to the degree of reliability of a questionnaire or the low variation between the results of different samples of the homogeneous population (Rubin and Babbie, 2016:55). Reliability refers to the process of ensuring the instrument produces same results when completed several times by the same researcher.) Reliability is subdivided into four categories: internal consistency, test-retest, parallel forms and inter-rater (Bryman and Bell, 2015:173. The researcher evaluated the degree to which different test items that probed the same construct produced the same results to measure internal consistency reliability. For this study, the instrument's reliability was measured using the Cronbach's alpha coefficient.

## **1.16 DATA COLLECTION METHOD**

Questionnaires were used to gather the primary data. The researcher hand delivered the questionnaire with a covering letter to the participants using the personal method of data collection. According to Ryan and Bernstein (2014:122), this method ensures a high response rate compared to other methods. The participants were asked to return the questionnaires within two weeks. Before distributing the questionnaires to the members of SAPS in the Ethekwini District, by using this method, the researcher ensured that all COVID-19 protocols has be followed. The researcher ensured that all respondents in this study undergo a temperature check, hands are sanitized, wear a mask and 1.5 metres social distancing is adhered to.

### **1.17 ANALYSIS OF DATA**

For this study, a descriptive statistical analysis was used. The responses to the structured closed-ended quantitative questionnaire were captured to form a data set. Inferential statistics were utilised in analysing the data. Graphs, percentages, and pie charts were utilised to present the data. The responses were analysed using the latest version of the Statistical Package for Social Sciences (SPSS) version 26 for Windows using the appropriate statistical tests (DePoy and Gitlin, 2015:55).

### **1.18 CONTRIBUTIONS OF THE STUDY**

The study advanced an understanding of the linkage between employee training and career development through examining the relationship between the effectiveness of employee training and career development, the study hopes to shed more light on the connection of the two variables in the context of human resources management. In addition, the theoretical part of this study laid a foundation for theory building of employee training and career development. The study extended research focusing on employee training and career development. Furthermore, the study's findings are of great relevance and significance to human resources professionals. This study can assist human resources professionals to develop strategies that capitalise knowledge-based synergies between employee training and career development. This study can improve human resources practitioners' understanding of how employee training can be leveraged to promote career development.

### **1.19 ETHICAL CONSIDERATIONS**

A letter of informed consent from the head office to conduct the research study was obtained. In this study, participation was voluntary. Informed consent from the relevant participants was ensured. Respondents were reassured of confidentiality and the questionnaire clearly stated that the responses would be used for the purposes of statistical analysis only (Creswell, 2014:30). The participant were informed that they could, at any stage, withdraw from the study without prejudice.



## **1.20 STRUCTURE OF DISSERTATION / THESIS CHAPTERS**

The dissertation comprises five chapters, namely:

### **CHAPTER 1: BACKGROUND AND OVERVIEW OF THE STUDY**

Chapter 1 covered the background and overview of the research, the significance of the study, research objectives, research questions, problem statement, research methodology and design, as well as the ethical considerations of this study.

### **CHAPTER 2: LITERATURE REVIEW**

This chapter covers the literature review regarding training in the workplace and career development in general, South African Police Service in eThekweni District in particular. This chapter also reviews the literature regarding the theoretical framework of the research.

### **CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN**

This chapter covers the discussion of the research methodology and design, including the population of this study, selection of the sample, questionnaire construction, validity and reliability of the study, among others.

### **CHAPTER 4: ANALYSIS OF DATA AND DISCUSSION OF RESULTS**

This chapter covers the presentation of the data as well as analysis and discussion of the findings.

### **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the conclusions of the study, as well as recommendations based on the findings of the research regarding employee training and career development in the organisation under investigation.

## **1.21 CONCLUSION**

The study investigated employee training and its impact on career development at the SAPS in eThekweni District. The development of employees' careers in the security and safety service sector must be prioritised in order to contain the rampant crimes

that have mushroomed in South Africa. The chapter provided the research objectives and questions of this study, as well as the problem statement. The research methods and design indicating the manner in which the data was gathered was discussed, as well as the data analysis methods. The next chapter covers the literature review of this study which incorporates the theoretical concepts of employee training and career development in context of the SAPS.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

Human resource management is a crucial component in an organisation. Its role in building the economy cannot be overlooked. It drives organisations towards the highest level of global competitiveness and improved productivity (Lukele, 2018:20). Therefore, it is critical that employees are provided with necessary competencies that enable them to efficiently carry out their jobs. The SAPS is making an effort to professionalise service delivery in communities and ensure a crime free and safe environment. At the same time, the SAPS seeks to ensure that its workforce remains stimulated through career development within the organisation. Vertical development in career requires an employee to possess appropriate skills to deliver the anticipated and assigned tasks. A culture that encourages the employees to develop themselves through engaging in training is imperative for career development (Schwartz, 2016:50). This may result in improvement of the quality of life of an employee in the organisation as salary is likely to increase as the member takes a higher rank.

Employee training is viewed as a catalyst for vertical career development within an organisation hence it should be availed to all races within SAPS. A fair representation is likely to reinforce the trust between the SAPS and general public bearing an understanding the 'force' comprises of all races and genders within the community (Zethu, 2019:23). Employee training of police members, particularly the on-the-job training, permits them to grow through the police ranks. Training assists with the transformation of the organisation from the 'Old Police Force' to 'Democratic Policing'. The latter incorporates the inclusion of community participation in policing in line with the national policy formation and integration for the sake of accomplishing efficient police force service delivery. Employee training in the SAPS occurs via HRD programmes in which employees are exposed to informal and formal experiences of learning (Wolvaard, 2016:65). A career benefits employees and the organisation, hence it must be a combined effort where an individual member is also expected to engage in different initiatives of the career development process.

## 2.2 EMPLOYEE TRAINING AT THE WORKPLACE

Employee training falls under the HRD function which is a crucial aspect of Human Resource Management (HRM). Since employee training is a prominent function of HRM, it has attracted tremendous attention from academic researchers. Employee training refers to pre-determined, systematic behavioural modification conducted through learning programmes, activities and events with the aim of imparting abilities, competencies, skills and knowledge, thereby enhancing the ability of employees to perform their assigned duties effectively (Akter, 2016:48). Some researchers argue that organisational change and developments in technology has led employers to realise the importance of the abilities and skills of employees and that organisational change can only be accomplished through investing in employee training (Ahmad and Manzoor, 2017:380).

Competition stimulates investment in employee training by employers. This study gives attention to how employee training impacts career development of an employee. In other words, the recognition of employee training in this study has been prompted by the need for career development of employees in the workplace. An *et al.* (2019:2) believe that the relative success of employees in undertaking their assigned duties is achieved through investing in employee training. Employee training should be continuous in nature. The activities of employee training are conducted to provide:

- New skills for a new position;
- In preparation for a new job in the future;
- For improving performance of an employee in their current position; and
- For general growth of the organisation and individual employees, in order to accomplish the current and future organisational objectives (Anitha and Kumar, 2016:1079).

Thus, employee training plays a pivotal role in stimulating the accomplishment of organisational goals. The quality of the training determines the kind of skills that trainees are going to acquire (Anlesinya, 2018:8). Employee training guarantees better performance. In addition, through training the organisation may be able to develop, train, and attract employees with talent that can efficiently and effectively exploit

resources which in turn promote organisational success. Employee training is the process of equipping the employee with critical knowledge and skills to carry out assigned tasks. Furthermore, employee training assists in increasing the prospects of meeting future job requirements and being able to adapt to the new position's needs. Various organisations provide varied programmes of training to increase the skills of employees particularly in operational practice and technological development (Anyanwu *et al.*, 2016:51).

Training should be designed in such a way that it encourages both old and new employees to enhance their performance (Arslan and Uzaslan, 2017:289). It is important to improve performance for assigned tasks in the workplace. There must be a clear systematic approach in assessing individual training needs. The abilities of the workforce need to be reviewed. The structure and culture of the organisation should support the development of skills among employees and managers and empowering employees through training to increase their prospects for future career roles. This can in turn improve the organisational output. For organisations to realise strong strategic transformations at the workplace, the top executive must invest capital in employee training to enable the organisation to accomplish strategic goals of the organisation. When training is provided, the employees become optimistic about the firm and are more committed to working effectively for the organisation (Bakar, Ali and Munir, 2018:17). Any organisation that wants to remain competitive and relevant has to craft strategies that encourages continuous training of employees.

### **2.2.1 Critical analysis of the contribution of employee training**

Employee training does not only have a linkage with development in work-related aspects but also to performance related aspects (Beer, Finnström and Schrader, 2016:50). Training is a platform for staff to acquire novel competencies and create a base on which an employee can advance in their careers. Promoting training propels career development which in turn leads to high retention of knowledge workers. Training has a direct influence on development of one's career. Employee training helps improve the skills of employees and comprehend the culture of the organisation. This also provide knowledge about prospective choice of career levels. Employees

who are provided with training by their firm become highly competent, are inspired to perform well, and are more devoted to their firm compared to those employees who have not received any training (Blumberg *et al.*, 2019:941).

In reality, no organisation wants to lose its competent employees to its competitors. Employee training is a foundation for constant and effective accomplishment of goals particularly at these times of rapid development of technology. However, Cocul'ová (2017:7) argues that training does not determine whether or not employees will remain in the organisation. The author suggests that it is beneficial for the organisation to make an investment in other areas such as reward benefits, in particular, financial rewards, to retain employees in the organisation. An employee may leave the firm if he or she gets a better offer in a different organisation. Cunha and Gonçalves (2017:265) state that an organisation might not sustain meaningful growth without application of other aspects such as better payment and other rewards. Organisations seeking the competitive edge must map out varied strategies that satisfy the needs of employees.

Employers tend to pay more attention to business development rather than employees' needs (Dipboye, 2018:25). However, an organisation should develop and train employees in relation to their needs and desired competencies which will increase their enthusiasm for their work. Through training employees can learn how to effectively communicate with other co-workers at the workplace, and become familiar with different systems at different levels of the organisation. Employees with skills are confident in carrying out their duties and this positively influences the growth of the organisation (Hajjar and Alkhanaizi, 2018:1).

A conducive environment in the workplace encourages employees to remain in the organisation for a long time. This leads to the organisation having an edge on its competitors. Esteban-Lloret, Aragón-Sánchez and Carrasco-Hernández (2018:208) suggest that training assists employees to be satisfied, self-dependent and effective in their career roles. This can be accomplished through the design of different strategies to align with the needs of employees, as well as the goals and structures of the organisation. Accomplishment of the goals of the organisation needs talented workers with the appropriate competencies that match their task roles. Employee

training supports the development of careers and the improvement of skills of employees. Training inspires an employee to be loyal. An employee becomes happy when his or her effort is appreciated by the management through provision of training. Career development has a direct linkage with an increase in production. Giacomantonio, Goodwin and Carmichael (2019:1) suggests the external and internal seminar training helps to reduce susceptibility to knowledge loss.

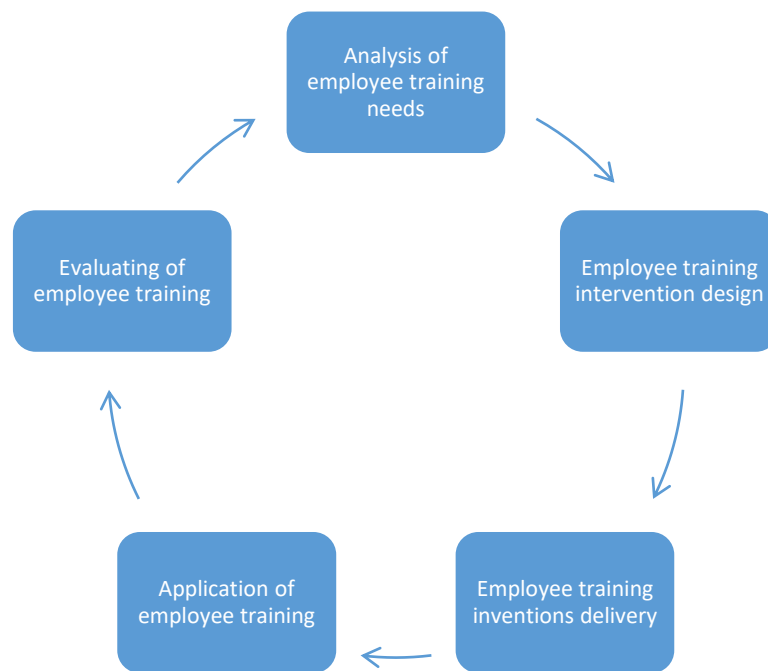
### **2.2.2 Training purpose and process**

Employee training is focused on acquisition of knowledge and skills required to carry out assigned duties at the workplace. The main purpose of training is the desire to improve productivity, growth and safety of employees when operating specific equipment required of the organisation (Gillet *et al.*, 2018:27). For employees to develop in their career they need to have relevant abilities, skills and knowledge which can only be obtained through sound training programmes. The reputation of the organisation can be damaged if employees are not well-equipped to carry out their duties. Employee training programmes are provided to improve and maintain current performance of duties and responsibilities, as well as improving skills for future positions. Having considered the rapid growth in technology, employees require constant training to keep up to date with their career's demands. Technological competencies are necessary for individuals that seek to be promoted in the future (Halawi and Haydar, 2018:24). For pure understanding of training, sufficient recognition of learning approaches and theories should be provided which set as a guideline for practising and developing training within the organisation.

Employee training encompasses those members of police at the lower positions, namely Constable, Sergeant and Warrant Officer and those at the middle positions, namely, Captain, Lieutenant Colonel and Colonel in terms of the SAPS hierarchy. Employee training is utilised to cover the gap between existing performance and anticipated future performance in the new position (Hanaysha and Tahir, 2016:272). Among the key roles of employee training is: i) training needs identification; ii) selection of programmes and methods appropriate for addressing the identified needs; iii) planning the implementation of those programmes and methods; and iv) evaluation of

the outcome. It is imperative to have policies regarding evaluation of current skills which informs employee training to fill the gap. With the assistance of findings and reports from the officers' performance appraisal, training needs can be easily identified (Hanaysha, 2016:298). In addition, individuals can indicate areas in which they need improvement in order to sustain their career development.

**Figure 2.1:** Employee training process



Source: Hassi and Foucher (2017:133). Adapted.

According to Hassi and Foucher (2017:133), effective employee training should involve five steps, namely:

- Step 1: Analysis of needs – the trainer finds the skills required, assesses the potential skills of trainees and then upgrades measurable knowledge based on skill deficiencies found.
- Step 2: Staff training intervention design (design of instruction) – The trainer produces, compiles and decides on programme content including activities, exercises and workbooks. Other techniques encompass off-the-job training and on-the-job training.
- Step 3: Staff training interventions delivery (validation): this give a validation of step 2 of the programme of training, where tests are conducted on a small selected representative audience.



- Step 4: Application of staff training – At this stage the training programme is exercised in reality.
- Step 5: Evaluation of training: Management at this stage evaluates the successes and failures of training programmes.

When training is well-planned the organisation also benefits. This requires that the trainees and trainers should be well-prepared in advance. Planned training is a well-prepared intervention aimed to acquire skills and knowledge necessary to occupy high positions suitably. According to Hussen (2019:35), planned training consists of the following steps:

- Defining and identifying the training needs.
- It is defining the necessary learning required in concerning the attitudes that require change and knowledge and skills to be acquired.
- We are defining the training objectives.
- Planning of the training programmes to align with the objectives and needs through utilising the combination of location and the techniques.
- Deciding who gives the training.
- Evaluating the training.
- Extending and amending the training if necessary.

#### **2.2.2.1 Identification of employee training needs**

Employee training needs to occur at three levels of the organisation (Ilyas, Kadir and Adnan, 2017:53) (Table 2.1). Firstly, the strategic level where the determination of employee training needs is carried out by top management. At this level the employee training needs are aligned to the problems, strategies, mission and goals of the organisation, which are required to be addressed; secondly, at the tactical level where the determination of employee training needs is conducted by middle management while much attention is given to the cooperation and coordination of the organisational departments; and thirdly, at the operational level where the determination of the employee training needs is done by lower management while consideration is given to operations related problems. The inclusion of the needs within each of the levels is critical in order for an employee to prepare for career development (Iqbal *et al.*,

2019:235). In this case, informal and formal employee training programmes and methods are very important. The initial step is to detect needs that are relevant to the organisation's goals.

According to James, Samuels and Vincent (2018:77), there are three categories of employee training which need to be identified, namely: i) renewing or changing the situation of the organisation, which arise due to changes in strategies or innovations; ii) Improvement of particular work practices; and iii) resolving challenges. It is important to bear in mind that the focal point for identifying the employee training needs is to improve, maintain, develop and create systems suitable to contribute to the existence of skills needed. The design of programmes of training must be done in such a way that they cater for different employee needs. The trainees, training content and programme should align with the objectives of the overall training. Identification of training needs has two perspectives, namely the profile comparison perspective (skills and changes) and problem centred perspective (gap in performance). The profile comparison perspective focuses on aligning competencies with the job occupied, whether current position or new position (Jaworski *et al.*, 2018:1). The need for additional or new skills may be brought about by changes in technology and strategy. The problem-centred approach emphasises difficulties in performance and analyses if the challenges are caused by inadequate skills. If so, the skills are required to be developed to resolve those problems.

**Table 2.1: The types of employee training needs**

NEEDS' LEVELS, CATEGORIES AND APPROACHES	RESEARCHERS		
	<ul style="list-style-type: none"> <li>Operational level (low-level management)</li> <li>Tactical level (middle management)</li> <li>Strategic level (senior management)</li> </ul>	<ul style="list-style-type: none"> <li>Address problems (performance of employees)</li> <li>Improvement in practices</li> <li>Renew or change (situation of the company)</li> </ul>	<ul style="list-style-type: none"> <li>Profile comparison (skills or change)</li> <li>Problem-centred (performance)</li> <li></li> </ul>

- Source: Torrington, Hall and Taylor (2005:390). Adapted.

Generally, employee training takes a systematic approach, following a sequence of activities.

Identification of training needs – The needs analysis is crucial in determining an employee's training needs or needs of a particular position. Before training commences a needs analysis has to be done. The main questions asked at this stage are: i) why the employee needs training; and ii) what are the needs practically in the organisation? Basically, there are four typical processes that are utilised in determining the employees' training needs in the organisation (Jeffrey and Prasetya, 2019:56):

- i) Analysis of job requirements – involves examining skills and knowledge set in the job description. In this case, the staff who do not have the necessary competencies are suitable candidates for training.
- ii) Organisational analysis – the organisation's successes and failures are analysed to determine the existing gap. Employees with poor skills which prevent them from applying for an occupying high positions might be a signal for additional training.
- iii) Performance appraisals – the work of the employee is compared with objectives set for the position.
- iv) Survey of human resources – non-managers and managers are required to identify challenges they are encountering in the work environment and possible remedies that may be taken to resolve the challenges.

Soon after identifying the training needs, the department of human resources should make an appropriate effort to close the gap between actual skills that an employee has and the expected skills that an employee should have (Jha, 2016:80). Training plan development, training lesson design, and preparation and selection of trainers must be considered. The methods of identifying the training needs of an employee are: i) line manager's views; ii) job description and job difficulties analysis; iii) training manager's views; iv) performance appraisal and v) plans of departments and the organisation. According to Ju and Li (2019:214), these methods are summarised into three categories, namely person analysis, task analysis and organisational analysis. There are three main analysis levels that determine the need for training fulfilment within the organisation, namely individual, operational and organisational analysis. Kesen (2016:174) states that these analyses are discussed below.

**Organisational analysis** – the identification of where the institution needs training. The strategies and objectives of the organisation need to be assessed. This is

necessary to eliminate resources wastage in employee training in which employees are provided with training in competencies they already have. In some cases, it is necessary to eradicate a situation where skills are not transferable to the real work situation. It is necessary to carry out an analysis in the external environment through doing environmental scanning checking PEST analysis, and internal climate analysis through checking SWOT analysis of the entity (Khan *et al.*, 2016:29). This forms one of the most important steps in the assessment of workforce training needs in order to accomplish overall organisational goals.

**Operational analysis** – this thoroughly assesses the tasks to be done after the workforce has been trained. This process of analysis involves i) characteristics, abilities, skills, and knowledge needed for effective performance of a task; ii) the manner in which job has to be done to meet the minimum standards; iii) logical gathering of information in respect of the manner in which the job is to be carried out; and iv) scrutiny of the standards of performance of the work to be conducted (Khan and Baloch, 2017:1). Essential information needed includes job description, performance appraisal, job analysis, interviews with high management, shop-floor supervisors and job holders. The existence of the gap between desired performance and actual performance needs to be filled through training. However, it is important to note that not all problems related to poor performance can be addressed by training (Khan, Haleem and Kanwal, 2017:1).

According to Khaskhelly and Khoso (2018:71), the analysis and identification of training needs can be divided into two categories, namely:

- i) Current employee – the analysis of training needs for the existing employees is complex because the supervisor and the HRD department have the task of making a decision on whether training is a remedy to whatever the predicted performance gap in relation to the new position is. This is crucial due to the fact that not all challenges can be resolved through employee training.
- ii) New employees –attention should be given to what constitutes the job and break this down into sub-tasks which can be taught to new employees.

Analysis of training needs can be taken from a 'competency model'. The model entails behaviours, skills and knowledge that facilitates employees to carry out their assigned

jobs effectively (Baek, 2020:235). In order to have an understanding of organisational objectives and strategies, the process starts by interviewing senior management. Then, HRD specialists carry out behavioural interviews with top performers and focus groups in an effort to pinpoint sets of competencies that would constitute a competency model of a job. The other methods that can be utilised to carry out an assessment of training needs are discussions, observations, records reviews, surveys and interviews. According to Champagne (2020:32), these information gathering methods form a foundation and determination of: i) what training type is required; ii) who must be chosen for the training; and iii) lastly if training is the remedy to the identified problem.

#### **2.2.2.2 Employee training intervention design**

Training should be designed to improve the skills of a job, be it personality, managerial or technical (Alias *et al.*, 2019:1). For instance, police officers can be trained how to operate machine and this skill can be associated with personal development and growth of an employee. Training is crucial when employees are expected to reach goals in the specific areas where they are assigned to work. The requirement for training may be due to changes in economic and social aspects such as the emergence of Coronavirus. The increased sophistication that comes as a result of advancement in technological systems call for training and retraining of the current workforce (Alias *et al.*, 2019:1). There is also a need to provide training to an underutilised workforce in order to benefit from full capacity utilisation of human resources.

Employee training may play a strategic role, this happens when there is a paradigm shift to a scenario where trainers are expected to sit with top-brass management to recognise strategic objectives and goals; knowledge and skills that may be utilised to accomplish the strategic objectives and goals (Kandere, 2019:43). Every decision that top management takes has some implications on the human resources of the institution. This is the reason those in human resource management are compelled to increase their partnership with other organisational functional areas. One of the key objectives of training is to adapt with the environment and accomplish goals. (Mason,

2020:45). The values, skills, understanding and knowledge can help an employee adapt to an environment.

Training programmes must include learning principles which are tested, tried and developed, and promote proper learning (Najeemdeen, Abidemi and Anuforo, 2018:6). Experiential learning is usually carried out by consulting institutions and professional training. However, principled to be considered relies on factual material or learning skills. A learning programme should include the following ingredients: i) goal setting – what needs to be accomplished on completion of the programme of training; ii) modelling of behaviour – the behaviours that must be transformed on completion of the programme of training; iii) practice – what aspects should trainees practice on return to the work environment; and iv) feedback – mechanisms to identify changes in behaviours and performance as a result of the programme (Narayanan and Ganesan, 2018:135).

New training methods are arising as a result of technological advancement rather than theoretical development. If training is scheduled to be provided from outside the organisation, the top executive should conduct a rigorous investigation on the method used by the trainer before signing or accepting a contract, particularly in case of conferences (Oljira and Abara, 2019:29). If the training is to be conducted from inside the organisation, the training officers should make sure that the best technique is chosen to bring the best results. When an employee undergoes a learning programme on how to do tasks for a higher position, in effect he/she has undergone training specifically to upgrade his or her competencies. A competency is an acquired or inborn personal characteristic which induces superior or effective job performance. It may take form of a personality trait, attribute, skill, knowledge, value and motive that is possessed by an employee therefore it is not a physical resource. Basically, there are three typical types of competencies, namely i) managerial competencies; ii) personal competencies; and iii) technical competencies (Park, Kang and Kim, 2018:58).

**Technical competencies** refer to the skills and knowledge of the job and are related to a specific profession. Technical competencies tend to differ from one job to another due to the fact that the competencies of this nature are aligned to certain positions or professions (Pavu, 2018:45).

**Personality competencies** entail the attributes, traits, skills and knowledge related to the personality of an employee. Personality competencies apply to various jobs. Although personality competencies may be needed for the success of a particular position, the same competencies can also be required for the success of a number of jobs (Kimiloglu, Ozturan and Kutlu, 2017:339).

**Managerial competencies** denote skills and knowledge needed in key managerial functions, such as controlling, motivating, communicating, organising and decision-making.

According to Knight and White (2017:861), the minimum conditions for effective learning should be met for the method of training to be useful:

- i) To provide a specific illustration of the acquisition of the desired skill on completion of the programme of the training. There should be a reasonable reinforcement for learning to be effectively delivered. The best learning is acquired when there is appropriate behaviour reinforcement for instance provided with a challenging work responsibility and promotion (Krishnan, Saranya and Rajeswari, 2019:51).
- ii) To give a chance for a trainee to practice. For internalisation, acceptance and assimilation of aspects learned, repetition and practice are required in order to build confidence. Therefore, supervisors and HRD personnel should build a conducive environment that makes it possible for the trainee to practice the new skills gained during training (Mahmood *et al.*, 2018:664).
- iii) To provide stimulation for trainees to increase their skills. There are certain disposition and attitudes that are required for an employee to be capable of understanding complex concepts (Majovski and Davitkovska, 2016:1). This can be accomplished by availing an enjoyable adventure. In addition, an employee must be conscientised about valuing the employee training as a crucial aspect of his or her contract of employment.
- iv) To give timely feedback on performance of an employee.
- v) To provide a solid structure from genuinely simple to more complex scenarios.

- vi) To provide progressive transfer of training skills to the actual job. The training that is provided internally or externally should be close to the realities of the work. Therefore, the trainers are expected to ensure that training is transferable to the workplace (Mellor *et al.*, 2016:126). The HRD personnel and departmental heads require some training in preparation for the actual training of employees.

### **2.2.2.3 Employee training interventions delivery**

These training methods seek to accomplish the following goals: i) to improve to the employees' abilities in making decisions constructively. This is crucial because they are individuals who are potential candidates to act in absence of other key senior employees; ii) promotion of self-insight – grasping how the actions of a person affects other people and how a person views other people; and iii) optimise the desire to excel – the capability of senior management to perform well increases the morale needed by the junior management to act on their behalf in the event of an absence (Meng, 2019:665).

Mira and Odeh (2019:381) categories the methods of training as follows:

- i) Information presentation encompasses understudy assignments, behaviour modelling, closed-circuit TV, reading list, methods of motion, conferences and lectures.
- ii) Simulation methods incorporate role-play, case-studies, business games, programmed group exercises.
- iii) On-the-job training encompasses job rotation, apprenticeship and orientation.



### 2.2.2.3.1 Types of employee training

Different types of training are used in various organisations when training different kinds of employees. The most common types of training utilised by organisations are off-the-job training and on-the-job training. (Njeri and Waithaka, 2019:59). Off-the-job training takes place when employees are taken away from their normal workplace environment to make sure that they give their full attention to the training. On-the-job training takes place when training is given to employees while they are at their workplaces. Due to varied reasons, different organisations may employ different training methods which may include: i) the groups or individuals targeted for training; ii) the training needs identified at that particular time; and iii) the goals and strategy of the organisation, as well as the existing resources in the organisation (Njine *et al.*, 2017:1).

**Table 2.2: Comparison chart of types of training**

Comparison	Off-the-job training	On-the-job training
Meanings	A training method carried out outside actual workplace	A training method provided to employees while they are doing their job.
Approaches	Mainly theory	Mainly practical
Active participations	No	Yes
Locations	Outside workplace	In the workplace
Principles	Learning by knowledge acquisition	Learning-by-doing
Disruption of work	Yes, training is given first and at a later stage performance will follow.	No, since trainees work during training, there is no disruption of production during learning.
Carried out by	Experts or professionals	Supervisors or veteran employees
Costs	Very costly	Less cost
Most appropriate for	Non-manufacturing organization	Manufacturing organisation

Source: Njine *et al.* (2017:1). Adapted.

#### **2.2.2.3.1.1 On-the-job training methods**

On-the-job training implies a method of providing training to workers while they are doing their work. The key goal of this method is to ensure that workers familiarise themselves with the available working situation. This entails that employees have direct use of materials, devices, equipment and machinery during the time-frame of training (Noe and Kodwani, 2018:45). This method assists employees to troubleshoot challenges that may happen while doing the job. The key aspect of this training method is learning-by-doing in which an experienced employee or supervisor train the trainee on how to carry out a specific duty. In this case, the supervisor guides the learner on how to carry out a task. Due to its easiness and being less costly, most organisations use this method to train existing employees to develop in their careers for future positions (Oehme, Prost and Saunders, 2016:391). On-the-job training encompasses programmes such as job instruction, internship, coaching and apprenticeship among others. On-the-job training examples include mentoring, coaching, transfers and job rotation among others. On-the-job training may comprise coaching or teaching by more experienced trainers or people at the bench or desk. Some of the on-the-job trainings are explained in detail below.

##### **2.2.2.3.1.1.1 Critical influence of mentoring**

Mentoring refers to the process in which a more qualified and veteran employee normally in the position of authority gives guidance to the junior employee for a period longer than one year (Baran and Sypniewska, 2017:14). Mentoring has been frequently utilised as a mechanism through which careers are advanced and developed, with both mentee and mentor benefitting from the relationship. A mentoring relationship has huge potential to enhance the developing inexperienced employees at both middle and early career stages (Hammes, 2016:72). There are a number of benefits that come from the mentorship relationship which are both internal and external markers. Studies indicate that employees who have mentors benefit from amplified skills and competence; an increase in self-esteem; they can get promotion at a high rate; receive greater compensation; experience higher morale; and are more satisfied with their work than employees without mentors (Holt *et al.*, 2016:67). This

can be fully supported by mentors through giving a blueprint to the mentees' goals which can be recognised as myriad business networks and channels are given to employees with mentors compared to those with no mentors. Therefore, non-existence of a mentoring relationship proves to be an external hindrance especially in organisations that are embedded with political undertones. Support and alignment systems can be the best solution through which barriers can be eliminated.

#### **2.2.2.3.1.1.2 Critical evaluation of coaching**

Coaching relates to the manner in which a more experienced employee works with an unexperienced employee which later leaves the unexperienced employee in a better position to perform in a way that satisfies the organisation (Hsieh and Huang, 2018:163). Coaching does not depend on how old a coach is, but is determined by the experience with which one person passes knowledge to another, which requires expertise. It takes place when an inexperienced employee is attached to a highly experienced employee for a period not longer than one year. In this case, an experienced employee might be an immediate manager or in some cases, senior manager. Coaching develops the inexperienced employees to the point that they can take full responsibility for the assigned duties. It also builds a relationship with the coach. Coaching is normally applied to newly promoted or recruited employees because it is a short relationship unlike mentoring which takes the form of a long-term relationship (Özduran and Tanova, 2017:58). Coaching is a version of on-the-job training. It differs from directing work and is less about managing an employee, instead it is all about assisting an employee to succeed in the workplace.

The unexperienced employee can find meaning in whatever they are performing. Every interaction in the process of coaching has the underlying goal of making sure that an employee succeed at all the tasks he or she is performing (Raza *et al.*, 2017:790). Coaching is a crucial component of being a manager. The manager provides regular continuous coaching and comments to assist an employee in developing team performance and skills through defining and realising career goals, having great productive and successful teams. Coaching provides a plethora of opportunities for growth and learning. It also retains and develops important employees within the

organisation. Coaching has increasingly utilised developing professionals in which individuals incur a positive change in their behaviours, as well as encouraging easy transference of skills and knowledge from the coach to the coaches (Wang, Yuan and Zhu, 2017:655).

#### **2.2.2.3.1.1.3 Analysis of job rotation**

Transfers and job rotation are some of the ways of improving employee skills development. This involves movement of an employee from a specific formal responsibility to another, taking a high ranking position in the organisation, or from one organisational branch to the other. In some cases, transfer may take the form of the official movement of an employee from one nation to another (Rodriguez and Walters, 2017:206). Transfers and rotations help an employee to acquire abilities and competencies of various operations of the organisation and to recognise the differences that exist within different departments or sections of the organisation. The acquisition of such knowledge is critical for someone who wants to occupy high positions, as he or she is expected to be acquainted with general aspects of the business (Rogach *et al.*, 2018:1).

#### **2.2.2.3.1.1.4 Contribution of an understudy**

An understudy is an employee who performs day-to-day duties under the instruction and supervision of a veteran employee who directs the manner in which the job is undertaken (Sao-Joao, Spowart and Taylor, 2019:1). In the absence of the senior employee, the understudy conducts non-essential tasks of the senior employee (Sargeant, Antrobus and Platz, 2017:347). It is clear that the understudy takes some responsibilities of the senior employee, hence allows him or her to concentrate on crucial aspects of the position.

#### **2.2.2.3.1.1.5 Influence of simulations and role playing**

According to Saunders (2017:35), simulation relates to the training method which portrays conditions of real-life experiences where the decisions of the trainees bring

outcomes that reveal what would happen on the real situation. Simulation gives a chance for the trainee to grasp and recognise the results of actions and decisions in a risk-free environment. Role-playing is an employee training method that allows an employee to have activities that aligned to work related scenarios. It develops an employee to be able to make informed decisions in various organisational situations and settings. It includes presenting the problems relating to trainees and coming up with probable solutions. In this case, the trainees are given information relating to the concerns, emotions, responsibilities, objectives and role descriptions (Seemiller and Rosch, 2019:25). Trainees become acquainted with the problems they encounter and general description of the existing condition. A stress-free environment or an environment with minimal stress is more ideal for this method to be much effective which promotes ease in learning of a trainee. It is a very effective method of training employees particularly those who are eager to take high positions.

#### **2.2.2.3.1.6 Contribution of orientation**

This relates to the familiarisation of new employees with the new position or new job at a different workplace. In this training employee method, employees tend to be exposed to various undertakings, namely: i) the general expectations of the job; ii) the way of performing the responsibilities and tasks; iii) the nature of the new job; and iv) information relating to the overview of the work environment of the organisation which encompasses procedures, processes, working conditions, issues with regard to health and safety, current culture of the organisation, office layout, technology and work systems (Solis, 2017:250).

#### **2.2.2.3.1.2 Off-the-job training**

Off-the-job training entails a training type in which training is arranged to be conducted at a worksite or far away from the work environment for a certain period. The main reason for using off-the-job training method is to ensure that employees are afforded a peaceful domain in which they can give their attention to just learning (Taufek and Mustafa, 2018:1). A total theoretical knowledge is given to the trainees through learning materials. The opinions and perspectives of the employees can be expressed

during the sessions of training. In addition, innovative and new ideas can be easily investigated. This training method uses lectures, role-plays, simulations, seminars, audiovisuals, conferences and case studies. It is important to note that this training method is very costly (Tejumola, 2019:94). The costs include the experts hired to conduct the training, training facilities for employees, and the costs of the training place.

Training programmes and courses are planned formal learning events in which the duration and the contents of the training are clearly defined. The training details are specific both the employee undergoing training and the organisation (Thaler, Spraul, Helmig and Franzke, 2017:1). Different from informal training, formal training has a planned evaluation. Normally employees have this training when they are totally off-work for a specified duration or partially present themselves to work part-time. These programmes can be conducted off-the-job or within the organisation (in-house). Off-the-job is more effective since employees can give their full attention because they are away from their workplace (Ugbomhe, Osagie and Egwu, 2016:48). In this case, the trainers may be inside the organisation or external depending on policies and structure of the organisation, as well as knowledge required.

#### **2.2.2.3.1.2.1 Evaluation of the contribution of seminars and workshops**

A seminar is a well-organised oral delivery to relevant audience and mostly by experts who specialise in specific fields (Usha, Nandhini and Palanivelu, 2016:416). Wang, Qu and Zhao (2020:1) state that workshops and seminars should be highly participatory, interesting and practical so that they can be well received by the audience. Workshops and seminars promote two-way communication since trainees are provided with an opportunity to share views, participate and receive feedback.

#### **2.2.2.3.1.2.2 Influence of conferences**

Conferences is an employee training method that focuses on presentation of information to a number of audiences by one or more experienced person (White and Knight, 2018:447). This method of training is cost effective since a number of people

can be trained on a certain subject at once. However, this method has a weakness in that it is difficult to ensure that all trainees grasp the topic at hand. It is a fact that during training sessions not every trainee can follow at the same pace. Normally the attention of the presenter tends to focus on trainees who seem to grasp things so neglect slow paced trainees (Xie, Zhu and Qi, 2020:1).

#### **2.2.2.3.1.2.3 Contribution of Lectures**

Lectures give general understanding of the practical exercise to be conducted and shape employee behaviour. Lecture-based methods incorporate features such as electronic projectors, white boards and audio-visual aids. Younas *et al.* (2018:20) state that effective training transfer is conducted when an employee gains appropriate competences and relevant theoretical standards and procedures regarding the training content.

#### **2.2.2.4 Application of employee training**

One of the key challenges of programmes of training in organisations is the transference of employee learning back to the workplace situation. Although employees learn new techniques or skills from training, on their return to the work environment they tend to find it comfortable and convenient to go back to their old ways of conducting work (Anitha and Kumar, 2016:1079). This undermines and wastes the money, effort and time they have spent on the programmes of training. This could be the reason why some organisations are hesitant to provide training to employees. Transfer of training relates to the degree to which abilities, skills and knowledge learned during training can be applied at the workplace. Training can have three possible outcomes, namely i) increase job performance (positive); ii) hamper task performance (negative); and iii) have no effect (neutral) (Anlesinya, 2018:8).

Any programme of employee training that results in neutral or negative transfer is a burden to the organisation. The burden comes in two typical ways, namely, the training cost and cost due to hampered performance in the new post occupied (Anlesinya, 2018:8). It is crucial that the police department always ensure that the analysis of

training needs is thoroughly conducted before training is carried out and robust structure are put in place to assist in making the positive transfer of acquired skills and knowledge to the real situation. According to Anyanwu *et al.* (2016:51), the transfer of training can be regarded as good if it follows these steps:

- i) Defines the content in respect of strategic organisational needs.
- ii) Identifies and assigns individuals to training relying on profound standards of selection. This can be carried out by surveying the interest of the trainees, supervisors' input and reviewing plans of career development. The question that can be asked is 'does this employee really want training'?
- iii) Ensures that the content of the classroom programme of training is relevant and in line with job settings and work in the organisation.
- iv) Ensures systematic follow-ups are carried out in order to check the real application of training to a work setting. Appropriate programmes of training should end by giving learners information on what to do differently when they return to work.

The transfer of training can be facilitated by having a mutual effort which involves the trainee, the trainee's supervisor or manager and the trainer (Armstrong and Landers, 2018:162). All of the three aforementioned need be involved before the training programme, during the training programme and after the programme of training has been delivered.

#### **2.2.2.5 Evaluation of training**

Evaluation of the entire training programme is the last step of training. The training sets objectives to accomplish and evaluation is conducted on completion of a programme of training (Arslan and Uzaslan, 2017:289). This is carried out by making a comparison between training results and the training objectives. Normally the objectives set determine the criteria for training programme evaluation. For effective evaluation of training, multiple criteria can be utilised. However, a single criterion can be enough to measure the degree to which the skills acquired through training are transferred to the workplace. The four basic classes of outcomes of the training programme are: i) the trainees' reactions to the evaluation of the programme, to check



whether the employees were impressed and the efforts, energy and time spent was worth it; ii) tests are provided to check whether the skills and principles acquired are the ones they are supposed to acquire; iii) to check whether learners' behaviour on the job has transformed as a result of employee training; and iv) to check whether the goals set before training were met (Bakar, Ali and Munir, 2018:17).

The aim of training evaluation is to establish whether or not the trainees acquire the desired new knowledge and skills on completion of a programme of training. On completion of training, an employee returns to his or her work hoping he or she will undertake the job more efficiently and effectively (Beer, Finnström and Schrader, 2016:50). The stage of evaluation plays a key role in ensuring whether or not the training programme benefited an employee. Continuous evaluation should be carried out to counter stagnation and build continuous organisational learning. The evaluation process must revisit the strategy of a learning organisation in order to make improvements and amendments. The organisational evaluation as a whole must be aligned to performance measurement of the entire company. According to Blumberg *et al.* (2019:941), the training programme evaluation is crucial because:

- It gives information that may be exploited to make an improvement to planned learning hence allow it to meet the needs of employees, predict future performance improvement opportunities and resolve problems of past performances.
- It indicates various types of problems which encompass insufficient skill and knowledge.
- It demonstrates efficacy of training activities.
- Evaluation provides clarification regarding what requires improvement and provides feedback which helps in future actions and plans.

Although the previous first three are crucial, the last class is of paramount importance to accomplish measurable outcomes to the stated goals. It is crucial to mention that both trainers and management must set a conducive environment that enables the trainee to practice new learned behaviours during training (Cocuľová, 2017:7). This should have the supervisor of the trainee's support to ensure that the behaviour is embedded and has become a general work-life. For accomplishing this, managers and

supervisors should be incorporated in the programme of training through paying a visit to the trainees during the programme of training, particularly at the last planning phase at which the trainees are expected to indicate their commitment to aspects they could perform differently on their return to the actual work. Hence, the evaluation of training should be documented systematically regarding the training outcomes in relation to the manner in which employees actually behave on their return to their work.

An evaluation establishes whether or not the goals set have been accomplished and generally analyses the training effects (Dipboye, 2018:25). An evaluation should encompass learner behaviour, feedback of the trainers, and feedback of the participants. In measuring the impact of training Njine et al. (2017:1) outlines four evaluation levels. Each level is a pre-requisite for the following level:

- i) Reaction and plan of action. This evaluates the degree to which the employees are satisfied with the learning experiences. In other words, this covers measured reaction.
- ii) Learning and evaluation of confidence – this measures the improvement in competencies before and after employee training is delivered.
- iii) Impact of behaviour – this measures the extent to which employees apply what they have learned to real work situations. The main question asked is: Are employees doing something better after undergoing a training programme as compared to before it was delivered?
- iv) Results – It is crucial to evaluate the outcomes accomplished in line with preset objectives. For instance, is there a decline in the number of poor efficiency complaints by the public? Learning, behaviour and reactions are of paramount importance. However, it is worth noting that if the programme of training does not produce performance measurables (results), then it fails to accomplish its core goals.

It is also imperative to evaluate the behaviours' relevance to the organisational objectives. According to Hajjar and Alkhanaizi (2018:1), for thorough assessment of a training's contribution and value, answers should be sought to the following questions:

- i) Has any change occurred?
- ii) Has the change come about as a result of the programme of training?

- iii) Is the change favourably related to the accomplishment of the goals of the organisation?
- iv) Could changes of the same nature take place when new trainees are provided with the same programme?

Any change that comes as a result of training should be measured in terms of accident reduction, turnover, quality improvement and productivity. Programmes of training should be assessed on results, behaviour, learning and reaction (Esteban-Lloret, Aragón-Sánchez and Carrasco-Hernández, 2018:208). Organising programmes of training is an investment by the institution and hence returns on this investment are expected by the organisation. Training should yield good outcomes in the organisation. According to Giacomantonio, Goodwin and Carmichael (2019:1), outcomes to be measured are:

- i) Satisfaction of the trainee.
- ii) Evaluation of learning.
- iii) Evaluation of application of learning.
- iv) The influence of all the above in the organisation.

However, the greatest critical mechanisms of evaluation are the application of learning and its effect to the organisation; training should bring the required favourable growth and change in the organisation.

### **2.2.3 Institutionalisation of employee training**

Institutionalisation of employee training entrenches training and learning in the internal practices of the organisation (Kotze, 2017:10). Lukele (2018:55) indicates that a progressive blueprint which incorporates the inputs of professionals and experts is needed so that the employee training becomes a key policy in the organisation. Policies provide guidelines regarding what must be carried out in certain circumstances, and the manner in which certain issues and requirements should be addressed. Therefore, training policies should be formulated in the field of human resources of the SAPS. As for human resource, training policies normally focus on selection of trainees, selection of trainers and the period in which the training can

occur, among others (Machethe and Obioha, 2017:49). Policies regarding employee training might informally emanate from traditional practices and customs or be formally written as manuals in the organisation. It is of paramount importance that key policy statements be fully expressed and written formally in manuals. This enables association executives, unions, supervisors and managers to familiarise themselves with important policies and the correct way of interpreting them.

If training policies are not written, the SAPS senior management should nevertheless plainly and clearly communicate them to employees (Makgopa, 2019:30). However, through having policies that are expressed formally in manuals, challenges such as erratic confusion and wastage of time that take place as a result of oral communication only, can be avoided. In addition, due to the fact that changes take place in union leadership, association leadership and management, there is a need for employee training policies to be expressed and written formally in manuals in order to promote fairness, consistency and to eliminate misinterpretation (Modise, 2017:18). A typical policy document normally begins with a broad objectives statement of the top executive and its viewpoint to establish mutual interest and cooperation within an organisation.

Crucial aspects of training policy are as follows: i) constant training must be viewed as the norm (always retraining of the workforce); updating current skills, replacing obsolete skills and training new competencies must be embedded in the policy; training has to be taken as a life-long process as long as the worker is still with the organisation; and the need conform to changes through multi-skilling (Anitha and Kumar, 2016:1079). Nowadays, multi-skilling of labour is critical for would-be employees. This is important as quality of services offered by the SAPS to the public are diminishing and the rate of crime across the country is escalating. Multi-skilling helps management to reduce the number of hired workforce as a way of cutting costs. Formulation of a policy is primarily done for the accomplishment of organisational goals and to serve the corporate philosophy of the SAPS (Anyanwu *et al.*, 2016:51). Armstrong and Landers (2018:162) state that proper training policies:

- i) Serve as rules that monitor units or departments of training and through their implementation objectives can be accomplished. This serves as a guide to

decision-making, for example, which actions to take when certain situations arise that require the SAPS to act.

- ii) Serve as mechanisms of control in order to restrain those in management positions from detrimental actions as well as from mishandling issues within the organisation.
- iii) Can be utilised in decision making whenever decisions are required. When the same situation arises, the same decisions can be repeated.

As training becomes embedded in the organisation, it bridges the gap between what is happening and what must happen, that is, the expected standards or goals and actual performance level (Arslan and Uzaslan, 2017:289). The key goal of employee training is to improve and acquire skills, attitudes and knowledge related to work related aspects. This does not benefit only an individual employee but has long-term benefits for various intuitions. Hence, organisations that facilitate the development, growth and learning of employees should have training as a key operational strategy of the organisation (Bakar, Ali and Munir, 2018:17). However, this seems to be lacking in the SAPS. The other benefits of having employee training are:

- i) Increase in morale – high motivation and confidence at work is associated with individuals who have received training. An improvement in commitment and confidence of employees stimulates skills and knowledge as well as changes the attitude of the trainees (Beer, Finnström and Schrader, 2016:50). It also serves as a key motivator and therefore many benefits accrue. Training increases the morale of employees. The organisation may gain from improved job satisfaction.
- ii) It reduces services costs – employees exposed to training normally are knowledgeable to avoid and reduce risk. Training plays a role of monitoring employees within the institution. Well-trained employees make better use of equipment and materials, reducing risk and costs (Blumberg *et al.*, 2019:941). Training assists in the appointment of quality employees.
- iii) Reduces turnover – training provides a sense of security at work which in turn lowers labour absenteeism and turnover (Cocuľová, 2017:7).
- iv) Helps in managing change – training plays a pivotal role in change management by improving the abilities and skills required in adjusting to new situations, as well as through amplifying the general understanding of

change. This induces higher productivity and efficiency (Cunha and Gonçalves, 2017:265).

- v) Training can lead to improved responsibility and recognition which may culminate in promotion and higher salaries. It serves also to improve the existence of quality employees who can occupy high positions. It improves adaptability and loyalty of employees (Dipboye, 2018:25). Training reduces time spend on supervising employees hence supervisors can concentrate on other crucial organisational matters.
- vi) Personal achievement and feelings of satisfaction may increase confidence levels which in turn increase opportunities for career development.
- vii) Training increases availability of skills and quality of employees. According to Hajjar and Alkhanaizi (2018:1), the organisational benefits of training encompass:
  - a) A pool of qualified employees can be obtained;
  - b) The organisation can benefit from the commitment of employees;
  - c) Improvement of customer service; and
  - d) An increase in productivity.

The aforementioned benefits of employee training are not exhaustive. This sheds light on the benefits of having employee training, which can apply to SAPS.

## **2.3 CAREER DEVELOPMENT AT THE WORKPLACE**

### **2.3.1 The notion of career**

The term 'career' does not just mean a job, instead it is a long-term endeavour which incorporates feelings, attitudes and behaviours (Ali, Mahmood and Mehreen, 2019:112). Career refers to the chronological set of experiences of work-related aspects an employee undertakes during his or her lifetime (Al-Sharafi, Hassan and Alam, 2018:420). The characteristics of an employee are fine tuned to meet the work expectations within the organisation. Hence, career development is complex and affected by fortuitous, environmental, economic, physical, educational, sociological and psychological factors that shape it over a lifetime. Traditionally, the development

of an individual's career from the perspective of the organisation was treated as the responsibility of the organisation (Al-Shawabkeh, 2017:79). In this case, the organisation would establish processes and policies to execute and nurture the development of a career which was primarily advantageous to the organisation and then benefitted the employee at a later stage.

Recently, the general increase in business globalisation as well as continuous technological advancement has caused increased competition levels which in turn have forced big organisations to embark on restructuring which includes hiring of part-time and replacement of full-time employees (Arthur and McMahon, 2018:34). This has caused the organisations to opt for flat organisational structures. Due to these changes in organisations, employers are unable and unwilling to provide employees with opportunities for advancement and support which stimulate employees to remain in the organisation for a lifetime. Therefore, employees are required to re-orient their goals and value themselves, and are less likely to follow the traditional paths. For the sake of developing their careers, employees have resorted to increase their responsibility on their own as part of their training since employers become pragmatic and concentrate with real developmental aspects required in the organisation (Arthur and McMahon, 2018:34).

There are main phases that take place in career development (Arulmani, 2016:45). Firstly, universities and colleges offer appropriate attitudes, knowledge and skills to young people in preparation for them to exploit opportunities in the world of work. Secondly, young people tend to seek skills and competencies with the aim of bridging the gap between have a settled life with full-time employment and a life of attending formal education at an institution. Thirdly, the development which take place at the workplace, where people are provided with skills and knowledge to meet the employer's requirements. According to Baldi and Trigeorgis (2020:781), employers focus on this phase which reflects that much of the emphasis of career development is on the development of organisational efficiency, although employees also benefit in the process. Employees are familiarised with the job demands and the culture, as well as receiving guidance and training on the manner in which to adapt to the changes that takes place in the organisation and to them.

### **2.3.2 Definition of career development**

Career development is seen as a continuous process by which an employee moves through a number of stages and each stage is characterised by a set of tasks, themes and issues (Beier, Torres and Gilberto, 2017:55). Career development entails a sequence of changes that take place in the profession of an employee (Bleijenbergh, Gremmen and Peters, 2016:179). According to Blokker *et al.* (2019:172), career development refers to the sequence of activities or the continuous process by which an employee develops in his or her career. Nevertheless, it must be understood that progression or development does not necessarily exist just because there is change. In this study, career development entails successive and systematic transformation in the profession of an individual that is progressive. The changes are evidenced by the rise of an employee along the hierarchy of the corporate ladder and is normally accompanied with increased respect from subordinates, amplified recognition, a salary increase and freedom to pursue ones interests (Bocciardi *et al.*, 2017:67).

The processes involve new skills training; vertical movement to top level responsibilities; and making change of career within the same organisation (Bridgstock, Grant-Iramu and McAlpine, 2019:56). Career development is an appropriate manner to foster future leaders in the organisation with appropriate knowledge and competencies that are essential in the implementation of organisational strategies. It is clear that career development is seen as a long-term process, as well as a series of transitions aimed at moving towards personal evolvment and determination required in the future within the organisation. Positive programmes of career development assist the organisation to lure and retain key employees through responding and acknowledging employees' needs hence get the best performance from them (Burke, 2017:67). An effective programme of career development is helpful to the employer, society and the economy at large.

It is important to recognise that every employee has a career hence every employee has personal training needs in order to develop in their career (Chetana and Mohapatra, 2017:614). It is, therefore, crucial to understand the manner in which full support can be afforded to career development. Self-efficacy is the important driver of career development. The extent of accomplishment relies on two major factors, that



is, outcome anticipations, and having confidence that by initiating a particular behaviour it will yield excellent goals and results. If an employee has confidence in his or her capabilities, he or she is expected to align to specific actions in preparation for greater heights (Cholli, Sreeraj and Kaur, 2016:54).

### **2.3.3 Aspects of career development in the workplace**

Career development is crucial for upholding career management and planning. Career development comprises activities performed by management (career counselling, career management, succession planning) and employees (career planning) in order to meet job requirements and career objectives (Clevenger *et al.*, 2019:45). Career development is a product of the interaction between the career management of the organisation and the career planning of the individuals within the organisation. Career development encompasses the activities which help an employee to manage chronological work experiences across the chain of command of the organisational organogram. The general system of career development incorporates four steps which are: i) self-assessment; ii) reality-check; iii) goal-setting; and iv) action planning (Cook and Rougette, 2017:80). An employee has tasks to perform at each stage. The system is beneficial if the organisational requirements and objectives align with the contributions of the employee and reinforcement from the management.

#### **2.3.3.1 The aspect of career planning at the workplace**

Career planning relates to the ongoing process of goal setting and self-assessment crafted by both employer and employee with the aim of working in relation to organisational objective (Dean *et al.*, 2017:55). Career planning relates to co-ordination of both employer and employee for the sake of identifying goals, as well as developing strategies needed to accomplish the goals identified (Demirkıran and Gençer, 2017:580). Employees are expected to identify their capabilities through programmes which include counselling, mentoring and coaching. In this case, the manager can then decide what training needs to be developed, as well as determining work that must be given to them. This process assists the organisation to gain a competitive edge and ensuring that abilities and skills are intertwined with tasks, hence

productivity is increased. Organisations need to structure positions effectively in terms of responsibilities and roles, and should conduct a career planning process to make sure that there is optimum output produced, and enhance efficiency in the organisation. Career planning entails the process by which a person chooses career goals, as well as a path to those goals (Dik *et al.*, 2017:30). The key aspect of career planning is to assist employees to find a good match between opportunities which are already existing in the organisation and personal goals.

#### **2.3.3.2 The aspect of career counselling at the workplace**

Career counselling relates to a logical approach that facilitates career decision making, as well as the process of job search (Dik *et al.*, 2019:87). In this study career counselling involves partnership between a member of the police and a career counsellor which is designed to help the member in coming through with crucial decisions in respect of his or her career. Career counselling has the same nature as other counselling types, namely psychological and marriage counselling. The practitioner's role is what brings all types of professionals together, where counselling techniques are employed to help members who encounter situations which are difficult and those struggling to make complex decisions related to their career. In this case, excellent advice may be given which is tantamount to the success of an employee. In this study, professional career counsellors support members of the police with challenges related to career aspects. With the professional career counsellor's expertise in career development aspects, the weaknesses, strengths, experiences, qualifications of an employee can be considered while also considering educational possibilities, job market, location, interests, personal hobbies, and desired salary (Dik, Shimizu and O'Connor, 2016:95).

#### **2.3.3.3 Talent management in the workplace**

Talent management relates to the process of having the right employee in the proper job at the appropriate time (Demirkıran and Gençer, 2017:580). This involves anticipating how an employee may behave in the future, then getting him or her to behave differently from the manner he or she behaved previously. For the process of

talent management to be effective, it should consider the factors underlying the influence of employee actions and decisions. This should rely on the manner in which business managers and leaders behave. Through talent management, the overall likelihood should be increased that a member will display a certain behaviour which aligns to the overall strategic matters of the organisation. The capability to effect employee behaviour change makes talent management a highly effective way of producing concrete business results. Any change in the behaviour of a member has a tremendous effect on the overall performance of the business. Talent management encompasses the expectations required of human capital in an organisation, as well as any plans in place to meet those requirements (Dik *et al.*, 2019:87).

#### **2.3.3.4 Succession planning in the workplace**

Succession planning refers to the process of developing and identifying employees within the organisation who have the potential to occupy important business leadership positions within the organisation (Dik, Shimizu and O'Connor, 2016:95). Succession planning makes the competent and experienced employees available in the organisation who are ready to occupy positions within the organisation as they become available. A succession plan is effective when it builds a series of capable employee groups up and down the whole leadership progression. In this case, relevant people are developed to fill unoccupied positions in the organisation. Superior employees are recruited and their abilities, skills and knowledge are developed in preparation for promotion or advancement into relatively high roles that are more challenging. This process is crucial as it determines the long term and short-term organisational business strategies, therefore it is of paramount importance for the overall success of the organisation (Dizaho, Salleh and Abdullah, 2017:439). The practice assists organisations to counter shortages of talent, retain top talent, increase employee engagement, as well as help potential employees to transition into new roles.

#### **2.3.4 Career motives in the workplace**

There are varied reasons why employees prepare and choose a career. According to Egbuta (2020:1), these are called career anchors:

- i) Managerial competence – to enhance emotional competence, analytical and interpersonal qualities.
- ii) Functional/technical competence – the constant improvement of technical talent for technicians.
- iii) Security – to be able to stabilise in their career environment. Hence, these individuals become tied to a certain geographical location or a particular organisation.
- iv) Creativity – the attitude of creative employees is somewhat entrepreneurial. They strive to develop or form something which is completely done by themselves.
- v) Independence and autonomy – the anchorage for independent employees is their desire to become free from the challenges of the organisation. They treasure having their own space of work.

### **2.3.5 Stages of organisational career development**

Ideally career development must align with adults' needs at different stages in their work life (Evans, 2017:12). In general, career development in adults passes through phases of work lives. Career development is steered by psychological and social factors which is different from career development in adolescents and children which is driven by biological processes Robertson (2018:241) proposes that a work cycle has four stages: entry, socialisation, mid-career and late-career. There are specific tasks of occupation for an employee at every stage. For instance, the key responsibility for an employee in the stage of middle career is to ensure occupational self-concept and career anchors are identified which are obtained from goals, values, competencies and the abilities of the employees (Gedro, 2017:36). For instance, an employee who desires a career anchor focuses on job stability and security and is always keen to work in a job that provides continuity and stability of employment.

In this case, the employee may trade-off any other benefits and opportunities for the sake of having security. Pandey (2018:362) proposes eight career anchors: lifestyle and pure challenge; dedication or service to a cause; entrepreneurial activity; stability or security; independence or autonomy; basic managerial competence; and functional

or technical competence. Neureiter and Traut-Mattausch (2016:48) propound a model which comprises four stages of career development, namely:

- **Stage 1:** An employee carries out duties under supervision. At this stage, tasks carried out are of a non-critical nature; an employee does not have influence and status; and duties performed are usually of routine nature.
- **Stage 2:** An employee conducts duties independently. At this stage, the employee is provided with many tasks; influence and abilities grow; confidence increases; and the employee gains credibility in the organisation.
- **Stage 3:** An employee has breadth and depth of competencies and skills. At this stage, the employee can now mentor and stimulate others; contribute to organisational success; and work across departments and even externally.
- **Stage 4:** An employee can be a representative of the organisation externally and internally. At this stage, the employee may mentor or prepare other promising junior employees; the employee has both informal and formal influence; and gives direction to the organisation.

This model reveals that new entrants of the workforce mostly have the desire to take up assignments that are challenging which allows them to acquire new skills. At Stage 2, having a significant work experience is very crucial. Self-management and organisational strategies aim to optimise individuals' career effectiveness which in simple terms it is called career success optimisation. The career success which comes from career development affects employees in the rest of their lives. This is of paramount importance since it indicates the manner in which the employees are carrying out their work in relation to organisational success (Gould, 2017:489). Career success relates to the positive work-related and personal results that come as a result of the experiences and work activities of an employee (Greer, 2017:54). This is fragmented into subjective (intrinsic) and objective (extrinsic) success.

Objective career success relates to the performance of work measured by indicators which incorporate achieved status or level, and promotional rate and salary (Hammond, Michael and Luke, 2017:39). Subjective career success is closely related to personal satisfaction and is revealed in criteria which encompass status self-perception; job satisfaction beliefs in respect of an employee's employability; and life

satisfaction. In this model, a feeling of subjective success is preceded by objective success. There are two operating systems that are within the traditional organisational structure which promote upward mobility, namely i) contest mobility which has the assumption that any other form of success and promotion are open for perfect competition among employees, and ii) sponsored mobility which has an assumption that success comes through patronage from powerful senior managers in the organisation (Hartung and Cadaret, 2017:109).

Contest mobility has an assumption that any accomplishment is as a result of contributions and effort that a worker makes in the organisation (Hayden, 2020:400). On the other hand, sponsored mobility is a result of influential top brass managers dispensing patronage within the organisation. Although both systems are found in the organisation, there is robust evidence for the availability of contest mobility. Both systems need attention from both employer and individuals when considering the strategies of career development. The success of an individual's career is associated with a number of demographic variables which encompasses socio-economic status, cultural background, marital status, gender and age, which usually are beyond the control of an employee. Nevertheless, the success of one's career has antecedents which include training and education (Hirsh, 2016:99).

Career success may be influenced by both the organisation and the individuals utilising organisational and self-management strategies (Hu, Zhang and Wang, 2019:560). Four dimensions of antecedent to success have been identified: stable differences of individuals, socio-demographic status, organisational sponsorship and human capital. Stable differences of individuals encompass cognitive abilities and dispositional traits. Socio-demographic status incorporates age, marital status, race and gender. Organisational sponsorship includes resources that are provided by the organisation, organisational support and mentoring. Human capital includes political knowledge, training, education and work experience (Hughes, 2016:30). The variables of human capital are aligned to contest mobility, whereas variables of socio-demographic and sponsorship are linked to sponsored mobility.

The variables of these four dimensions are linked to outcome variables which incorporate career satisfaction, promotions and salary (Hughes, 2019:45). Success is

highly salient to new careers as employees in those careers are based on the presumption that it is contributed by personal values and goals and little through materialistic gain. Highly skilled employees can best adopt a perspective of new paradigm career where they strongly focus on subjective success as the objective success is robustly secured. In terms of success in career development, women are still marginalised in comparison to men in respect of both objective and to some extent subjective criteria. The results are expected to reveal the continuous community-based injustice of the society and social injustice currently embedded in contemporary organisations (Ishak and Kamil, 2016:214).

### **2.3.6 Theories of organisational career development**

Despite the known importance of career development, the theoretical base which underpins the area is frail. Much of the empirical work and theoretical base in respect of careers of adults has focused on individuals while overlooking the joint or organisational perspective (Ismail and Rishani, 2018:109). There is still a lack of comprehensive framework regarding the organisational perspective in career theory. There is no theoretical model which strongly indicates the career. The systems of organisational career are not well developed. The systems of organisational career include actions, priorities and policies which an organisation can utilise when managing the employees' flow into and through the organisation over a stipulated period of time. This also incorporates the exit, development and entry mechanisms for employees (Jung, 2020:56). Before this research explores some well-known career development theories, certain career development models will be outlined.

Although trials have been conducted to categorise career development practices, some organisational career theorists have proposed career development models on grounds of dimensions-of-dimensions, in particular 'employee supply flow' (Katic *et al.*, 2018:201). This entails the manner in which the organisation is closed or open to recruit employees externally. Some organisations leave recruitment to entry-level employees only and rely on transfers and promotions to fill high positions. However, some organisations adopt an 'open staff policy' where both external and internal

applicants are allowed to compete for all the vacancies within the organisation (Kelty, Robertson and Julian, 2017:65).

Assignment flow is the second dimension. This relates the criteria used for promotion and employee development (Khalid, Muqadas and Rehman, 2017:649). Some organisations consider individual performance while other organisations base their promotion and assignment allocation on seniority. The four organisational types aforementioned may be obtained from the two axes, namely low/high assignment flow x low/ high supply flow. These require distinct HRM policies on development of career as each has development demands which are different because of their different staffing policy (Kim and Baek, 2018:34). For instance, the organisation which is open to outside recruitment at all levels and makes allocation of assignments on grounds of competence of an individual may need an approach of career development which is different from an organisation which depends on recruiting entry level career employees and later developing and promoting them to top levels in the organisation.

Although this model takes the organisational perspective into consideration, its main limitation is that it provides little consideration of an employee in those situations (Komalasari *et al.*, 2017:60). An ideal career development model must take into consideration the career from both the organisational and individual perspective. Schein (1971) proposed such a model. In the model, the organisation is described in relation to circumferential, radial and vertical dimensions. The circumferential dimension entails all the mobility possibilities across the organisation, for instance, from division to division. Radial dimension entails mobility possibilities from and to the inner circle of aspirations. Vertical dimension relates to the downward and upward mobility possibilities. These dimensions are constructed socially and they change and develop as one transverses the three dimensions of the organisation during their career (Komiti and Moorosi, 2020:95). However, Schein's model is based on the narrow perception that the organisation is hierarchical and static, which may not be the case in today's' environment. In addition, the model takes socialisation as one process which stretches from the organisation to the individual employee.

Recently, another model has emerged as proposed by Mohamad and Yahya (2017:54). In this case, the career identity of an employee drives his or her



comprehension of capabilities, values and needs. The insights permit employees to identify aspects they desire from their occupation, as well as identifying what they have and what they are ready to provide in determining the roles of the occupation that they might seek and avoid (Kononiuka *et al.*, 2020:1). The determination of strategic policies and structure of the organisation is carried out by both parties, which later provides a guide of what is expected from employees and the compensation the organisation can offer for employees. This model assumes continuous negotiations between the organisation and the employee. As negotiations progresses, the needs of employees are aligned with the organisation, as well as the needs of the organisation with the employees (Kulkarni, 2016:662).

With continuous negotiations, the employee may have a strong negotiation stance, for instance when skills of an employee are in limited supply (Kupfer *et al.*, 2016:424). However, the organisation may have an upper hand especially if there is oversupply of skills of the employee. This model's strength is that it does not see career development as a mere sequence of decisions in a career, instead it explains career development as a constant process of interaction between the ever-changing environment of the organisation and the employee. Nevertheless, it provides remarkable attention to an individual's powers of negotiation but does not explain the collective power for employees in an organisation (Kwon and Cho, 2020:310). It does not explain the situation of those who are self-employed and also ignores those in positions that relatively against the organisation, there are many varieties of this psychological contract model.

#### **2.3.6.1 Psychological contract theory**

Employee expectations of the organisation do not always correspond with the organisation's expectations and vice versa. Mutual misunderstandings and understandings in respect of obligations are put into practice by the psychological contract (Soares and Mosquera, 2019:469). This is a voluntary relationship of social exchange embedded in contracts of both an informal and formal nature between the employee and an organisation. The psychological contract influences the motivations, behaviours and attitudes of all the parties in the relationship. It also reflects the

experiences, expectations and promises in respect of careers which may have an effect on the steps that the organisation and employees follow in fostering career development. A psychological contract influence motivations, behaviours and attitudes of both parties. Relational psychological contracts and transactional psychological contracts are the two key types of contracts (Kutaula, Gillani and Budhwar, 2019:100). A transactional psychological contract refers to the short-term concentrated relationship with seldom close participation between both parties.

An employee commits to spending hours of training in return for promotion together with lucrative remuneration and some fringe benefits (Birtch, Chiang and Van Esch, 2016:217). A relational psychological contract relates to the socio-emotional aspects. It focuses on the exchange of trust and loyalty. The relationship supports long-lasting arrangements of both parties in which aspects such as career development and training are discussed. The employees of the organisation rate provision of promotion with consistent and fair benefits, employee support and recognition of the employees' contributions as important aspects. In terms of obligations of the employees, representatives of the organisation rate respect for property of the organisation, behaviour and high productivity higher than other aspects (Bordia *et al.*, 2017:447).

Employees usually focus on transactional aspects such as promotion and employee growth whereas employers give high attention to productivity factors. Perceived differences between organisations and employees in terms of mutual obligations pose a strain to the psychological contract as the reciprocity is usually breached (Vander Elst *et al.*, 2016:100). Reciprocity refers to the tacit settlement between two parties reached through negotiation without compromising their obligations. When the contract is violated or breached, it lowers commitment, job satisfaction and trust that employees may have towards the organisation. A worse situation is when employees are tempted to retaliate because of the breach of contract. For this reason, organisational profitability and efficiency may be reduced, and the employee's career development and work may be severely disturbed (Lambert, Bingham and Zabinski, 2020:294). A breach of psychological contract negatively affects commitment in the organisation and trust.

### **2.3.6.2 Social cognitive career theory (SCCT)**

It is important to consider factors needed to propel career development. In one's career that is non-work space, the potential of an individual and the occupational space. Considering what is expected in developing an individual's career, social cognitive career theory (SCCT) may be exploited to describe the connections of the variables that may promote career success (Schoenfeld, Segal and Borgia, 2017:109). The social cognitive theory (SCT) of Bandura forms the base on which the SCCT was developed. The theory examines the extent to which variables like outcome expectations, goals and self-efficacy connect with exterior variables, in particular the environment an individual gets himself or herself into. In addition, also checking if nominal variables like gender can inhibit or promote the development of an employee's career. The SCT is based on three connected variables which are crucial in monitoring the behaviours expected from the employee's career, namely, personal goals, outcome expectations and self-efficacy (Kantamneni *et al.*, 2018:649).

Bandura explains the self-efficacy concept as the judgements of an individual about his or her abilities to arrange particular actions to accomplish the required performances (Imbellone and Laghi, 2016:334). In this study, self-efficacy is seen as the belief system which an individual develops over time based on academic achievements and past performances. Outcome expectations involve the beliefs people have regarding the results of their actions. People show the probable results of particular behaviours which also applies in the work environment. Outcome expectations are determined by an employee's own experiences from previous behaviours and secondary information received in line with similar settings (Brown and Lent, 2019:147). In this scenario, the manager in the middle level may expect to be awarded promotion to executive level based on previous experiences in which promotions were given on the basis of promotional policies of the organisation and excellent performance.

For instance, in the SAPS, advancement and promotion relies on the meritocracy system in which mostly women who occupy low-entry level positions of management may have an expectation of being promoted which comes from self-consciousness of accomplishing constant high performance levels at the workplace. Most of these

expectations are built from other people's experience who have conducted the same thing under the same workplace environment; the general job contributions; and knowledge regarding policies of departmental promotions (Lent, 2016:573). Personal goals is the third variable. The outcome expectations and self-efficacy system of belief is less solid than personal goals. This is a way in which employees sustain, guide and organise their efforts without reinforcement from the external environment. Therefore, career behaviour that translate to career development is chiefly determined by these three main variables (Riewestahl, 2017:2).

Secondly, for grasping the theory it is significant to check the manner in which race and gender may uplift an employee to particular opportunities and spaces (Schoenfeld, Segal and Borgia, 2017:109). Race is a variable of interest for this study, and cannot be ignored especially when career development of women is examined. Hence, the connection of gender and the other three variables (personal goals, outcome expectations and self-efficacy) is integral in comprehending women's career development in positions of management in organisations. For instance, the aspect of gender is still a topical issue in the labour market of South Africa where measures to afford accessibility to resources and opportunities are explored. Comprehending the influence of environmental factors is the ultimate aspect that can be taken from SCCT (Kantamneni *et al*, 2018:649). For this study, the manner in which career development of an employee is affected by environmental factors is explored.

Hence, in this study, the work environment is treated as an environmental factor. The organisational climate and culture are the key environmental factors that influence the development of an employee's career (Imbellone and Laghi, 2016:334). The climate of an organisation is defined as the collective view of employees who work in a certain organisation. It is crucial to note that the organisational culture and climate may be at odds. This is because climate is more subjective while culture is the organisation's nature. Career development is believed to be determined by the beliefs about an employee's abilities, the work environment and the employee's behaviour. The premise of this theory is that when an employee has the appropriate abilities and capabilities and is in a work environment which is conducive for progression, he or she can progress in his or her career irrespective of their gender (Brown and Lent, 2019:147).

### **2.3.7 Hindrances to career advancement after training**

In this study, the barriers of career development relate to hindrances that hamper employees from advancing upward in their careers in the organisation. This may be both internal and external barriers to an employee. This study explores the intra-personal and environmental barriers that hinder development of one's career toward management positions.

Environmental or external barriers entail any existence of hindrances in the workplace environment that may stagnate or thwart advancement of employees' careers. Careers take place in a certain context (Lent, 2016:573). This study gives primacy to the organisational context, namely the context of labour exchange institutions which are embedded in a broader economy and labour market. Critical contextual influences are grouped into three broad categories, namely international context, societal or community context, and social background. Variables of social background include employees' work histories, education, social class and social origin which affect the intra-and-inter generational avenues for occupational mobility. Societal and community contexts affect an employee's direction and career decision-making which encompasses structural inequalities and merits accompanied with demography, ethnicity and gender, while international influences are starting to affect how an individual works (virtualisation) and the place where jobs will be found. Thus, the main constraint is not about explaining and understanding the aspect of career development in an organisational context, instead it is to grasp and give an explanation of it in a complex context. Careers take place where individual biography and societal history intersect.

#### **2.3.7.1 Political interference**

Political interference is one of the key barriers to career advancement. For understanding the issue of political interference, it is crucial to first grasp the South African government structure (Ahmed and Ke, 2016). This is crucial considering the study was carried out in the SAPS in a municipality in South Africa. In this study, political interference relates to the inappropriate and undue influence by political office-

bearers in respect of operations of an administrative nature. Basically, there are two typical interference types that may be explained in this study, namely budget and work environment interference; and promotion interference. Promotion interference takes place when influence is exerted in the process of recruiting and selecting employees by non-administrative members (Ali, Mahmood and Mehreen, 2019:112). Transfers and promotions are hugely influenced by political interference. This interference type usually obstructs women from progressing from a low-level position to a high level position/municipal manager. Budget and work environment interference takes place when the functioning of some organisational departments are directly influenced by political office bearers. Hence, political interference may be seen as an exterior barrier for the development of women in their careers.

#### **2.3.7.2 Glass ceiling effect**

The glass ceiling effect entails the invisible inferences that obstruct women and minority group members from advancing in their careers (Baldi and Trigeorgis, 2020:781). The analogy of glass ceiling is directly linked to inequalities between women and men across many workplaces as a result of varied opportunities provided on grounds of nominal characteristic, in particular gender. Glass ceiling can be explained by four key criteria, namely, the prospects of women's progression in comparison with men; barrier visibility over careers; the degree to which barriers are more visible; and the existence of invisible barriers encountered by minorities and women. The concept of glass ceiling describes the invisible and artificial hindrances to minorities and women's career development. These hindrances reflect in-depth demarcation lines between those who are left behind and those who excel. The glass ceiling effect is not a hindrance only, but also may not be expressed by work experience or personal qualifications of an employee (Beier, Torres and Gilberto, 2017:55). In the context of this study, for glass ceiling to be seen it should represent discrimination in terms of gender of an employee in the context of the workplace which may not be expressed by either employment opportunity, personality dispositions, employment history or level of education.

### **2.3.7.3 Self-efficacy**

Robust self-efficacy has a great impact on the manner in which employees approach tasks that are difficult. A sense of robust self-efficacy enhances achievement of personal goals and general well-being (Bleijenbergh, Gremmen and Peters, 2016:179). Employees with a robust sense of self-efficacy behave differently from employees with a weak sense of self-efficacy in various ways. The first difference is their approaches to failure. The employees with a robust sense of self efficacy tend to take failures as insufficient effort exerted, inadequate skills and knowledge to carry out the tasks at hand. They share the view that effort, skills and knowledge are acquirable. These employees have a belief that failure is not permanent, they view it as a mere setback (Bridgstock, Grant-Iramu and McAlpine, 2019:56). Secondly, challenges and hindrances are treated as aspects that need not be avoided but are required to be mastered. For instance, existence of barriers in the organisation do not easily disappoint the employees, instead they become motivated to treat the barriers as issues they can overcome if they put in adequate effort. Thirdly, an outlook which is positive is usually associated with a robust sense of self-efficacy. This means that an employee usually develops an interest in their activities which influences his or her levels of commitment (Bocciardi *et al.*, 2017:67).

## **2.4 THE SOUTH AFRICAN POLICE SERVICE**

The responsibilities of police are in line with the mutual obligations and expectations of communication between the police and public (Joubert, van Tonder and Grobler, 2018:222). The posts attach to law enforcement and crime prevention. Police roles can be classified as: i) peacekeeping; ii) regulatory control; and iii) law enforcement which is the primary function (Faull, 2017:332). Furthermore, police provide social support in the community through providing of both non-crime services and law enforcement. In South Africa 60% of the calls the public make to police are related to injuries and personal issues and the remaining 40% are calls related to crimes (Ivković, Haberfeld and Sauerman, 2016:268). There are conflicting roles in policing related to social service and law enforcement. Officers tend to accept one role and reject the other one. This is confusing particularly to traditional and long serving police officers.

#### **2.4.1 The aspect of promotion**

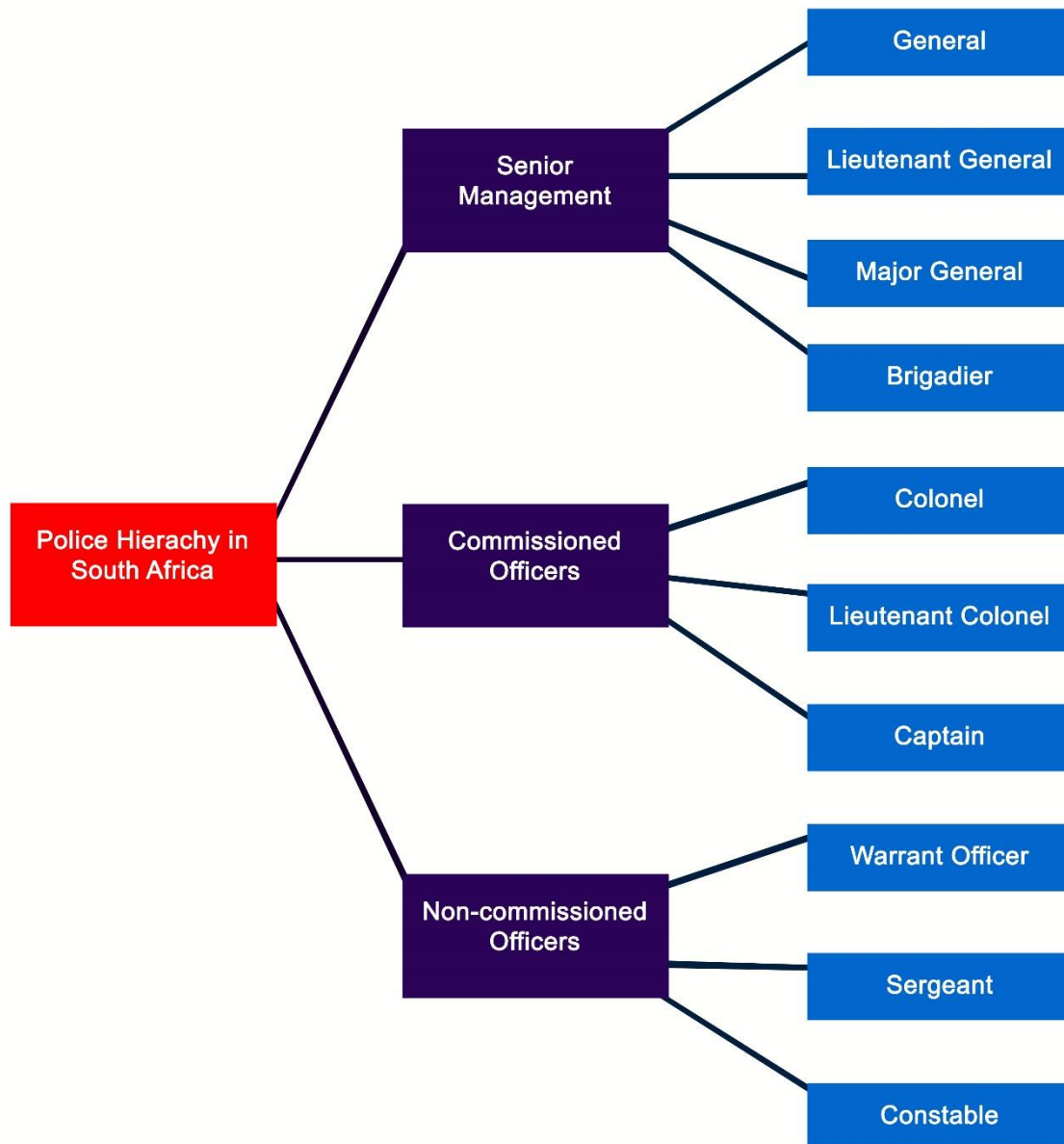
Advancement in the career of an employee comes through applying for and filling available higher rank vacancies (Kotze, 2017:10). However, it is not easy to fill high positions as many employees do not meet the required knowledge and skills which would provide a better chance to be automatically eligible for those positions. The policy of promotion must be conducted in such a way that it gives every employee an opportunity without the criteria of fair promotion being compromised (Lukele, 2018:20). It is of paramount importance that the procedures and policies of promotion should be streamlined and reviewed in relation to a framework of skills or competencies. Evidence should be furnished that the candidate to be promoted has the skills required for that position.

#### **2.4.2 The aspect of rank**

The term rank entails the grade or position that members of the police have at the South African Police Service (Machethe and Obioha, 2017:49).



## Hierachical order in SAPS



**Figure 2.2: Organogram of South African Police Service**

Source: Pinterest (2020:1). Adapted.

According to Figure 2.2, the ranking order in the SAPS proceeds as follows: Constable, Sergeant, Warrant Officer, Captain, Lieutenant Colonel, Colonel, Brigadier, Major General, Lieutenant General and General. There is a degree of interdependence between the posts which are termed ranks. Members of the police who occupy low ranks, in particular constable and sergeant, are more inclined to face high stress levels that emanate from added responsibilities in their day-to-day work aspects which may incorporate management work (Makgopa, 2019:30). In contrast,

police officials who occupy top positions are deemed to more experienced, hence are likely to face low stress levels because they are in a position to delegate duties to the police officers under their supervision. In addition, these top police officials are good at planning in advance and have the capability of compiling an effective time-table (Modise, 2017:18). However, this does not apply to those police officers in low rank such as constables who go out on patrol and work with criminals directly.

## **2.5 THE THEORETICAL FRAMEWORK WHICH INTEGRATES EMPLOYEE TRAINING AND CAREER DEVELOPMENT IN THE SAPS**

In South Africa, during the apartheid era the SAPS was responsible for oppressing millions of South Africans and protecting the apartheid regime which led to distrust and poor image of the police, particular among black South Africans (Adonis, 2019:5). To rectify the constraints encountered by the SAPS at provincial and national level, the constitution embarked on the process of restructuring the law and human rights. The substantial restructuring came with a review of the duties of the police officer in 'new' South Africa and policies to re-establish the legitimacy of the SAPS in the eyes of the public (Faull, 2017:332). The SAPS has the role of providing efficient and effective security and safety to the community.

Therefore, as police officers rise through the ranks, the SAPS should ensure that they have adequate knowledge and skills related to the new positions they are going to take. The communities are currently posing the question of whether or not members of the police are skilled in their roles especially those in high rank as police brutality, public violence and police members being found guilty of engaging in criminal activities is increasing at an exponential rate (Ivković, Haberfeld and Sauerman, 2016:268). The communities of South Africa are witnessing incidences which require rapid police interventions and responses. It is these matters in which the SAPS is expected to be well equipped with knowledge and skills to deal with such circumstances. Employee training can enhance the capacity to combat high levels of crime through improving the skills and vigilance of the members of the police.

The SAPS is experiencing the challenge of finding competent police members who can fill critical positions in the higher ranks (Joubert, van Tonder and Grobler, 2018:222). These positions need skilled members in order to deliver the expectations of the community and of their organisation in general. For reasons of competence, many members of the police, particularly at Berea Police station, Workshop Satellite Station and Umbilo police station, remain stuck in the same position for many years without proper growth in their careers. Those members of the police who are promoted are found to be performing dismally in the new roles and some, due to their lack of competence, are negligent, make wrongful arrests, and present inadequate evidence due to failure to accurately take necessary statements from victims and suspects. In the SAPS, employee training has to be sound and effective in order for members of the police to carry out their responsibilities to the expected levels (Kotze, 2017:10).

However, the SAPS seems to be reactive, with training being treated as an aspect that only needs to be included later. Employee training is provided to increase performance in particular work areas. Certain departments send their police members for training without appropriate needs analysis for the position the member is going to occupy. Needs analysis refers to the process of checking the attitudes, skills and knowledge required by the employee to carry out the work up to the expected standard. Some departments also assess training needs haphazardly, which makes the training for assuming high ranks unsystematic and unplanned (Lukele, 2018:20).

### **2.5.1 The constitution of the Republic of South Africa (1996)**

Section 195 of the Constitution (1996) states that all administration must be governed by values and principles of democracy, in particular career development and training which fall under the ambit of human resource management (Machethe and Obioha, 2017:49). Section 195 (h) encourages the importance of human potential maximisation. This can be accomplished through development of employees of the SAPS. The SAPS is expected to organise its duties in line with particular values and standards, as well as adherence to the certified code of conduct. The code of ethics, value statement, mission and vision indicate the duties of employees when providing their services to society (Lukele, 2018:20). These reinforce the contributions towards

efficient and effective service delivery to society and to meet the expectations and needs of the nation.

The work-related developments and training approaches in the SAPS conform to the community needs and strategic objectives fulfilment (Makgopa, 2019:30). Crime fighting and law enforcement are crucial roles of policing and extensive training is integral for police to effectively work with these complex roles, especially considering the situation in South Africa. Hence, employee training is critical to the environment of law enforcement. Legislation plays a critical role in efficiently and effectively handling the human resource management of the organisation (Modise, 2017:18).

The SAPS should improve members' adaptability to the position that they occupy. Therefore, the training promotion policy, which was formed in 2004, is a key human resource policy related to the advancement of employees' careers. The SAPS executive has the challenge of having employees who have insufficient competencies to take the high positions advertised in various departments and units (Makgopa, 2019:30). The SAPS has an obligation to address inadequate skills among people who can fill high competence demanding positions of commanders, as well as to assist those who take the posts to adapt to the demands of the new environment. The SAPS is expected to fill the gap left by the apartheid regime regarding representativeness at work (Modise, 2017:18). For instance, the explosives unit vacancies in the SAPS have been advertised many times but remain unoccupied.

### **2.5.2 The contribution of person-job fit theory to the employee training and career development**

Person-job fit relates to the compatibility between the job and the person which takes place when: i) one job gives what someone needs; or ii) they have key characteristics which are in common; or iii) both (Choi, Tran and Kang, 2017:877). The construct is grounded on the assumption that a person behaviour is a function of both the environment and the person and both of them should be compatible. In this case, behaviour emanates from the training and employees' continuous interaction. Apart from the person-job fit, there are classifications of fit which includes person-career fit,

person-team fit and person-organisation fit. Person-job fit can be easily expressed through the training cycle. In relation to this model, people normally become attracted to certain positions and careers based on their values, needs, interests and personality (Boon and Biron, 2016:177). The SAPS is inclined to promote and appoint people who are compatible with both job and organisational values and needs.

After people are promoted in the organisation, a process of attrition take place. This can occur because people who do not suitably fit in those appointed job environments are likely to face dismissal or voluntarily resignation from the SAPS. Nevertheless, employees (members of the police) who are unfit within the organisation are currently getting little assistance, support and sponsorship from the organisation in terms of training. Therefore, they are less likely to be positioned to be productive in the organisation and are not suitably positioned to get subjective (job satisfaction) and objective rewards (promotion and pay) that may stimulate them to remain in the organisation for a lifetime. The training cycle aligns with the Holland's theory of career and work which proposes six basic personality types, namely, conventional, enterprising, social, artistic, investigative and realistic (Kooij *et al.*, 2017:971). In this theory employees are allocated to the aforementioned types of personality.

In addition, the six types may be utilised in relation to other environments and work situations (educational environments). Most people prefer to work in the environments where their personality and when they engage in those environments they become satisfied and accomplish great things. Due to incongruence of person-job environment in terms of competencies required, people tend to be dismissed or alternatively change their work to where they believe they can adapt (Lim, Lee and Bae, 2019:1040). Work and adjustment theory is the outcome and process of interaction between the environment and work that results in shared satisfaction. Satisfaction with the training and job is the outcome of the fit between the organisation's offer and the needs of employees. Organisational satisfaction is the manner in which the attitude, ability and skills of employees meet organisational needs. Stimulation is thought to amplify satisfactoriness. Employee training improves the probability of an employee remaining in the organisation (Tims, Derks and Bakker, 2016:44). This increases the probability of the organisation retaining an employee. Any training disruption compromises fit

between organisation and the person, reduces the stimulation of both parties. This can induce forced or voluntary exit of an employee in the organisation.

The cycle of training is likely to bring an increased homogeneity of employees within the organisation which in turn increases the compatibility or congruence between the organisation and the employees that remain. There is a relationship between training and person-job fit (Choi, Tran and Kang, 2017:877), and between how a person performs works and person-job fit. Organisations provide a plethora of opportunities in order to make sure that all personal needs are met. This improves the satisfaction of employees which includes structure, variety, personal control, status, use and skill development as well as opportunities for social contact. Robust fit between the position and the person increases the chances for the needs of an employee to be met which will bring about behaviour in terms of work and the organisation (Boon and Biron, 2016:177). The practices of career development provided by the organisation can enhance employee fit. Employee fit is taken as an instrument for career development which provides career direction which is spearheaded by the phase of selection in the cycle. It is also monitored by the strategies it utilises in selection and maintenance of employees.

### **2.5.3 Employee training and career development in the SAPS**

Employee training broadens the skills of an employee to take up future responsibilities and positions. It improves competencies with the purpose of increasing the capacity of an employee to carry out current and future job responsibilities. The organisation may not successfully perform its duties when subordinates are not well-equipped with competencies, abilities, knowledge and skills (CAKS) (Molupe, 2019:20). For the SAPS to run effectively, it needs efficient members with the right skills in key positions. The job specific competencies, knowledge, abilities and skills that are a pre-requisite in the work environment are not adequately taught in formal education. For members of the police to develop vertically in their career they require extensive training to make sure that they acquire the skills that are necessary to assume high ranks. These skills acquired contribute substantially to the general performance of the SAPS (Olutola and Bello, 2016:219). Members need to develop and acquire skills and knowledge for them

to effectively and efficiently carry out their duties according to the expectations of their organisation.

Members of the police should get proper training for them to develop strategic skills, hence employee training should be a crucial component of organisational activities (Perkins, 2016:50). The efficiency and effectiveness of the members can only be realised and maximised when they are exposed to training programmes. For these members to suitably assume high positions in the SAPS, intensive investment in processes of training should be planned. Nevertheless, employee training differs from one SAPS department to another due to differences in quantity and quality of factors that trigger training. The factors encompass: i) existing appropriate skills within the current employees; ii) the extent of change on the external environment; iii) the extent of internal environmental change; and iv) the extent to which management perceives training as a motivator (Reyneke-Cloete and Meyer, 2016:87). Many organisations address employees' training needs in an indiscriminate manner and those organisations usually have an unsystematic way of conducting training. Nowadays organisations have realised the need and importance of distinguishing the individual training needs of employees, outlining and executing training programmes in an appropriate manner, and evaluating the after effects of training.

Mostly employees tend to perform well in their current position, but once they get promotion to a higher rank they show mismanagement and poor leadership behaviours (Rhea, 2015:30). Hence, employee training is integral to their development in their career as it qualifies them to meet the criteria should vacancies arise at the apex level. There are certain members who have been developing in their career due to their affiliation to the ex-fighters of the ruling party ANC, and in this case the level of education is overlooked. In the process of advancing the employees' career stages through filling vacancies, the department of HR is required to review career development so that areas of weakness can be appropriately addressed. These areas incorporate computer, management and leadership skills (Thompson and Payne, 2019:241). For this reason, emphasis should be given to employee training. This incorporates training curriculum review.

The approach of the HR division in addressing the career needs of members of the police is twofold: i) promote the member and provide him or her with in-service training; and ii) provide in-service training prior to the employee taking up the new position (Kelty, Robertson and Julian, 2017:65). The initial situation takes place when it is urgent to fill the available vacancy. At this point, the member is provided with the job description of that new position. The strategy in the second approach identifies and addresses the career needs where training is given to different members at different stages or levels in preparation for responsibilities in future inside the organisation, in particular the SAPS. This puts the SAPS in a better position to promote an appropriate candidate should a vacancy arise. When identifying the career needs, the career development official or field training officer is expected to conduct work assessments every three months in which identified weak areas will be addressed (Machethe and Obioha, 2017:49).

This can take a form of decentralised policy where it can be distributed around the entire 'force' in the country. Besides receiving training from the field-training officer, the recommended members will be sent to police colleges for advanced courses in areas where knowledge is required (Makgopa, 2019:30). This is particularly important for ex-combatants in the structures of the police considering their varied educational background, be it tertiary education or professional courses of policing. Normally those with tertiary qualifications climb the ladder through the usual academic stream should they meet the requirements or criteria for promotion. However, for those who do not have proper qualifications, an evaluation is carried out based on experience, service period and service stream before a promotion or an appointment is made to the next stage or rank (Modise, 2017:18).

If the police member passes the examination, he or she will be promoted to the high rank. However, most police members are ignorant hence they cannot grasp how the policy works and the category of courses they need to obtain for them to become qualified for promotion (Ivković, Haberfeld and Sauerman, 2016:268). Continuous evaluation of applications of technology is crucial to enhance the organisation's usefulness. All the police members must be accorded same chance of accessing training which will facilitate their movement up the structure of ranks in the organisation. Although studies have indicated the need for career development, there



is no clarity on how this need will be resolved (Joubert, van Tonder and Grobler, 2018:222). Hence this study seeks to fill the gap by exploring employee training and its influence on career development.

Information systems help managers to identify personnel training needs and then to design appropriate training programmes (Ghufli, 2014:30). Employee training is crucial for the SAPS to address the constraints of progress and change in respect of activities associated with generating learning which can assist a police member to carry out future responsibilities. Different from other organisations in both private and public sector, the SAPS needs appropriate and specific attitudes, skills and knowledge. Hence, rare advancement of members of the police in their careers. However, it remains the obligation of the organisation to ensure that employees are guided in terms of the requisite skills and competencies most required (Gyeltshen *et al.* 2020:1). The SAPS has its training which is guided by the divisional commissioner and this can be executed by the institutions of education, training and development inside the organisation. According to Kotze (2017:10), the following training is offered by the SAPS:

- **Accreditation Board for Engineering and Technology (ABET):** The training is given to members of the police whose training and education is below the level of furthering training and education (grade 10 to 12).
- **Leadership and management training:** The training gives management appropriate dynamic updates which are in line with training and education to ensure on-going, effective and efficient communication.
- **Animal training:** The horses and dogs in the SAPS should be capable of doing the work. Hence, they should be provided with the needed training.
- **In-service training:** The training is given to improve the functional skills and competencies of police members in response to the strategic objectives of the SAPS.
- **Entry-level training:** This training is a basic training programme of learning for entry-level police members (constables). This comprises field and institutional training over a time-frame of two semesters.
- **Lateral entrant training:** This incorporates the basic programme of training that lateral entrants are exposed to at the preliminary police training of learning.

- **Reservist training:** This involves on-the-job training and theoretical training and education that are provided to reservists and it is given in phases.

## 2.6 CONCLUSION

It is important that the supervisor identifies the needs of a police member against the expected department functions where the member is situated. In this case, the shortfall of attitudes and competences need to be corrected through the means of a differentiated, efficient, and integrated programme of training in such a manner that the individual needs of an employee can be met. Since the responsibilities of a member of the SAPS changes as they occupy a higher rank, training needs must be regularly assessed, and supervisors are expected to draw-up and constantly review their employee training programmes. The manner in which human resources are handled is largely dependent on the organisational philosophy towards human resources management. Since administration of the SAPS is centred on chain of command, there is no fair promotion through defined ranks which results in some key members taking private organisation where they see potential for growth and in other circumstances they resign. Although the Act added other policies which acknowledge the qualifications from universities and colleges, the key motive should be based on execution of the policies that make the profession of police a career. The programmes of literacy are carried out to raise the basic academic standards and prospects of career development of the members of South African police Services.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

The previous chapter presented the main concepts and theories relating to employee training, career development and the SAPS literature to explain and understand the problem of the research. This chapter covers the methodology utilised in this study. The chapter presents aspects relating to population, sampling techniques, sample, research design, research procedures and the instrument used in the process of collecting and analysing the data. In addition, the chapter explained research ethics which incorporates the behavioural rules and ethical systems that serve as guiding principles to the entire study.

### **3.2 RESEARCH METHODOLOGY AND DESIGN**

Research design relates to the work plan or structure in which the data is collected, analysed and interpreted (Bryman and Bell, 2015:24). According to Carrie and Kevin (2014:31), research design is the plan for how the research questions can be answered satisfactorily. This study used a quantitative research design. This design permits the researcher to generalise the data. Quantitative research gathers significant data from a sample that adequately represents the large population (Creswell, 2014:32). This design provides the study with an opportunity to generalise the data. The quantitative research approach focuses on several scales and measurements, the data collected is for statistical purposes. Research design can incorporate mixed research, quantitative research and qualitative research. According to Ghauri and Grønhaug (2005:20), the main difference between quantitative and qualitative research are found in their procedures (Table 3.1).

**Table 3.1: The difference between qualitative and quantitative research**

<b>Quantitative approach</b>	<b>Qualitative approach</b>
Analytical and particularistic	Holistic perspective
Results oriented	Process oriented
Focuses on hypothesis testing; hypothetical-deductive	Explorative orientation
Objective and distance from data – ‘outside view’	Subjective and nearness to data – ‘insider view’
Controlled measurements	Measurements and observations in natural settings
Critical and logical approach	rational approach and interpretational approach
Focuses on reasons and facts for social events	Focuses on grasping from respondent’s point of view
Emphasis on verification and testing	Emphasis on understanding

Source: Ghauri and Grønhaug (2005:20). Adapted.

The quantitative research design was adopted for this study. The quantitative research is appropriate for statistical purposes. Hence, design permits the researcher to generalize the data that will be obtained from the statistical analysis. This approach gives an essential relationship between empirical observation and mathematical expression of quantitative relationships of employee training and career development.

### **3.3 RESEARCH METHOD**

This study used the case study method utilising a quantitative research approach. The case study method is in-depth investigation or study of the current phenomenon utilising a number of evidence sources that depict a real-life situation. Given that the purpose of this study is to investigate the effectiveness of employee training on career development, the research design takes the quantitative nature. A case study method is applicable if the phenomenon of interest is complex and broad, and is best suited to a certain context. This study used a single case study which is the SAPS in the eThekweni District.

The study used the quantitative research approach to answer the research questions. Based on the research questions, the research objectives of this study were the following:

- To determine the impact of staff training on career development at the SAPS in eThekweni District.
- To examine the degree to which employees are satisfied with current employee training at the SAPS in eThekweni District.
- To show the SAPS in eThekweni District how to institutionalise continuous employee training practices in order to develop employees' careers.
- To explore types of staff training that can be put in place to address potential career stagnation.

Given that the purpose of this study was to investigate the effectiveness of employee training on career development, the research design is quantitative and descriptive in nature. Descriptive research permits the researcher to record behaviours, feelings and thoughts at a particular time. For descriptive research, the researcher does not have direct control of the variables being examined (Adams and Lawrence, 2015:15). Nevertheless, it provides ways of fact-finding through enquiries and permits the researcher to provide a report of what is currently taking place or what has happened. Hence, the descriptive approach was appropriate to use in this study because it allows the researcher to contextualise the previous experiences in relation to the existing circumstances.

### **3.4 TARGET POPULATION**

Population relates to the group of objects, elements or individuals of interest to the researcher and have either one or more common characteristics (Bryman and Bell, 2015:24). The population of this study was confined to three rank-categories. For this study, the target population comprised the ranks of warrant officer, sergeant and constable. The total population of the three police stations in eThekweni District at the time of the research was 211 (Berea Police Station = 81; Workshop Satellite Station = 33 and Umbilo Police Station = 97). This is the population which the researcher intended to generalise the research findings to, and extend to the population of warrant officers, sergeants and constables in the entire SAPS. Members of the police who occupy low ranks, in particular constable and sergeant, face challenges to rise through the corporate ladder (Makgopa, 2019:30).

### **3.5 SAMPLING TECHNIQUE**

Brynard, Hanekom and Brynard (2014:9) state that sampling relates to the process of choosing a few members from a bigger population to predict or estimate the existence of an unknown outcome, situation or information concerning the population. Under probability sampling, everyone has an equal and fair opportunity of being chosen to be part of the sample (Carrie and Kevin, 2014:31). Therefore, probability sampling was utilised. The sample was selected using a stratified sampling technique and random sampling technique. Creswell (2014:32) states that there are two main techniques of sampling namely, non-probability and probability sampling with various techniques.

#### **3.5.1 Probability sampling technique**

In probability sampling, state that each element has the same opportunity of being chosen (DePoy and Gitlin, 2015:10; Flick, 2015:40). There are different types of probability sampling techniques including cluster sampling, systematic sampling, stratified random sampling and simple random sampling. Simple random sampling is utilised when the population is seen as homogeneous in respect of the research questions, and each member of the population has the same opportunity of being chosen in a sample (Lampard and Pole, 2015:30; Gray, 2017:16). In stratified sampling the population is sub-divided into uniform categories called strata and from every stratum the sample is picked using simple random sampling (Rasinger, 2014:38). Systematic sampling entails the selection of every  $n^{\text{th}}$  element in order to have a sampling frame (Scheyvens, 2014:52). Cluster sampling denotes a procedure whereby elements or individuals within the population are not independently sampled but rather in cluster categories. In every cluster, all or almost the elements in the sample (Sekaran and Bougie, 2014:42).

#### **3.5.2 Non-probability sampling**

Non-probability sampling refers to a sampling technique where the sample items selected are not determined by an opportunity, but rather by expert judgement and personal convenience (Wilson, 2014:29). Quota sampling, judgemental sampling and

convenience sampling are key techniques of non-probability sampling (Kumar, 2014:38). Convenience sampling entails the selection of the sample based on representation and accessibility of the population of the study (Creswell *et al.*, 2016:102). Judgemental sampling comprises elements that are selected from the population based on the judgement and experience of experts (Brynard, Hanekom and Brynard, 2015:39). In quota sampling, involves stratification of a large number of demographic variables to have a sample of respondents from specific sub-groups (Adams and Lawrence, 2015:36).

### 3.5.3 Selection of the sample

A sample refers to the subset of measurement drawn from the target population that the researcher is studying (Bryman and Bell, 2015:41). The population was first put in strata according to the station, namely Berea Police Station, Workshop Satellite Station and Umbilo Police Station in eThekweni District using the stratified sampling technique. Then, the random sampling technique was employed in each stratum (police station). The stratified-random nature of sampling research techniques was the key technique used in selecting the sample. Both stratified sampling and random sampling are probability sampling techniques. Basically, the sample was. The sample comprised 139 respondents drawn from the ranks of warrant officers, sergeant and constables based on the duty list.

Since it was impossible to include all respondents in the population, it was important to select a sample size for this study. The statistical formula used in calculating the sample size for this study was adopted from Bryman and Bell, (2015:24). In line with the statistical formula, the sample size for the study, based on a 5% level of significance was  $n = 211/1+211 (0.0025) = 139$  respondents.

$$\text{Formula: } n = N/1+N (e^2) \quad [\text{Equation 1}]$$

Where:

$e = 0.05$ , the level of precision.

$N$  = the population

$n$  = expected sample size

In this study, to reduce bias in carrying out the study, probability sampling was employed. The stratified sampling and simple random sampling techniques without replacement were used. This stratified sampling technique breaks down the population into groups or 'strata'. After getting the sample size, the allocation of each stratum was carried out and measured utilising the following formula by Wushe and Shenje (2019:1):

$$\text{Formula: } n_i = n * N_i / N \quad \text{[Equation 2]}$$

where:

N = number of members in the entire population

$N_i$  = number of members in the population from strata  $i$  for  $i = 1, 2, \dots, 5$

$n$  = sample size.

$n_i$  = number of members in the sample from strata  $i$  for  $i = 1, 2, \dots, 5$

According to the statistical formula  $n_i = n * N_i / N$ , the racial make-up of these 139 respondents was then drawn randomly without replacement from the strata, and constituted 54 Berea Police Station; 64 Umbilo police station; 22 Workshop Satellite station.

### 3.6 DATA COLLECTION

Data collection relates to the action and decisions concerning gathering information required to address the research problem (Carrie and Kevin, 2014:80). In this study, the research information was gathered through secondary and primary sources. There are three main methods of collecting data, the mail survey method, telephone method and personal methods. Telephone interviews involve trained interviewers calling participants to gather information (Creswell, 2014:32). A mail survey is often used in data collection because it is a cheap data collection method. In addition, huge number of questionnaires may be administered over a short period (DePoy and Gitlin, 2015:10). The personal method relates involves face-to-face collection information from participants. This method has a high response rate and gathers better quality information (Flick, 2015:20). Hence, in this study was the personal method. Before



distributing the questionnaires to the members of SAPS in the Ethekekwini District, by using this method, the researcher ensured that all COVID-19 protocols has be followed. The researcher ensured that all respondents in this study undergo a temperature check, hands are sanitized, wear a mask and 1.5 metres social distancing is adhered to.

### **3.6.1 Primary data**

Primary data relates to information gathered from the field that has not been utilised by any other person (Lampard and Pole, 2015:52). Primary data is gathered when the investigator engages in empirical research. Primary data can be gathered via interviews, observation and questionnaires (Gray, 2017:16). The reason for collecting primary data in this study was because the information would then be original and could assist the researcher to consider the employees' training needs. The primary data was collected through questionnaires which were distributed to the sample selected from the SAPS in eThekwini District. Since the study employed the quantitative research approach, closed-ended questions were administered to collect the primary data. A self-administered closed-ended questionnaire was utilised to gather the data from the sample. With the global pandemic COVID-19 protocols and regulations were followed during the distribution of the questionnaire (Annexure C). Each respondent had their temperature checked, their hands sanitised, ensured that masks are worn throughout the duration of the delivery of the measuring instrument and to ensure that there was a social distant of 1.5 metres between the researcher and the respondent.

### **3.6.2 Secondary data**

Secondary data relates to the information which has been gathered by another person which the current researcher may require for the research project (Rasinger, 2014:37). The sources of secondary data include articles, reports, dissertations, the SAPS policies, internet and textbooks. In this study, the secondary data helped to build

Chapter 2 which focused on the theoretical exposition of the employee training and career development concepts. The secondary data helped the researcher to develop the theoretical framework of this study.

### **3.7 RESEARCH MEASURING INSTRUMENT AND ITS ADMINISTRATION**

A questionnaire was used as a primary and key instrument of data collection. The questions in the questionnaire were informed directly by the research objectives and questions. According to Scheyvens (2014:52), a questionnaire relates to a document containing questions designed to solicit appropriate information for analytical purposes. The kind of questionnaire used in this study was a self-administered closed-ended questionnaire. The questionnaires were administered and completed by the participants without any interference by the researcher. After the questionnaires were completed they were collected by the researcher. The questions were structured with a 5-point Likert scale design with participants indicating their responses using: 1 representing 'strongly agree'; 2 representing 'Agree'; 3 representing 'Neutral'; 4 representing 'Disagree'; and 5 representing 'Strongly disagree'. Section A had questions regarding demographic data (rank, education level, length of service, race, age and gender). The questionnaire constructed by Kokkinaki and Amber (1999:1) was adopted in the influence of employee training on career development. The Section B was geared towards accomplishing the research objectives of this study. The questions in this section were in line with the objectives which were centred on investigating the effectiveness of employee training in career development in the SAPS in eThekweni District.

### **3.8 VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENT**

Validity relates to the credibility of the researcher's interpretations (Sekaran and Bougie, 2014:56). Measuring the validity is an effort to check whether or not the interpretation and meaning of a subject is accurate and valid (Wilson, 2014:32). The validity of research relates to the effectiveness and soundness of the instrument of measurement (Kumar, 2014:38). The degree to which the outcomes accurately represent the population and in consistence over time is known as reliability. The

instrument of the research is viewed as reliable when the outcomes of the study are reproducible under the same methodology (Creswell *et al.*, 2016:288). Reliability is an indication that the empirical investigations may be depended upon, and repeated administration of the instrument under the same conditions by different observers or alternatively by the researcher at another time would provide similar results (Adams and Lawrence, 2015:65). Bryman and Bell (2015:82) state that the measurement instrument's reliability may be assessed with one of the following four methods.

Firstly, the test-retest method compares the outcomes of two administrations of the same instrument at different times. A 100% reliability is indicated when the test-retest difference is 0 or 1. Secondly, the parallel form of reliability is similar to test-retest reliability but attempts to address the reaction challenges by slightly altering the original test on another test. The difficulty associated with parallel forms of reliability is understanding whether or not the instrument's versions are the same. Thirdly, split half reliability relates to the method which incorporates dividing the test into two halves and checking the degree of consistence between the halves. Fourthly, internal consistency occurs when a number of items are made to measure a specific construct. There must be a significant degree of likeliness among them since they measure a particular construct. A great degree of similarity indicates the instrument's internal consistency (Carrie and Kevin, 2014:38). The Cronbach Alpha was used to measure the reliability of the research instrument and the coefficient alpha of 'employee training' was 0.83 and it was measured using 23 items. The coefficient alpha of 'career development' was 0.78 and it was measured utilising 15 items. The coefficient alpha for 'employee training' falls under "very good reliability". The coefficient alpha for 'career development' falls under "good reliability". It can be concluded that the reliability coefficient achieved by all constructs is appropriate as they are over 0.60, hence revealing questionnaire consistency and stability (Hair *et al.*, 2003).

The validity of the instrument is divided into four types. Face validity depends on the researcher's subjective judgement (Creswell, 2014:44). Content validity relates to the degree to which the measurement instrument incorporates complete content of a certain construct that it is supposed to measure (DePoy and Gitlin, 2015:72). Construct validity indicates the suitability of the instrument of research in measuring what it sets out to measure (Flick, 2015:57). The construct validity of the instrument is ascertained

by the support each construct has to the entire variance obtained in a phenomenon. The higher the variance attributable to the constructs, the greater the instrument's validity (Lampard and Pole, 2015:39). Criterion validity incorporates multiple measurements and is obtained through making a comparison of scores of an instrument with known external criteria (Gray, 2017:41).

### **3.9 PILOT STUDY**

According to Lampard and Pole (2015:59), a pilot study relates to the pre-trial tests of the actual questionnaire on a small sample from the target population. A pilot study was carried out at three police station focusing on the rank-categories used in the actual study. Fifteen participants were chosen from the rank-categories of warrant officer, sergeant and constable. The reasons for conducting the pilot study were explained. The ambiguous items were re-written so that the questions made sense. The data acquired through the pilot survey was aligned with the research questions. It was used to test validity of the questionnaire.

### **3.10 DATA ANALYSIS**

Data analysis denotes the process of modelling, transforming, and cleaning to provide valuable information, support decision making and suggest conclusions (Rasinger, 2014:60). Data effectiveness depends on validity and reliability (Scheyvens, 2014:59). Statistics are utilised to test the hypotheses, facilitating the discussion and interpretation of the findings (Sekaran and Bougie, 2014:93). In this study, tables, pie charts and graphs were performed to explain the meaning of the data. The questionnaire responses were captured to create a data set. After that, the data was analysed using the Statistical Package for Social Sciences Software (SPSS) version 26 for Window to statistically check the hypotheses. Moreover, SPSS version 26 for Windows formulated the captured raw data into simple and tabular quantitative forms for easy assimilation and understanding. Statistical analysis is a key mechanism for organising, highlighting, and extracting information for drawing conclusions, hypotheses testing and developing theories from the current research (Wilson, 2014:49).

Statistics assist with exploring interdependence and relationships of data elements (Kumar, 2014:56). The data was analysed using descriptive and inferential statistics. Descriptive statistics deals with summarising and describing data acquired from a group of participants. The aim of the descriptive statistics is to summarise huge amounts of data through drawing conclusions about them (Adams and Lawrence, 2015:103; Bryman and Bell, 2015:61). Descriptive statistics utilise numerical and graphical methods to describe the data (Brynard, Hanekom and Brynard, 2014:9). Inferential statistics are used to test hypotheses to draw conclusions and generalisations about the population (Carrie and Kevin, 2014:51; Creswell, 2014:72).

Statistical tests are used to determine the causal effect rather than just relationship between variables (DePoy and Gitlin, 2015:104). The current study determines the causal effect of mentoring, coaching and other related aspects of employee training on career development. Regression and correlation analysis are the main statistical techniques for determining the relationship between the real measurements of two or more variables (Flick, 2015:40).

The measuring instrument's validity was tested using factor analysis for this study. Pearson's Chi-Squared tests were carried out for testing the study's hypotheses. Correlation analysis was carried out to check the association between employee training and career development variables.

### **3.11 ETHICAL CONSIDERATIONS**

Ethics relates to the moral principles which are accepted universally (Lampard and Pole, 2015:80). Any research study is obliged to respect the right to privacy of the participants. Confidentiality must be kept in respect of the quality and nature of the performance of the participants. In this study, the participants were asked to agree and put their signature to the 'Participant's Consent Form' which is attached as Annexure E to this dissertation. This was administered by the researcher. The form stipulates many aspects of 'code of ethics', regulations that guides the behaviour of the researcher and a number of principles. The key purpose was to acquire informed

consent from participants. Initially, the participants were informed that the research study was approved by Provincial Police Administration prior to the commencement of the study (Annexure A). For the purpose of protecting the participants' dignity, the collected information was anonymous in this study. The participants were also assured that the information gathered in this study would be used only for academic purposes. The participants were guaranteed that they would be given the research findings on completion of their study should they want them. The participants were informed that participating in this study was voluntary and they did not have an obligation to divulge information. The participants were informed that they could, any time, withdraw from participating in the study.

Prior to collection of data from the participants, permission to collect data was granted. A formal request was sent to the ethics committee in writing together with a copy of the research proposal. After the approval of the research study by the provincial research committee of the SAPS in KwaZulu-Natal, the researcher then approached the participants. The participants were informed that no incentives would be provided for their participation in the study. In addition, an explanation was given to the participants that no participant who chose to partake in this study would be disadvantaged or advantaged in any manner whatsoever. Furthermore, the participants were informed that participating in this study did not pose any risk to them, and they would not be victimised in any way.

### **3.12 CONCLUSION**

The chapter describes the methodology and research design which was employed to address the research problem. This study employed a quantitative research approach of. This chapter indicated the target population and sample of this study. The technique of stratified-random sampling was used to select the sample. A closed-ended questionnaire was used as the key instrument to gather the data. This chapter covered the methods of data analysis and the relevant ethical considerations.

## **CHAPTER 4: ANALYSIS, INTERPRETATION AND DISCUSSION OF THE DATA**

### **4.1 INTRODUCTION**

This chapter provides analysis of the empirical data with a view to assessing employee training and its impact on career development. The chapter provides an analysis and discussion of the findings in relation to the research objectives of this study. The data was interpreted, assessed and discussed in line with the objectives of the study and scrutinised against the literature review. In this study, the analysed results were derived from the responses to the questionnaire. The gathered data was analysed utilising Statistical Package for the Social Sciences (SPSS) version 26 for Windows. According to Lampard and Pole (2015:52), data analysis involves activities of coding, entry, editing and checking data so that an insight can be obtained from the collected data. Data analysis incorporates tabulations, weighting and analysis of the responses from the respondents. It is not empirically revealed in the literature whether employee training accelerates or inhibits career development, or the extent to which employee training influences career development. There is little comprehension of the influence of employee training on career development. Nevertheless, the programmes of employee training are assumed to influence career development. Therefore, it is the key focus of this study to empirically measure the influence of employee training on career development with particular reference to the SAPS in the eThekweni District. This chapter examines the practical effect of employee training to career development. The aim of the study was to examine the influence of employee training on career development at the SAPS in the eThekweni District. The objectives of this study were: i) to determine the impact of staff training on career development at the SAPS in eThekweni District; ii) to examine the degree to which employees are satisfied with current employee training at the SAPS in eThekweni District; iii) to show SAPS in eThekweni District how it can institutionalise continuous employee training practices in order to develop employees' careers; and iv) to explore types of staff training that can be put in place to address potential career stagnation.

In this study, background information of the respondents and analysis of data against objectives of this study were presented as part of the data analysis and discussion. The analysis of data was conducted in line with responses to items in the questionnaire. The results are presented in the form of numbered figures and tables. This chapter provides the descriptive and inferential analysis. Descriptive analysis presents the characteristics of the participants' demography, central tendency measurements of the construct and measurements of the dispersion of the construct. Inferential analysis provides regression and correlation analysis, as well as analysis of variance. This study was quantitative in nature. Descriptive statistics involves the process of collecting, presenting, classifying and analysing data in order to give clarifications in terms of given situation. For this study, pie charts, tables and bar graphs were utilised to descriptive statistics. Hypothesis testing and predictions were conducted utilising the inferential statistics. According Wilson (2014:52) there are two categories of inferential statistics, namely, parametric statistical tests (robust) and non-parametric statistical tests (less robust). In relation to parametric tests, analysis of variance, t-test and regression analysis was used. For non-parametric tests Spearman correlation tests were conducted. Pearson's Chi-Square (a non-parametric test) was conducted for hypothesis testing. Kaiser-Meyer-Olkin and Barlett's Test were conducted to test the construct validity of the measuring instrument. Correlation analysis was carried out to check the relationship between employee training and career development.

## 4.2 RESPONSE RATE

**Table 4.1: Response rate**

Questionnaires distributed	139
Questionnaires returned	115
<b>Response rate</b>	<b>84.5%</b>

The questionnaire comprised 38 Likert scale type statements and was personally distributed by the researcher to a sample of 139 stratified-random selected respondent employees from the SAPS. A total of 115 respondents returned the questionnaire, hence the response rate was approximately 84.5 % (Table 4.1). When 115 returned questionnaires were scrutinised, it was found that 10 questionnaires were spoiled as



they had two marked answers on the same statement and therefore were discarded for any further analysis. Therefore, the questionnaires for the analysis of the data were reduced to 105.

#### **4.2.1 Variable screening and case screening (data screening)**

According to Gray (2017:10), variable and case screening relates to the processes of ensuring that data is clean and ready prior to statistical analysis. Screening is conducted to ensure that the data is reliable, usable and valid for testing causal theory. The initial step of case screening is to identify missing rows. If the data is completely missing, the entire rows deleted. Furthermore, responses that do not engage are screened. In relation to variable screening, the initial phase is to identify the columns with missing data, then a mean calculation is carried out for ratio data and a median calculation is carried for interval data. No columns are deleted under variable screening. In this study, there was no missing columns.

##### **4.2.1.1 Case screening – screening missing data in rows**

In terms of screening missing data in rows, count blank () function in Excel was used. In cases where data was missing in row, it was mostly logical to delete the row. There were five rows in which most of the data was missing and all those rows were deleted. Subsequently, the data gathered was finally reduced to 100.

##### **4.2.1.2 Case Screening – screening unengaged responses**

According to Gray (2017:35), unengaged responses relate to the answers where the participant provide the identical response across all questions. In this scenario, the participant completed the questionnaire for formality, there is no application of thinking and concentration in completing the questionnaire. Screening of unengaged responses is conducted using standard deviation. In this study, there were no unengaged responses.

### 4.3 RELIABILITY TESTING

As the study was carried out by one researcher, it was not ideal to utilise the inter-rater reliability test. In addition, only a single instrument, a questionnaire, was used to gather data. Therefore, utilising parallel reliability test could be wrong. For this study, the appropriate test was the internal consistency reliability test which was conducted using Cronbach's alpha. Table 4.2 below shows the calculations of Cronbach's alpha for two factors, namely employee training and career development. The value of 0.6 is the least accepted value of Cronbach's alpha coefficient. For internal consistency measurements, Cronbach's alpha was the best tool because the questionnaire had several Likert scale statements. For this study, Cronbach's alpha indicated the degree to which the scale is reliable. Cronbach's alpha coefficient falls between 0 and 1.

The individual scale items should not have identical scales for the Cronbach alpha coefficient to be utilised effectively. Haphazard and unordered data is not ideal for measuring reliability utilising Cronbach's alpha. Cronbach's Alpha coefficient was used for testing the internal consistencies and instability of the constructs, that is: 'employee training' and 'career development'. Table 4.2 shows the Cronbach Alpha coefficient's rule of thumb of labelling as per Depoy and Gitlin (2015:20).

**Table 4.2: Cronbach Alpha coefficient's rule of thumb**

Alpha coefficient	Reliability levels
Below 0.60	Poor
From 0.60 to 0.69	Fair
From 0.70 to 0.79	Good
From 0.80 to 0.99	Very good

Source:Depoy and Gitlin (2015:20).

As illustrated in Table 4.2, 'poor reliability' is reflected when a Cronbach Alpha Coefficient is below 0.60. A 'fair reliability' is indicated when a Cronbach Alpha coefficient is between 0.60 to 0.69. A 'good reliability' is presented when a Coefficient of Cronbach Alpha is between 0.70 to 0.79. A Cronbach Alpha coefficient that falls between 0.80 to 0.94 reveal a "very good reliability". In accordance with the rule of thumb, the coefficients of Cronbach Alpha of 'employee training' and 'career development' were computed. Table 4.3 illustrates the reliability tests of this study.

**Table 4.3: Reliability Test**

Number	Construct	Coefficient alpha	Number of items	Reliability level
1	Employee training	0.83	23	Very good
2	Career development	0.78	15	Good

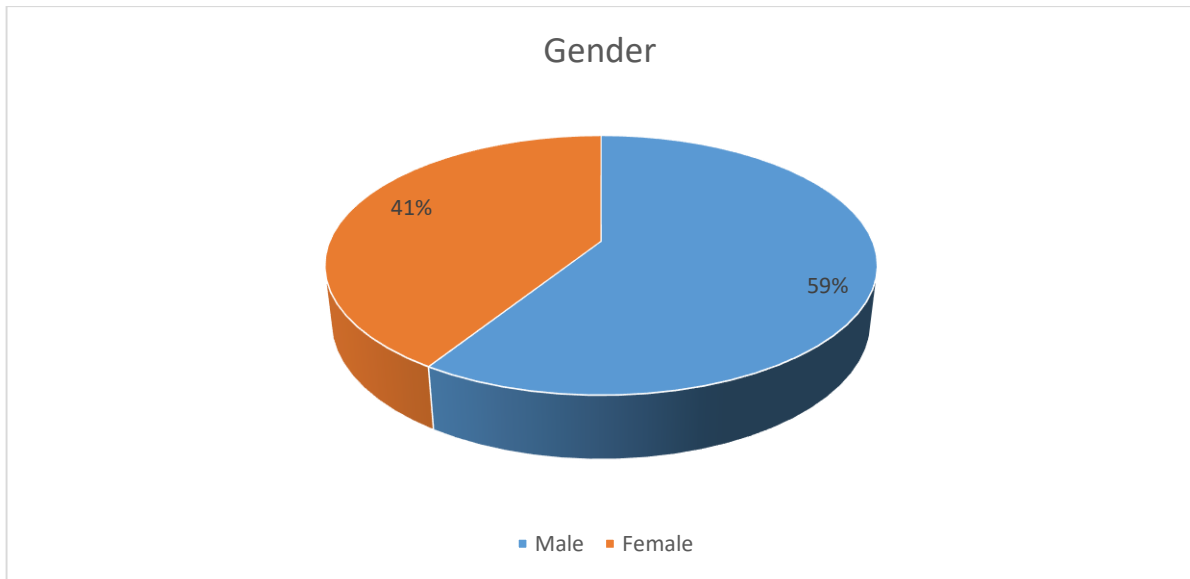
As is evident in Table 4.3, the coefficient alpha of ‘employee training’ is 0.83 and it was measured using 23 items. The coefficient alpha of ‘career development’ is 0.78 and it was measured utilising 15 items. The coefficient alpha for ‘employee training’ falls under “very good reliability”. The coefficient alpha for ‘career development’ falls under “good reliability”. It can be concluded that the reliability coefficient achieved by all constructs is appropriate as they are over 0.60, hence revealing questionnaire consistency and stability (Hair *et al.*, 2003). As shown in Table 4.3 above, the outcome of the research instrument analysis shows favourable reliability for measuring the impact of employee training on career development. Therefore, the outcomes reveal that the research instrument appears to be reliable to test the influence of employee training on career development and so achieve its objectives. Section A below analyses the demographic data.

#### **4.4 SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS (N=100)**

In this study, demographic characteristics of the respondents that were covered includes gender, length of service, number of years in the current position, number of children, marital status, age and position.

##### **4.4.1 Gender**

The study revealed the gender distribution of the sample. The Figure 4.1 below shows the results.

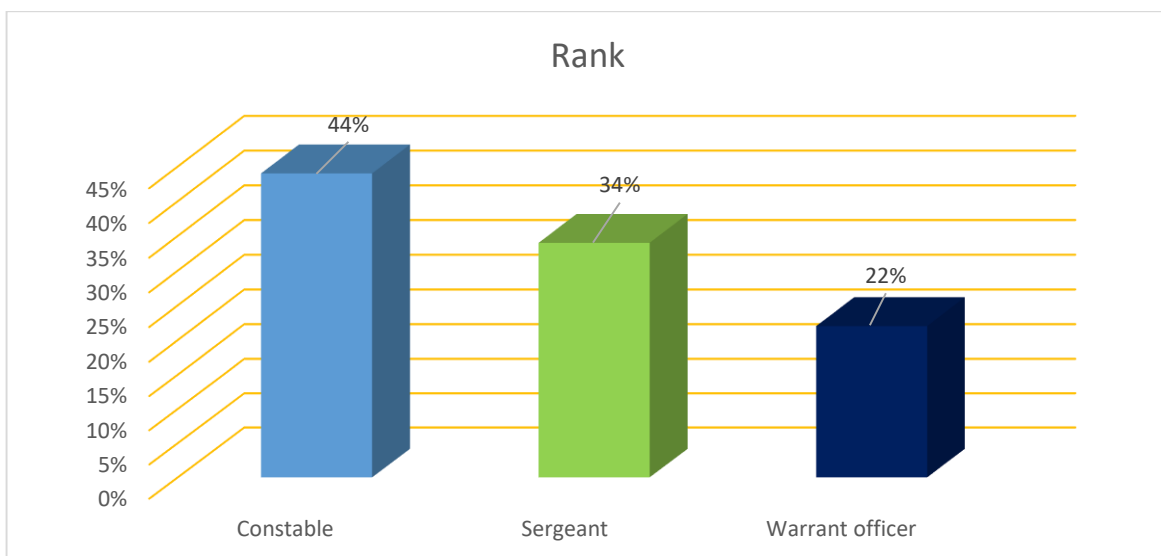


**Figure 4.1: Gender of respondents (n = 100)**

The pie chart in Figure 4.1 depicts the gender distribution of the respondents expressed in percentages. Males comprised 59% of participants, while females comprised 41%. However, the difference was insignificant since no one gender had more than two thirds.

#### 4.4.2 Position

Figure 4.2 below shows the rank occupied by the respondents.

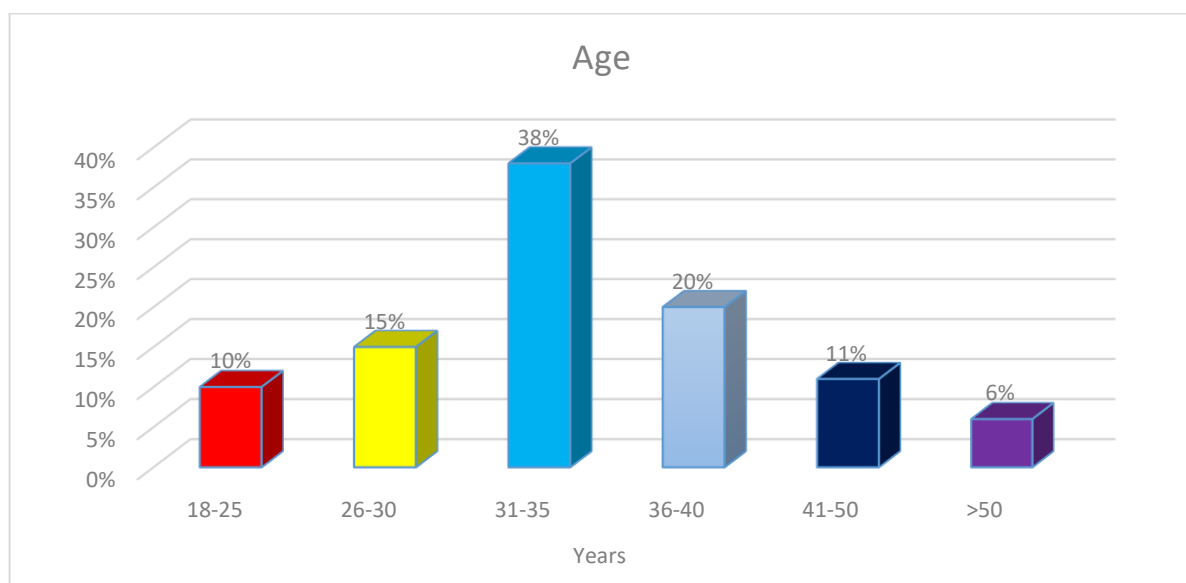


**Figure 4.2: Rank of respondents (n = 100)**

As is evident from Figure 4.2, almost half of the respondents who participated in this study occupy the rank of a constable (44%) while those who occupied the rank of warrant officers and sergeants comprise 22% and 34% respectively. From the findings of the study it can be ascertained that most participants occupied the rank of constable as compared to the rank of warrant officer and sergeant.

#### 4.4.3 Age

The distribution of respondents by age is indicated in Figure 4.3 below.

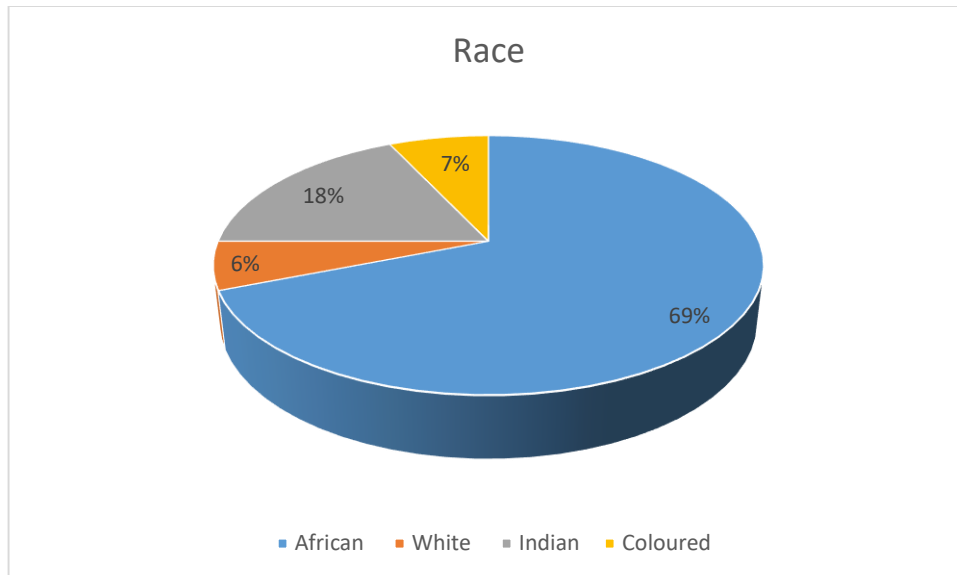


**Figure 4.3: Age of respondents (n = 100)**

In this study, 63% of the respondents were up to the age of 35 years old. In the security industry this may be a good sign as this age group can easily learn and be trained quickly. The breakdown of the analysis is as follows: those respondents between the age group of 18 to 25 years constituted 10%; 26-30 years 15%; 31 to 35 years 38%; 36 to 40 years 20%; 41 and 50 years 11s; and over 50 years 6%. The findings of the study revealed that the majority of respondents were between 31 and 35 years of age. The smallest group was those over 50 years of age.

#### 4.4.4 Race

Figure 4.4 below illustrate the race of the respondents.

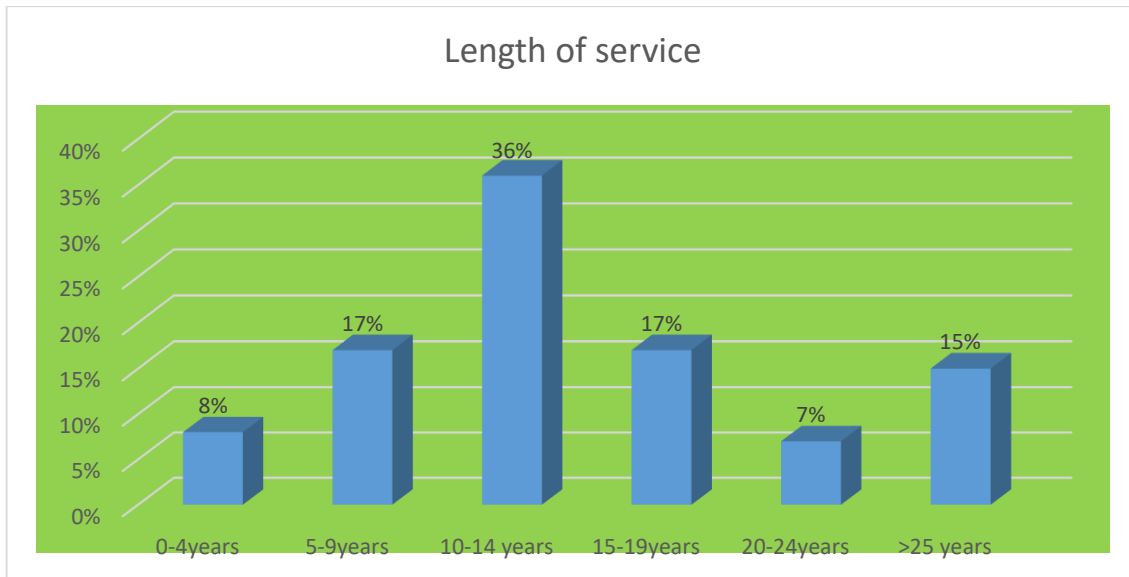


**Figure 4.4: Racial of respondents (n = 100)**

In relation to race, most respondents who participated in this study were Africans. The results are in line with KwaZulu-Natal Provincial Economic Active Group in which Africans constitute 84.3% and National Economically Active Population (EAP) in which Africans comprises 78%. As evident from Figure 4.4, the results of the study revealed that 69% of the respondents were African. A total of 18% were Indian, 7% were Coloured, and 6% were White.

#### 4.4.5 Length of service

Length of service of respondents in the SAPS was assessed. The results in Figure 4.5 below indicate the length of service.

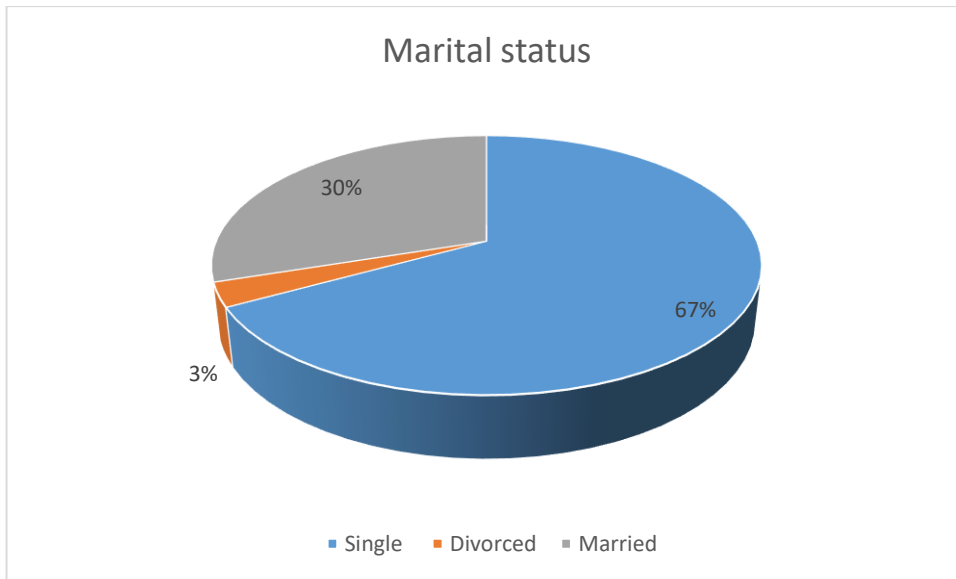


**Figure 4.5: Length of service of respondents (n = 100)**

As is evident in Figure 4.5, the majority of respondents who participated in this study had up to 14 years of experience, while approximately 39% of the respondents who participated had above 15 years of experience. This indicates that many employees have extensive experience and hence will have acquired much knowledge on policing. Therefore, it should be easier for those having many years of experience to ascend to top positions which require more skills than qualifications. Generally, promotion to high levels of the organisation is based on the length of service and managerial competencies of the employees. The analysis of data was as follows: respondents who had 0-4 years of experience constituted 8%; 5-9 years, 17%; 10-14 years, 36%; 15-19 years, 17%; 20-24 years 7%; and over 25 years, 15%. The respondents who served in the SAPS between 15 and 19 years were 17%.

#### **4.4.6 Marital status**

Figure 4.6 below shows the distribution of the marital status of respondents.

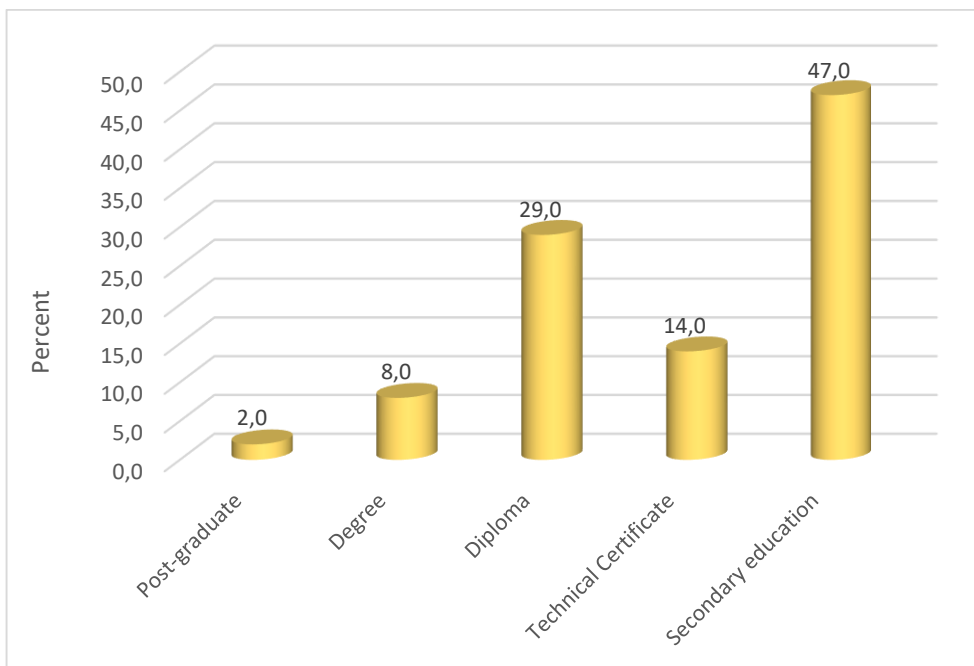


**Figure 4.6: Marital status of respondents (n = 100)**

In this study, most respondents who participated were single. The results in Figure 4.6 indicate that 30% of the respondents were married. A total of 3% disclosed that they had divorced.

#### 4.4.7 Qualification

Figure 4.7 below illustrates the qualifications possessed by the respondents.



**Figure 4.7: Educational qualifications of respondents (n = 100)**



Education is a key enabler for employees to understand aspects related to employee training and career development. Figure 4.7 points out that the majority of respondents who participated in this study had a matric certificate as their highest qualification. The breakdown of qualifications was as follows: 2% of the respondents had a postgraduate degree as their highest qualification; 8% a degree; 29% a diploma; 47% matric; 14% a technical certificate. The results indicate that the respondents had the capabilities to correctly respond to the questionnaires because they have the abilities and knowledge to fully understand the aspects concerning employee training and career development. This is in line with Creswell (2014:30) who state that when conducting research it is ideal to consider respondents with knowledge on the problem of the study because this assists the researcher to gather accurate and reliable data on the subject being investigated.

## 4.5 SECTION B: DESCRIPTIVE AND INFERENTIAL STATISTICS

### 4.5.1 Descriptive statistics

**Table 4.4: Staff training and career development at the SAPS**

Statements		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %
My organisation provides me with adequate resources needed for my development	B8.34	2	2,0%	74	74,0 %	10	10,0 %	14	14,0 %	0	0,0%
I think I can occupy any higher position because I have the abilities required by the organisation.	B8.36	0	0,0%	60	60,0 %	6	6,0%	31	31,0 %	3	3,0%
There is a potential growth of employees at SAPS	B8.37	0	0,0%	4	4,0%	6	6,0%	86	86,0 %	4	4,0%
The skills that I can acquire through training can get me promoted to higher ranks	B8.38	0	0,0%	7	7,0%	2	2,0%	77	77,0 %	14	14,0 %

According to Table 4.4, the bulk of the respondents (60%) did not feel they have the abilities to occupy any high position in the organisation, whereas 6% was neutral while 34% of the respondents either agreed or strongly agreed that they do have the necessary abilities to occupy higher position in the workplace organisation. A study

conducted by Xie, Zhu and Qi (2020:1) focused on how can green training promote employee career growth using a systematic review the results revealed that training helps employees to accelerate their career growth. A further confirmation came from the responses evident in Table 4.4 which indicates that the majority of the respondents (76%) that either strongly disagreed or disagreed were of the view that the organisation does not provide them with adequate resources needed for their development. However, a small minority of 14% thought otherwise while 10% were neutral. The findings of this study are consistent with research conducted by Mensah (2018:76) which focused on the assessment of training practices in Ghana police and found out that there were inadequate training materials at police training academies, as well as a lack of proper equipment and logistics. The findings of the current study are also in line with research conducted by Szabó-Bálint (2019:1) focused on organisational career development versus employees' career needs in Hungary, using quantitative research, involving 1000 respondents. The findings revealed that employees expect help in developing their careers, but only a few of them actually get support in this regard. 91% of the respondents that either agreed or strongly agreed were confident that the skills they could acquire through training would get them promoted to high ranks. In contrast, one cannot discount the response of approximately 7% who disagreed that the skills they could acquire through training would get them promoted to high ranks while 2% was neutral. The findings of this study are characterised by research conducted by Blokker *et al.* (2019:172) on the role of career competencies, career success, and career shocks in young professionals' employability utilising quantitative research revealed that young professionals who have developed high levels of competencies reported higher levels of perceived employability and growth in their career. Blokker *et al.* (2019:172) further found that career competencies are significantly and positively linked to perceived employability. As illustrated in Table 4.4, 90% of the respondents that either agreed or strongly agreed saw that there was a potential growth of employees at the SAPS, whereas 4% of the respondents did not see any potential growth of employees at the SAPS while the other 6% were just neutral.

Table 4.5 below shows that a total of 89% of respondents believed that they could perform more than one assignment at the same time. However, 4% disagreed with the statement while 7% was neutral. A further confirmation came from 91% of the

respondents who either agreed or strongly agreed, view themselves as very flexible in such a way that they could perform any task as instructed whereas 3% felt otherwise with 6% being neutral.

**Table 4.5: Current state of competencies possessed by the officials**

Statement s		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %
I can perform more than one assignment at the same time	B8.25	0	0,0%	4	4,0%	7	7,0%	89	89,0%	0	0,0%
I deserve a higher position because I think I have the relevant experience and required qualifications	B8.26	0	0,0%	30	30,0%	5	5,0%	61	61,0%	4	4,0%
I have been in this position for more than 8 years now	B8.27	12	12,0%	37	37,0%	0	0,0%	25	25,0%	26	26,0%
I think promotions within our organisation are done fairly	B8.28	37	37,0%	53	53,0%	3	3,0%	6	6,0%	1	1,0%
I am very flexible in such a way that I can perform any task instructed	B8.29	0	0,0%	3	3,0%	6	6,0%	80	80,0%	11	11,0%
I feel I need promotion to remain in this organisation	B8.30	0	0,0%	7	7,0%	7	7,0%	76	76,0%	10	10,0%

90% of the respondents disagreed or strongly disagreed with the statement that promotions within organisation are done fairly. However, 7% agreed or strongly agreed with the statement while the remaining 3% was neutral. The findings are in agreement with research conducted by Kotze (2017:10) on talent management for training staff in the SAPS using a qualitative research approach. The results revealed that the SAPS's promotion policy is not integrated with employee development the SAPS's strategic objectives. These findings are in line with research conducted by Ghufli (2014:30) focused on training needs analysis of the Abu Dhabi Police, using qualitative research involving 51 respondents. The results revealed that nepotism and kinship between supervisors and the employees disrupt the training selection process. 51% of the respondents confirmed that they have been in the same position for more than 8 years and 49% stated otherwise. These results show that there is minimal promotion in the organisation. Research conducted by Yang *et al.* (2018:19) focused on how supervisory support for career development relates to subordinate work engagement and career outcomes using quantitative research, involving 228 respondents. The

findings revealed that supervisory support for career development was positively related to promotability. The bulk of respondents (86%) either agreed or strongly agreed felt that they needed promotion to remain in the organisation while 7% was neutral, whereas only 7% did not feel this. These results concur with research conducted by Oliinyk and Kazakova in 2018 on improving the method of rating evaluation of employees as professional career development using quantitative research. The findings revealed that a lack of motivation for professional development can lead to the loss of existing intellectual potential. The findings are also in line with research conducted by Napitupulu *et al.* (2017:1) which focused on the impact of career development on employee performance in the public sector in Indonesia, using quantitative research, involving 250 respondents. The findings revealed that career development had a positive direct influence on effective commitment and motivation. However, the findings of this study are contrary to research conducted by Zethu (2019:23) which investigated retention in the SAPS using mixed research, and found that the most prevalent reason for employee turnover was linked to the perceived safety of individuals, as well as the risks to employees' lives in conducting their work assignments.

Figure 4.6 below shows that a significant number of respondents (70%) either agreed or strongly agreed felt that the employee training that they were receiving is still insufficient while 10% was neutral. However, 20% of the respondents were satisfied with the employee training they were receiving. The majority of respondents (60%) that either agreed or strongly agreed felt dissatisfied with the existing staff training at the SAPS, while 39% of the respondents felt satisfied with the statement whereas only 1% of the respondents was neutral. The study results are consistent with research conducted by Majovski and Davitkovska (2016) on developing employee skills in challenging times, using quantitative research, involving 24 respondents. The results revealed that there is a reduction in training investment and companies' focus on in-house, job-specific employee training. However, research conducted by White and Knight (2018:447) focused on training, job mobility and employee satisfaction, using a systematic review and the results revealed that employee training delivers a good outcome for employers but not necessarily for employees.

**Table 4.6: The level of satisfaction with current employee training at the SAPS**

Statements		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
I think the employee training that I am receiving is still insufficient	B8.6	0	0,0%	20	20,0 %	10	10,0 %	63	63,0 %	7	7,0%
I perceive the types of employee training at SAPS in a positive way	B8.8	0	0,0%	39	39,0 %	1	1,0%	50	50,0 %	10	10,0 %
I feel satisfied with the existing staff training at SAPS	B8.9	1	1,0%	65	65,0 %	10	10,0 %	22	22,0 %	2	2,0%
I feel left behind when it comes to job skills that I need for me to grow in the organisation	B8.10	0	0,0%	20	20,0 %	7	7,0%	71	71,0 %	2	2,0%
I am more satisfied to learn whilst away from work	B8.11	0	0,0%	57	57,0 %	5	5,0%	37	37,0 %	1	1,0%
I am more satisfied to learn whilst I am on duty	B8.12	0	0,0%	6	6,0%	4	4,0%	83	83,0 %	7	7,0%
My organisation provides me with general staff training which is sometimes irrelevant to my work	B8.14	1	1,0%	13	13,0 %	6	6,0%	78	78,0 %	2	2,0%

As illustrated in Table 4.6, 73% of respondents who either agreed or strongly agreed felt left behind when it comes to job skills that they need for them to grow in the organisation whereas 7% of the respondents were neutral. However, 20% disagreed with the statement. As indicated in Table 4.6, most respondents (90%) that either agreed or strongly agreed felt more satisfied to learn while they were on duty whereas 6% of the respondents disagreed with that statement and the remaining 4% was just neutral. It is interesting to observe that 57% disagreed with the statement that they were more satisfied to learn while away from work whereas 38% of the respondents thought otherwise and the other 5% was neutral. In addition, it was found that the organisation in this study provides employees with general staff training which is sometimes irrelevant to their work. This was confirmed by 80% of the respondents that either agreed or strongly agreed while 14% of the respondents that either disagreed or strongly disagreed thought otherwise with 6% being neutral. The results of this study are in line with research conducted by Schwartz (2016:50) on workplace learning in

the SAPS using mixed research and the results indicated that informal learning, constructed unintentionally, was more common in the workplace.

Table 4.7 below shows that the majority of respondents 51% that either agreed or strongly agreed were of the view that the organisation under study identified suitable staff training they needed before it providing the training whereas 13% of the respondents were neutral. However, there should be some cause for concern in this organisation in that 36% that disagreed with the statement. This is aligned with research conducted by Kotze (2017:10) which focused on talent management for training in the SAPS using a qualitative research approach, and found that the SAPS internal policies do not align with the academic structures in tertiary institutions.

**Table 4.7: Institutionalisation of continuous employee training practices**

Statements		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %
SAPS identifies the suitable staff training I need before it provides me with training	B8.15	0	0,0%	36	36,0 %	13	13,0 %	49	49,0 %	2	2,0%
My superior examines my character when providing staff training to me	B8.16	1	1,0%	22	22,0 %	6	6,0%	70	70,0 %	1	1,0%
The method of employee training that my organisation offers are specific to a certain career path	B8.7	0	0,0%	28	28,0 %	8	8,0%	57	57,0 %	7	7,0%
Whenever I have received training, my organisation encourages me to put the newly acquired skills into action	B8.13	1	1,0%	23	23,0 %	5	5,0%	67	67,0 %	4	4,0%
My superior considers the external environment in order to give me proper staff training	B8.18	0	0,0%	67	67,0 %	7	7,0%	26	26,0 %	0	0,0%
My organisation is interested in my long-term growth and development	B8.24	0	0,0%	64	64,0 %	11	11,0 %	24	24,0 %	1	1,0%
The employee training at SAPS enable me to feel adequately skilled to occupy higher positions	B8.33	0	0,0%	49	49,0 %	7	7,0%	42	42,0 %	2	2,0%

There is a further serious cause for concern in this organisation in that 67% disagreed that their superior considered the external environment in order to give them proper staff training whereas 7% is neutral while the other 26% of the respondents agreed. A

further 49% of respondents disagreed that the employee training at the organisation under study enabled them to feel adequately skilled to occupy higher positions while 44% of the respondents either agreed or strongly agreed with the statement whereas the remaining 7% was neutral. This concurs with research conducted by Pathy (2019:13) focused on training needs analysis for non-gazetted police personnel in Odisha, using qualitative research involving 350 respondents. The results revealed that there was a wide gap between what was required and what was acquired. In the current study, 71% of the respondents that either agreed or strongly agreed affirmed that their superior examines their character when providing staff training to them, whereas a minority of about 23% that either disagreed or strongly disagreed thought otherwise, and the other 6% was just neutral. As depicted in Table 4.7, a moderate majority of respondents 64% either agreed or strongly agreed that the method of employee training that the organisation offered was specific to a certain career path. However, 28% did not agree that the method of employee training that the organisation offered was specific to a certain career path with 8% being neutral. Research conducted by Narayanan and Ganesan (2018:135) focused on training effectiveness among senior employees in public sector undertakings in Chennai using a systematic review. Findings were that there is a dire need to draw up an integrated training system that for building a training and development design in the public sector which promotes innovativeness and adaptability among employees. Further reinforcement was affirmed by the majority of respondents 71% that either agreed or strongly agreed in the current study who indicated that whenever they received training, their organisation encouraged them to put the newly acquired skills into action, while 24% of the respondents disagreed with the statement whereas 5% was neutral. The findings are consistent with research conducted by Schwartz (2016:50) on workplace learning in the SAPS using mixed research. The results revealed that learning in places of practice is very effective for both the learner and the community.

**Table 4.8: Types of staff training that can be put in place to address the potential of career stagnation**

Statements		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
I engage in learning discussion with experts from my field of work	B8.17	0	0,0%	43	43,0 %	4	4,0%	51	51,0 %	2	2,0%
My superior is willing to teach me every aspect of my work	B8.19	0	0,0%	51	51,0 %	11	11,0 %	38	38,0 %	0	0,0%
My experienced superior guides me whenever I encounter difficulties with my work	B8.20	0	0,0%	21	21,0 %	13	13,0 %	65	65,0 %	1	1,0%
My superior supports me to achieve my work-related goals	B8.21	0	0,0%	26	26,0 %	7	7,0%	66	66,0 %	1	1,0%
My employer provides me with staff training that is aligned with the current technology	B8.22	5	5,0%	67	67,0 %	11	11,0 %	17	17,0 %	0	0,0%
My organisation engages in some staff training where I share information that concerns work-related aspects	B8.23	0	0,0%	17	17,0 %	6	6,0%	77	77,0 %	0	0,0%
Experts in my organisation freely share information that is relevant to my work	B8.31	0	0,0%	33	33,0 %	13	13,0 %	53	53,0 %	1	1,0%
I feel I have no hurdles to share knowledge with my superiors in my organisation	B8.32	1	1,0%	71	71,0 %	8	8,0%	20	20,0 %	0	0,0%
I discuss the new developments of work-related activities with my co-workers	B8.35	0	0,0%	6	6,0%	10	10,0 %	83	83,0 %	1	1,0%

As shown in Table 4.8, the majority of the respondents 53% who either agreed or strongly agreed acknowledged that they engaged in learning discussion with experts from their field of work, while 4% was neutral. The fact that 43% of the respondents disagreed with the statement should be of concern to the management of the organisation under study. In addition, 51% of the respondents disagreed that their superior was willing to teach them aspects of their work while on the other hand 38% agreed that their superior was willing to teach them aspects of their work with 11% of the respondents being neutral. However, 66% of the respondents were in agreement with the statement that their experienced superior guided them whenever they encountered difficulties with their work while 21% of the respondents thought



otherwise, whereas 13% was neutral. Research conducted by Rahim and Hassan (2019:1) focused on the role of training design factors in influencing training effectiveness among public service employees, using quantitative research with 215 respondents. The results revealed that trainer competency impacted significantly on the effectiveness of training. Furthermore, 67% of the respondents acknowledged that their superior supported them to achieve their work-related goals whereas 26% disagreed with that statement, with 7% being neutral. Research conducted by Park, Kang and Kim (2018:58) focused on the role of supervisor support on employees' training and job performance using quantitative research, involving 216 respondents. The findings revealed that supervisor support for training directly affects motivation to learn, developmental needs awareness and greater training transfer. Noteworthy in Table 4.8 is the high proportion of respondents (72%) that either disagreed or strongly disagreed with the statement that their employer provided them with staff training that was aligned with the current technology whereas 17% were in agreement with the statement, while 11% of the respondents were neutral. Research conducted by Solis (2017) focused on employee training strategies for today's workforce, using a systematic review revealed that to effectively train existing employees, organisations should adapt to the technological changes that are influencing the modern workforce. In the same manner, the majority of respondents (72%) in this study were in disagreement or strongly disagreed with the statement that they feel they have no hurdles to sharing knowledge with their superiors in the organisation whereas 8% was neutral, while 20% agreed with the statement. The findings of this study are similar to the findings of Modise (2017:18) on improving the levels of professionalism of trainers within the SAPS using qualitative research, that there are trainers whose behaviour lacked professionalism. That study also found that trainers do not exhibit suitable ethical conduct towards their adult learners, as well as do not follow the code of conduct as stipulated for division training. In contrast, 77% of the respondents in the current study acknowledged that their organisation engaged in some staff training where they share information that concerns work-related aspects, while 17% of the respondents disagreed with this statement, with only 6% being neutral. The respondents (54%) that either agreed or strongly agreed confirmed that experts in their organisation freely share information that was relevant to their work whereas 13% is neutral. However, 33% of the staff did not agree with the statement. Research conducted by Kwon and Cho (2020:310) on developing trainers for a changing

business surveyed 226 South Korean trainers using quantitative research. The results revealed that trainers exhibit high levels of job involvement when they possess significant skill variety and absolute autonomy. 84% of the respondents that either agreed or strongly agreed acknowledged that they discuss the new developments of work-related activities with their co-workers. One cannot discount the response of 6% who disagreed with the statement. While the remaining 10% were just neutral about the mentioned statement.

#### **4.5.2 Inferential analysis**

This section provides the inferential analysis of the data collected in this study. Predictions and hypotheses were tested using inferential statistics. Regression analysis and analysis of variance were the key tests used under the parametric tests while Spearman correlation tests and Pearson's Chi-square tests were tests conducted under non-parametric tests. There are seven types of regression analysis, namely, linear regression, logistic regression, polynomial regression, stepwise regression, ridge regression, lasso regression and elastic net regression Sekaran and Bougie (2014:64). Linear regression was employed in this study. Through regression analysis, a comparison can be made on the outcomes of variables in which they have different scale measurements Wilson (2014:58). Multiple linear regression has more than one sub-independent variable.

Multiple regression analysis is used to measure whether or not there is a statistically significant relationship between sets of variables Gray (2017:35). Multiple linear regression and simple linear regression are the two forms of linear regression analysis, (Brynard, Hanekom and Brynard, 2014:110). The differences between multiple linear regression and simple linear regression is that multiple linear regression utilises more than one sub-predictors ("x" variables) in the regression. This study used multiple linear regression because it had more than one sub-predictor. SPSS was used to compute multiple regression. ANOVA tests were conducted to check whether or not the regression model was a perfect descriptor of the association between predictor variables. The advantages of using regression analysis are: i) it shows the degree of the effect of sub-independent variables on a dependent variable, and ii) it indicates the

relationship between the independent and dependent variables (Carrie and Kevin, 2014:90). The inferential analysis answered the following research objective:

- To determine the impact of staff training on career development at the SAPS.

#### **4.5.2.1 Multiple linear regression analysis: Employee training and career development**

According to Gray (2014:35), multiple regression analysis is utilised to measure whether or not there is a statistically significant relationship between variables. The study utilised multiple regression analysis in order to establish the relationship of independent variable (employee training) and dependent variable (career development). Multiple regression and simple linear regression are the two forms of regression analysis (Brynard, Hanekom and Brynard, 2014:110). The only difference between multiple regression and simple linear regression is in the number of predictors ("x" variables) utilised in the regression. This study used multiple regression since there was more than one sub-predictor. Multiple regression was computed using SPSS. In computing the multiple regression measurements, the SPSS version 26 was used. As shown in Table 4.9, adjusted  $R^2$ , the coefficient of determination, was utilised to measure the extent of regression model capabilities in explaining the variation of the independent variable. Meanwhile the R relates to the correlation coefficient which indicates the relationship between the independent variable (employee training) and dependent variable (career development). The coefficient of determination is between 0 and 1. Analysis of variance measures whether or not the regression model is a perfect descriptor of the relationship between predictor variables. The merits of using regression analysis are as follows: i) it reveals the significant relationship between the dependent and independent variables and ii) it indicates the strength of the influence of multiple independent variables on a dependent variable (Carrie and Kevin, 2014:90). The inferential analysis answered the key research objectives: to investigate the influence of employee training on career development at the SAPS.

## Regression analysis

**Table 4.9: Model summary – Employee training and career development**

Model	R	Adjusted R Square
1	.819 <sup>a</sup>	.837
a. Predictors (Constant): Predictors (coaching, mentoring, workshop, simulations, lecture, role-plays, understudy)		

As illustrated in Table 4.9, independent variables are statistically significant in predicting the dependent variable. This is indicated by an adjusted  $R^2$  value of 0.837. This means that 83.7% of variations in the career development are explained by employee training (coaching, mentoring, workshop, role-plays, lectures, role-plays and understudy). Other business factors affecting the career development that were not covered in this study accounted for 16.3%, which may serve as a guide for further study. In other words, the model indicated that the independent variables in this study were able to explain 83.7% variation in the career development at the SAPS while the remaining 16.3% is explained by the other variables or aspects that were not part of the model.

In accordance with the regression equation, employee training has a strong positive relationship with career development. This was indicated by the correlation value of 0.819, which is considered a significant relationship because the value falls above 0.70 (Pallant, 2011:23). The adjusted  $R^2$  reflects that 83.7% (0.837) of the career development could be explained by the independent variables. Table 4.9 covers the results in respect of value of analysis. This indicates that the model has proper fit as the value is 83.7%. This is line with Adams and Lawrence (2015:15) who state that adjusted  $R^2$  is between 0 and 100%. This shows that employee training (coaching, mentoring, workshop, lectures, role-plays and understudy) is required to be executed to stimulate career development at the SAPS. The greater the adjusted  $R^2$ , the higher the model fits the data. In this case, 0% shows that there is no variability of the response data around its means, while 100% shows that the model explains all the variability of the response data around its mean.

**Table 4.10: ANOVA test results**

Model	Sum of Squares		Df	Mean Square	F	Sig.
1	Regression	452.530	7	64.647	5.820	.000 <sup>b</sup>
	Residual	1021.980	92	11.108		
	Total	1474.510	99			
a. Dependent variable: career development						
b. Predictors: (Constant) Employee training (coaching, mentoring, workshop, role-plays, simulations, lecture and understudy)						
Critical F= 2.51304						

The F-test was conducted to simultaneously measure the effect of the independent variable (employee training) on the dependent variable (career development). In other words, the measurement of the F-test indicates the entire sub-independent variables (coaching, mentoring, workshop, role-plays, simulations, lectures and understudy) incorporated in the model. As can be seen in Table 4.10, the F-test results indicates that F-count value was 5.820 which is higher than the minimum F-critical value of 2.51304. This indicates that the generated regression equation by this study significantly and perfectly predicts the dependent variable. In addition, the significance level p-value is 0.000 which is lower than the maximum peg of 0.05 ( $p = 0.003 < 0.05$ ). One can conclude that the set of sub-independent variables influence the dependent variable (career development) and this indicates that overall the model was strongly significant.

**Table 4.11: Coefficients (n = 100)**

Model		Unstandardised Coefficients		T	Sig.
		B	Std. Error		
1	(Constant)	29.970	2.633	11.384	.000
	Lecture	1.194	.252	4.742	.030
	Role plays	1.637	.518	3.160	.010
	Simulations	.381	.468	.813	.000
	Workshop	.326	.429	.759	.009
	Coaching	.467	.435	1.075	.001
	Mentoring	.125	.453	.277	.001
	Understudy	.780	.417	1.872	.002

Dependent variable: Career development

**Table 4.12: Ranking of standardised coefficient, beta ( $\beta$ ) (n = 100)**

1	Independent variables	Standardised coefficient beta	Rank
	Mentoring	.567	1
	Coaching	.498	2
	Workshop	.482	3
	Role plays	.375	4
	Lecture	.280	5
	Simulations	.225	6
	Understudy	.220	7

Table 4.11 analysed the coefficients that allow one to make a comparison as to which of the two sub-independent variables (employee training: coaching, mentoring, workshop, role-plays, simulations, lectures and understudy) makes the highest contribution to the variation in career development. Hence, the Beta standardised coefficients were utilised in making comparisons. According to Table 4.12, the results indicated that mentoring is the most predicting (influencing) variable that contributes the highest to the variation in career development ( $\beta = 0.567$ ;  $p = 0.001$ ). Following this was coaching ( $\beta = 0.498$ ;  $p = 0.001$ ); workshop ( $\beta = 0.482$ ;  $p = 0.000$ ); role plays ( $\beta = 0.375$ ;  $p = 0.010$ ); lecture ( $\beta = 0.280$ ;  $p = 0.030$ ); simulations ( $\beta = 0.225$ ;  $p = 0.000$ ) and understudy ( $\beta = 0.220$ ;  $p = 0.000$ ). These results were in line with research conducted by Van-Vienen *et al.* (2018:1) which focused on career mentoring in context, using quantitative research involving 230 respondents. The findings revealed that a career mentoring climate related positively to promotability. In addition, the findings of this study corroborated research conducted by Lee and Lee (2018:1) on a multilevel analysis of individual and organisational factors that influence the relationship between career development and job-performance improvement using a quantitative research surveyed with 572 employees. Coaching was found to be an organisational factor that improved proper career development.

#### **4.5.2.2 Hypotheses testing**

The Pearson's Chi-square and Spearman's correlation analysis were used for testing the hypotheses. The chi-square and correlation analysis helped in measuring the relationship between the independent variable (employee training) and dependent

variables (career development). In this study, the chi-square and correlation analysis were useful in explaining the extent to which one variable (employee training) is strongly related to another (career development). Hence, using chi-square and correlation analysis, the strength of the relationship between employee training and career development can be verified. By conducting a correlation analysis, the results show factors that have a negative or positive correlation. Correlation analysis was carried out on the ordinal data. For measuring the bivariate correlations analysis, SSPS version 26 for Windows was used.

R-value represents the Pearson correlation value. The r-value range is from 1.00 to +1.00. The r-value of -1.00 shows a negative linear relationship between variables, whereas r-value of +1.00 shows a good positive linear relationship between variables (Kumar, 2014:18). If the r-value is 0, it shows that there is no relationship between variables. A 99% confidence value indicates the p-value. This means statistical significance is realised when the p-value is less than 0.05 ( $p < 0.05$ ) (DePoy and Gitlin, 2015:31).

#### **4.5.2.3 Correlation analysis**

The data gathered from responses solicited from the questionnaire helped to generate the Pearson correlation coefficient. This assisted to transform the responses into composite scores. Pearson's rho correlation coefficient established the linkage between the independent variable and dependent variable. Table 4.13 presents the correlation matrix which depicts the relationship between employee training and career development at the SAPS.

In terms of Table 4.13, below there was a positive correlation between mentoring and career development, as indicated by a correlation factor of 0.432. The association was proven to be statistically strong, as indicated by a significant value of 0.005 which is below the maximum pegged significant level of 0.05.

**Table 4.13: Correlation analysis: Employee training and career development**

		MENTORING	COACHING	CAREER_DEVELOP
Lecture	Pearson Correlation	-.096	-.007	.318**
	Sig. (2-tailed)	.342	.947	.031
	N	100	100	100
Simulations	Pearson Correlation	.145	.156	.384**
	Sig. (2-tailed)	.149	.121	.040
	N	100	100	100
On-the-job training	Pearson Correlation	.082	-.036	.512**
	Sig. (2-tailed)	.420	.724	.000
	N	100	100	100
Off-the-job training	Pearson Correlation	-.057	.075	.392
	Sig. (2-tailed)	.573	.458	.040
	N	100	100	100
Workshop	Pearson Correlation	-.077	.102	.347**
	Sig. (2-tailed)	.446	.312	.002
	N	100	100	100
Coaching	Pearson Correlation	-.016	.306**	.403**
	Sig. (2-tailed)	.875	.002	.004
	N	100	100	100
Mentoring	Pearson Correlation	1	.161	.432**
	Sig. (2-tailed)		.109	.005
	N	100	100	100
Understudy	Pearson Correlation	.161	1	.330**
	Sig. (2-tailed)	.109		.001
	N	100	100	100
CAREER_DEVELOP	Pearson Correlation	.432**	.403**	1
	Sig. (2-tailed)	.005	.004	
	N	100	100	100

\* Correlation is significant at the 0.05 level (2-tailed). \*\* Correlation is significant at the 0.01 level (2-tailed).



Furthermore, there was a strong and positive correlation between the understudy and career development shown by a 0.330 correlation factor. A significant value of 0.001, which is less than the maximum pegged significance level of 0.05 proved a strong statistical relationship.

There was a strong and positive correlation between coaching and career development, as indicated by a correlation factor of 0.403. The association was proven to be statistically strong, as indicated by a significant value of 0.004 which is below the maximum pegged significance level of 0.05. According to Table 4.13, there was a correlation between workshop and career development, as shown by a correlation factor of 0.347. The association was proven to be statistically strong, as indicated by a significant value of 0.002, which is below the maximum pegged significance level of 0.05.

There was relatively strong correlation between off-the-job training and career development, as indicated by a correlation factor of 0.392. The association was proven to be statistically strong, as indicated by a significant value of 0.040 which is below the maximum pegged significance level of 0.05. There was a moderate and positive correlation between the on-the-job training and career development, as shown by a 0.512 correlation factor. A significant value of 0.000 which is lower than maximum pegged significance level of 0.05 proved statistical relationship. In relation to Table 4.13, there was a positive and significant correlation between simulations and career development, as revealed by a correlation factor of 0.384. The association was proven to be statistically weak, as indicated by a significance value of 0.04 which is below the maximum pegged significance level of 0.05. In relation to Table 4.13, there was a positive and weak correlation between lecture and career development, as supported by a correlation factor of 0.318. The association was proven to be statistically strong, as indicated by a significant value of 0.031 which is below the maximum pegged significance level of 0.05.

The various hypotheses were reported as follows:

**Hypothesis 1: There is a positive relationship between the employee training and the career development.**

**Table 4.14: Employee training and career development at the workplace (n = 100)**

Chi-Square Tests						
	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	36.012 <sup>a</sup>	9	0,006	0,000		
Likelihood Ratio	18,827	9	0,027	0,005		
Fisher-Freeman-Halton Exact Test	20,373			0,004		
Linear-by-Linear Association	9.750 <sup>b</sup>	1	0,002	0,002	0,001	0,000
N of Valid Cases	100					
a. 12 cells (75.0%) have expected count less than 5. The minimum expected count is .28.						
b. The standardised statistic is 3.123.						

Pearson's Chi-Square value = 27.012, Cut-off value: Chi-Square ( $X^2 > 26.296$ ); df = 16,  $p < 0.013$ , Cut-off parameter: Pearson's Significance ( $p < 0.05$ )

Table 4.14 shows that the value of 36.012 for Pearson's Chi-square surpasses the minimum  $X^2$  cut-off value of 26.296. Pearson's Chi-Square test result of  $p < 0.000$  was under the cut-off parameter: Pearson's significance ( $p < 0.05$ ). The results of the statistical tests reveal a significant relationship between the employee training and career development at the workplace. Hence, the hypothesis is accepted.

**Hypothesis 2: There is a positive relationship between the on-the-job training and the career development.**

**Table 4.15: On-the-job training and the career development (n = 100)**

Chi-Square Tests						
	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	46.376 <sup>a</sup>	9	0,000	0,001		
Likelihood Ratio	28,898	9	0,001	0,000		
Fisher-Freeman-Halton Exact Test	28,008			0,000		
Linear-by-Linear Association	17.373 <sup>b</sup>	1	0,000	0,000	0,000	0,000
N of Valid Cases	100					
a. 12 cells (75.0%) have expected count less than 5. The minimum expected count is .06.						
b. The standardised statistic is 4.168.						

Pearson's Chi-Square value = 46.376, Cut-off value: Chi-Square ( $X^2 > 26.296$ ); df = 16,  $p < 0.001$ , Cut-off parameter: Pearson's Significance ( $p < 0.05$ )

Table 4.15 reveals that the value of 46.376 for Pearson's Chi-Square exceeds the pegged  $X^2$  cut-off minimum value of 26.296. Pearson's Chi-Square  $p < 0.001$  is under the cut-off parameter that is Pearson's significance ( $p < 0.05$ ). This indicates that the relationship between the on-the-job training and the career development is highly significant. Therefore, the hypothesis is accepted. However, the findings are contrary to research conducted by Anlesinya (2018:8) on organisational barriers to employee training and learning in the automotive sector, using quantitative research, involving 89 respondents. The findings revealed that poor management commitment to training and inadequate promotion prospects are the most common barriers to employee training and learning.

**Hypothesis 3: There is relationship between the off-the-job training and the career development.**

**Table 4.16: Off-the-job training and the career development at the workplace (n = 100)**

Chi-Square Tests						
	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	30.437 <sub>a</sub>	9	0,058	0,040		
Likelihood Ratio	12,973	9	0,164	0,017		
Fisher-Freeman-Halton Exact Test	13,707			0,006		
Linear-by-Linear Association	5.071 <sub>b</sub>	1	0,024	0,026	0,017	0,006
N of Valid Cases	100					
a. 11 cells (68.8%) have expected count less than 5. The minimum expected count is .49.						
b. The standardised statistic is 2.252.						

Pearson's Chi-Square value = 16.437, Cut-off value: Chi-Square ( $X^2 > 26.296$ ); df = 16,  $p < 0.063$ , Cut-off parameter: Pearson's Significance ( $p < 0.05$ )

Table 4.16 shows a value of **30.437** of Pearson's Chi-square, which is above the minimum  $X^2$  cut-off value of 26.296. The Pearson's Chi-Square test result of  **$p > 0.040$**  was below the cut-off parameter, which is Pearson's significance ( $p < 0.05$ ). The results of the statistical tests reveal a relative relationship between off-the-job training and the career development at the workplace. Hence, the hypothesis is accepted.

**Hypothesis 4: There is a positive relationship between the coaching and career development.**

**Table 4.17: Coaching and career development at the workplace (n = 100)**

Chi-Square Tests						
	Value	D f	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	77.070 <sup>a</sup>	9	0,048	0,001		
Likelihood Ratio	12,052	9	0,210	0,183		
Fisher-Freeman-Halton Exact Test	11,879			0,187		
Linear-by-Linear Association	6.016 <sup>b</sup>	1	0,014	0,014	0,009	0,004
N of Valid Cases	100					
a. 13 cells (81.3%) have expected count less than 5. The minimum expected count is.08.						
b. The standardised statistic is 2.453.						

Pearson's Chi-Square value = 77.070, Cut-off value: Chi-Square ( $X^2 > 26.296$ ); df = 16,  $p < 0.001$ , Cut-off parameter: Pearson's Significance ( $p < 0.05$ )

Table 4.17 shows that the value of 77.070 for Pearson's Chi-square is higher than the minimum  $X^2$  cut-off value of 26.296. At the same time Pearson's Chi-Square test result of  $p < 0.001$  is under the cut-off parameter: Pearson's significance ( $p < 0.05$ ). The results of the statistical tests reveal a significant relationship between the coaching and career development at the workplace. Hence, the hypothesis is accepted.

**Hypothesis 5: There is a positive relationship between the mentoring and career development.**

**Table 4.18: Mentoring and career development at the workplace (n = 100)**

Chi-Square Tests						
	Value	D f	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	53.866 <sup>a</sup>	9	0,127	0,001		
Likelihood Ratio	15,106	9	0,088	0,048		
Fisher-Freeman-Halton Exact Test	17,799			0,026		
Linear-by-Linear Association	10.507 <sup>b</sup>	1	0,001	0,001	0,001	0,000
N of Valid Cases	100					
a. 12 cells (75.0%) have expected count less than 5. The minimum expected count is.02.						
b. The standardised statistic is -3.242.						

Pearson's Chi-Square value = 53.866, Cut-off value: Chi-Square ( $X^2 > 26.296$ ); df = 16,  $p < 0.001$ , Cut-off parameter: Pearson's Significance ( $p < 0.05$ )

Table 4.18 shows a value of 53.866 for Pearson's Chi-square, which surpasses the minimum X2 cut-off value of 26.296. The Pearson's Chi-Square test result of  $p < 0.001$  was under the cut-off parameter, which is Pearson's significance ( $p < 0.05$ ). The results of the statistical tests reveal a significant relationship between mentoring and career development at the workplace. Hence, the hypothesis is accepted

**Hypothesis 6: There is a positive relationship between the off-the-job training and the career development.**

**Table 4.19: Training needs identification and the career development job analysis at the workplace (n = 100)**

Chi-Square Tests						
	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	108.261 <sup>a</sup>	1	0,000	0,003		
Likelihood Ratio	17,907	1	0,119	0,018		
Fisher-Freeman-Halton Exact Test	26,861			0,016		
Linear-by-Linear Association	5.550 <sup>b</sup>	1	0,018	0,025	0,005	0,003
N of Valid Cases	100					
a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .01.						
b. The standardised statistic is -2.356.						

Pearson's Chi-Square value = 108.261, Cut-off value: Chi-Square ( $X^2 > 26.296$ ); df = 16,  $p < 0.003$ , Cut-off parameter: Pearson's Significance ( $p < 0.05$ )

Table 4.19 shows that the value of 108.261 for Pearson's Chi-square exceeds the minimum X2 cut off value of 26.296. The Pearson's Chi-Square test result of  $p < 0.003$  is below the cut-off parameter: Pearson significance ( $p < 0.05$ ). The results of the statistical tests show a significant relationship between job analysis and career development at the workplace. Therefore, the hypothesis is accepted.

#### 4.5.2.4 Factor analysis and validity testing

According to Gray (2017:80), validity refers to the extent to which the study responds to the set objectives. Hence, it assists the researcher to conduct the measuring instrument's construct validity test. In this study, all statements for every section were tested with the purpose of establishing the matrices for factor analyses' suitability.

Bartlett's Test and Kaiser-Meyer-Olkin test were utilised to test the validity. Bartlett's Test of Sphericity should be less than 0.05 and Kaiser-Meyer-Olkin Measure of Sampling Adequacy must be higher than 0.50 for the statements to meet the suitability level. For this study, the conditions were satisfied, which allowed for the factor analysis procedure.

**Table 4.20: KMO and Bartlett's Test**

	Section	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Bartlett's Test of Sphericity		
			Approx. Chi-Square	df	Sig.
B8.1 - B8.23	Employee training	0.644	269.611	91	0.000
B8.24 - B8.38	Career development	0.588	126.370	55	0.000

As shown in Table 4.20, employee training scored a Kaiser-Meyer-Olkin outcome of 0.644 and Bartlett's Test of Sphericity of 0.000. Career development scored Kaiser-Meyer-Olkin 0.588 and Bartlett's Test of Sphericity 0.000. All of the conditions were satisfied for factor analysis. That is, all of the sections scored above 0.05 for the Bartlett's Test of Sphericity's maximum value and above 0.50 for the Kaiser-Meyer-Olkin Measure of Sampling Adequacy's minimum value. Next the study examined the measuring instrument's construct validity through factor analysis.

Factor analysis is used for evaluating the construct validity of the measuring instrument. The key purpose of factor analysis is to identify statements that belong the same group to the extent that they are answered almost the same and they measure the same dimension or factor. Sekaran and Bougie (2014:35) highlight that this statistical technique correctly indicates the construct validity of the measurement. Besides construct validity measurement, factor analysis is also used to lower the number of variables from big number to a small number, as well as for establishing the dimensions underlying the measured variables and constructs. Factor analysis was conducted on a number of items and the primary output took the form of a factor loading matrix (Wilson, 2014:15) (Table 4.21). The loadings are relationships between items and factors. Generally, large values indicate items that belong to a particular factor.

**Table 4.21: Rotated Component Matrix**

Employee training	Component				
	1	2	3	4	5
I think I need more practical training than theory	-0.240	0.022	0.652	0.468	0.034
I think after receiving employee training I will be able to take higher rank responsibilities	0.048	0.086	0.812	0.092	0.056
Once I acquired the required qualification, I can take the higher rank responsibilities	0.197	0.095	0.671	0.225	0.059
The employee training offered by my organisation benefit me a lot	0.667	0.092	0.117	0.129	0.154
I perceive the types of employee training at SAPS in a positive way	0.816	0.091	0.161	0.048	0.097
I feel satisfied with the existing staff training at SAPS	0.380	0.420	0.080	0.454	0.159
I am more satisfied to learn whilst away from work	-0.224	0.089	0.179	0.834	0.073
Whenever I have received training, my organisation encourages me to put the newly acquired skills into action	0.619	0.111	0.006	0.081	0.074
SAPS identifies the suitable staff training I need before it provides me with training	0.649	0.167	0.119	0.331	0.151
I engage in learning discussion with experts from my field of work	0.692	0.050	0.102	0.159	0.363
My superior considers the external environment in order to give me proper staff training	0.197	0.642	0.006	0.257	0.093
My superior is willing to teach me every aspect of my work	-0.054	0.799	0.106	0.128	0.049
My experienced superior guides me whenever I encounter difficulties with my work	-0.152	0.712	0.113	0.127	0.101
My employer provides me with staff training that is aligned with the current technology	-0.067	0.088	0.001	0.002	0.927

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalisation.

As indicated in Table 4.22, below the principal component analysis and the rotation method through Varimax with Kaiser Normalisation were used as the methods of extraction. The number of variables each factor loads is shown by the orthogonal rotation method. The statements that constituted sections in Table 4.21 and Table 4.22 loaded suitably along a single component. This means that the statements comprised of these sections suitably measured what they were supposed to measure. It is also noted that statements that had a negative loading and low factor scores were omitted.

Table 4.22 shows the four-factor table followed by a brief discussion.

**Table 4.22: Rotation converged in 5 iterations**

Career development	Component			
	1	2	3	4
My organisation is interested in my long-term growth and development	0.746	-0.170	0.177	-0.308
I can perform more than one assignment at the same time	0.011	-0.173	-0.029	0.854
I deserve a higher position because I think I have the relevant experience and required qualifications	0.655	0.380	-0.159	0.254
I have been in this position for more than 8 years now	0.079	0.765	-0.283	-0.168
I feel I need promotion to remain in this organisation	-0.117	0.198	-0.037	0.471
I feel I have no hurdles to share knowledge with my superiors in my organisation	0.039	0.009	0.728	0.064
The employee training at SAPS enable me to feel adequately skilled to occupy higher positions	0.236	0.661	0.352	0.016
My organisation provides me with adequate resources needed for my development	0.392	-0.034	0.567	-0.064
I discuss the new developments of work-related activities with my co-workers	-0.046	0.103	0.637	-0.100
I think I can occupy any higher position because I know most of the stuff in the organisation	0.721	0.144	0.083	-0.064
The skills that I can acquire through training can get me promoted to higher ranks	-0.038	0.584	0.222	0.292

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalisation.  
 a. Rotation converged in 6 iterations.

In most instances, these were due to bidirectional statements. It is noted that the variables that composed Table 4.22 loaded along 4 components (sub-themes). This indicates that the respondents recognised varied trends in the section. In this case, the splits were colour coded. Hence, each component comprises the statements measured positively in terms of construct validity.

## 4.6 CONCLUSION

Descriptive and inferential statistics were used to analyse the data. Under the inferential statistics, regression analysis was utilised to measure the impact of employee training on career development. The findings of study affirmed that employee training is a key contributor to career development. The study indicated a positive correlation between employee training and career development. The study revealed that although officials at the SAPS were provided with employee training, they were not satisfied with the training. The officials perceived that the employee training offered by their employee was inadequate and not aligned with current technology. Mentoring and coaching remain the training delivery programmes with highest impact on career development.



# **CHAPTER 5: SUMMARY OF RESULTS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE STUDY**

## **5.1 INTRODUCTION**

This chapter provides an overview of results and a conclusion. Furthermore, the chapter provides recommendations and suggestions for future studies. The summary of the results includes a report aligned to employee training and career development in respect of the study objectives.

The following section provides a discussion of the summary of the results in terms of biographical information. The respondents who participated in the study constituted 59% males and 51% females. Although the gender distribution was not exactly the same, both genders were involved in this study. Research conducted by Katic *et al.* (2018:201) on effects of socio-demographic characteristics and personality traits on career development using quantitative research with a sample of 462 employees found that gender and years of work experience had a significant effect on career development. In terms of their age group, the bulk of respondents (approximately 35%) were between 31 and 35 years. In respect of work experience, the majority of respondents (36%) ranged between 10-14 years in the SAPS. From the foregoing findings, the study concludes that about one-third of the respondents had work experience of up to 14 years. One could view this as employees from the SAPS having sufficient experience.

Upon scrutinising the educational qualifications, the results revealed that the majority of respondents (47%) in this study had attained matriculation certificate level as their highest qualification. One could conclude that in respect of this study, the organisation still needed to ensure that its employees get proper training to acquire more qualifications. Looking at the rank of the respondents, from the findings of the study it has been ascertained that although respondents seemed almost evenly distributed among ranks, participants occupying the rank of constable had more respondents

compared to those occupying rank of warrant officer and sergeant. In addition, it is evident that most respondents who participated in this study were single. The next section looked at a summary of the results in respect of the objectives of this study.

## **5.2 SUMMARY OF KEY FINDINGS IN RESPECT OF THE STUDY OBJECTIVES**

The objectives of this study were as follows:

- To determine the impact of staff training on career development at the SAPS in eThekweni District.
- To examine the degree to which employees are satisfied with current employee training at the SAPS in eThekweni District.
- To show the SAPS in eThekweni District how it can institutionalise continuous employee training practices in order to develop employees' careers.
- To explore types of staff training that can be put in place to address the potential of career stagnation.

### **5.2.1 To determine the impact of staff training on career development at the SAPS in eThekweni District**

In accordance with regression analysis, the results of this study indicated that employee training has a strong positive relationship with career development. The Chi-square statistical test results also revealed a significant relationship between the employee training and career development at the workplace. Hence, the hypothesis which states that 'there is a significant correlation between employee training and career development at eThekweni District' was accepted. The Chi-square statistical test results also indicated that the relationship between the on-the-job training and the career development is highly significant. Therefore, the hypothesis which states that 'there is a significant association between on-the-job training and career development at eThekweni District' was accepted. However, Chi-square statistical test results revealed relative relationship between off-the-job training and the career development at the workplace. Hence, the hypothesis which states that 'there is a significant relationship between off-the-job training and career development at eThekweni District' was accepted. Another confirmation was reinforced when the findings of this study

indicated respondents felt that they were not ready to occupy any high position in eThekweni District because they did not know most of the stuff in the organisation. Research conducted by Xie, Zhu and Qi (2020:1) focused on how can green training promote employee career growth which found that training help employees to accelerate their career growth.

The findings of this study showed that employee training (coaching, mentoring, workshop, discussion, lectures, role-plays and understudy) is required to be executed to stimulate career development at eThekweni District. The results indicated that mentoring is the most predictive (influential) variable that contributes the highest to the variation in career development. Following this was coaching, workshops, lectures, simulations, and understudy. The Chi-square statistical test results also revealed a significant relationship between coaching and career development at the workplace. Hence, the hypothesis which states that 'there is a significant correlation between coaching and career development at eThekweni District' was accepted. The Chi-square statistical test results also indicated a significant relationship between mentoring and career development at the workplace. Hence, the hypothesis which states that 'there is a significant correlation between coaching and career development at eThekweni District' was accepted. The results are in line with research conducted by Hobson *et al.* (2016:98) focused on the mentoring across professions (map) project which found that workplace mentoring is more effective and has a greater positive impact on mentees, mentors and organisations where the mentoring programme is overseen by a mentoring coordinator and well-structured. Another confirmation of the results was shown by research conducted by Coculová (2017:7) on the analysis of the selected factors influencing the selection of employee training methods which found that the most preferred method is workshop as it is not so costly and does not require so much time for the actual implementation.

The findings indicated that the skills respondents could acquire through training can help them get promoted to high ranks. Research conducted by Blokker *et al.* (2019:172) on the role of career competencies, career success, and career shocks in young professionals' employability utilising quantitative research, found that young professionals who have developed high levels of career competencies reported higher levels of perceived employability and growth in their career. Although employee

training stimulates career development, respondents indicated that promotions within the SAPS were done unfairly. Research conducted by Kotze (2017:10) focused on talent management for training staff in the South African Police Service and found that the SAPS's promotion policy is not integrated with employee development and the SAPS's strategic objectives.

### **5.2.2 To examine the degree to which employees are satisfied with current employee training at the SAPS in eThekweni District**

Respondents were not satisfied with the training that they were provided by their organisation, they viewed it as inadequate. The results were in line with research conducted by Szabó-Bálint (2019:1) focused on organisational career development versus employees' career needs in Hungary found that, on average, employees were partially informed and career prospects partly meet their expectations. A further confirmation was noted when respondents felt left behind when it comes to job skills that they need for them to grow in the organisation. The results of this study confirmed research conducted by Schwartz (2016:50) on workplace learning in the SAPS which found that learning is predominantly reliant on personal urgency. Another issue of grave concern was that respondents were not provided with adequate resources to support their skill development. Respondents also warned that they need promotion to remain in the organisation. research conducted by Puspita and Susanty (2017:15) focused on career development and work motivation in relation to employee turnover intention in Indonesia and found that better career development reduces turnover intention.

### **5.2.3 To show the SAPS how it can institutionalise continuous employee training practices in order to develop employees' careers**

Respondents applauded SAPS for encouraging them to put their newly acquired skills into action once they acquired such skills. However, respondents indicated that the SAPS does not consider the external environment which results in them receiving obsolete training. A further reinforcement in this regard came through when respondents took a tentative position about whether or not employee training at the

organisation enables them to feel adequately skilled to occupy higher positions. Again, the respondents took a tentative position about whether or not the employee training that the organisation offered was specific to a certain career paths. Research conducted by Cocuľová (2017:7) on the analysis of the selected factors influencing the selection of employee training methods found that organisations choose methods that are less time and finance consuming.

#### **5.2.4 To explore types of staff training that can be put in place to address the potential career stagnation**

Respondents acknowledged that they engaged in learning discussions with experts from their field of work. It can be deduced from the findings that the SAPS engaged in workshop programmes. Respondents expressed that their superiors were unwilling to teach them aspects of work. This finding implies that the organisation does not have a clear coaching programme. Research conducted by Cholli, Sreeraj and Kaur (2016:54) on peer coaching revealed that peer coaching is more effective if both the coach and coachee engaged are comfortable with each other, as well as the culture of the organisation supports it. The respondents in the current study expressed that their experienced superior guided them whenever they encounter difficulties with their work. The respondents further acknowledged that their superior supported them to achieve their work-related goals. This implies that the organisation had a proper mentoring programme. Research conducted by Lee and Lee (2018:1040) on a multilevel analysis of individual and organisational factors that influence the relationship between career development and job-performance improvement found that mentoring was an organisational factor that influences career development positively. However, it is worrisome to note that the staff training provided by the SAPS was not aligned with the current technology. In the same manner, respondents felt that they have hurdles to share knowledge with their superiors in the organisation. The respondents acknowledged that their organisation engaged in some staff training where they share information that concerns work-related aspects, and that experts in their organisation freely shared information that was relevant to their work. This implies that the SAPS has an understudy programme. Respondents also acknowledged that they discuss the new developments of work-related activities with their co-workers.

### **5.3 CONCLUSION**

Chapter 1 covered the background and overview of the research, the significance of the study, research objectives, research questions, problem statement, research methodology and design, as well as the ethical consideration of this study. Chapter 2 covered the literature review in which focus was given to theoretical expositions regarding employee training and career development in the SAPS. This chapter reviewed the present literature and the theoretical framework of the research. Chapter 3 covered the discussion of the research methodology and design. The chapter outlined the population of this study, selection of the sample, research sample, questionnaire construction, validity and reliability of the study, among others. Chapter 4 covered the analysis, discussion and presentation of the data. The data was presented in form of graphical presentations and pie charts. Both inferential and descriptive analysis were utilised in analysing the data. The chapter also presented a detailed discussion of the findings. Chapter 5 provides a summary of the results, the conclusion of the study, as well as recommendations based on the findings of the research which the management and the organisation utilise when engaging in employee training and career development.

The influence of employee training on career development has been established, therefore the primary objective of this study was achieved. From the overall viewpoint of the findings, the study concluded that career development at the SAPS is influenced by coaching, mentoring, workshop, discussion, lectures, role-plays and understudy. All the aforementioned programmes of training impacted career development at the SAPS positively. Respondents indicated that they feel satisfied to learn while they were on duty rather than away from work. This means that respondents prefer on-the-job training rather than off-the job training.

The findings were analysed using the Pearson's correlation analysis, value of variance (ANOVA) and regression analysis. Although the SAPS seems to support its employees with some programmes of training, there is clear evidence that the training it was providing was not sufficient to meet the respondents' prospects for career

development. This study provided empirical evidence that there is much worry among respondents because the training they received was not aligned to their prospective career paths. Not only that, respondents stressed that they were not provided with important resources for their skills development. However, respondents expressed much confidence that once they are provided the requisite skills they could be eligible for promotion to high rank. Although respondents noticed that promotions within the SAPS were not conducted on fair basis, they were optimistic that there is potential for their growth in the organisation. It is also interesting to note that respondents declared that they need promotion to remain serving in the SAPS. Research conducted by Majid *et al.* (2017:222) on career development, job security and employee loyalty at a luxury resort in Terengganu, Malaysia found that career development had a positive effect on employee loyalty.

## **5.4 RECOMMENDATIONS OF THE STUDY**

### **5.4.1 Ensure that employee training is regularly reviewed to align with technology**

The findings indicated that the respondents' employer was not providing them with staff training aligned with the current technology. The SAPS should constantly review its training to identify areas that need improvement in line with changes in technology. The equipment that is used in training should be modern and up to date and conform or stand above those utilised by other countries. By so doing, crime can be contained as all the technological tricks used by criminals can be detected. Technologically aligned employee training is what can be utilised to provide new skills and knowledge to develop workforce careers. Sommer *et al.* (2017:29) state that the SAPS needs to pursue opportunities for professional development and world-class training offered in other developed countries such United Kingdom and United States of America.

### **5.4.2 Increase on-the-job-training**

The findings of this study indicated that respondents prefer on-the-job-training. This is important because this form of training provides employees with experience. This can

meet the desires of those employees who want to advance to certain careers quickly. In this case, they can learn practical aspects of the job before they fully occupy the position. Another merit of providing employees with more on-the-job training is that it increases the abilities and skills of the employees without improving their external mobility. Hammond, Michael and Luke (2017:39) state that must employees should be sufficiently trained to expand their knowledge in respect of security mastery.

#### **5.4.3 Increase the investment in employee training**

A further reinforcement to this aspect was evident when respondents took a tentative position on whether or not employee training at the organisation enables them to feel adequately skilled to occupy higher positions. In the same vein, Handley, Ritter and Lang (2018:632) attest that the transferral of skills to certain employees who have less formal education can boost development in their current and future careers. The wide experience and skills gap in the SAPS is retarding members of the police from developing their policing careers. This requires extensive attention, and this gap of inadequate skills can only be closed through an increase in training (Champagne, 2020:30).

#### **5.4.4 Provide the variety of training**

Respondents were not satisfied with the training that they were provided by their organisation, they viewed it as inadequate. The SAPS must provide different programmes of employee training. Having a variety of skills would give an employee a higher chance of fitting into high positions. Normally top positions in the SAPS require a person who is versatile hence this candidate needs to have variety of skills. Some employees did not join the SAPS for monetary benefits but enjoy the opportunity to acquire various skills.



#### **5.4.5 Ensure that employees have adequate resources required during training**

The findings of the study indicate that respondents were not provided with adequate resources that support their skill development. The SAPS should ensure that necessary equipment is provided to employees during training.

#### **5.4.6 Ensure that promotion is done fairly**

This finding indicated that promotions within organisation were not done fairly. The SAPS must ensure that promotions within the organisation are carried out fairly considering different races. The organisation should take into consideration the community diversity of members of the police in which they serve (Baek, 2020:235).

#### **5.4.7 Ensure that employee training provided is clear and specific**

The findings of this study indicated that respondents were provided with general staff training which is sometimes irrelevant to their work. The SAPS should ensure that employees are made aware of the purpose of the training before it commences. The purpose of training should be clear and specific. Police are held accountable for negligent investigation, hence standardised, competency-based training is a crucial aspect that police officers must be familiar with to rise through ranks till they reach the top management positions. Carrying out a needs assessment helps the organisation to avoid wastage of training resources and assesses whether or not the training selected can appropriately address the skills needs required by the employee (Ghufli, 2014:30).

### **5.5 LIMITATIONS OF THE STUDY**

Due to logistics and time limitations, the study was confined to the SAPS employees at Berea Police Station, Workshop Police Station and Umbilo Police Station. Therefore, due to differences of situational factors, generalisation of results to other stations may only be possible to those that share the same setting. Hence the results

may not accurately represent all the police stations in the whole of South Africa. All members of the police might have formed part of the sample, but this was beyond the scope and magnitude of this study as this would have required more time. The focus on the eThekweni District area was methodologically and logistically expedient as this scope was suitable considering the limited resources at the researcher's disposal. The study was limited to a review of the literature concerning staff training and career development in organisational setting of the security and safety service industry. The study was restricted to police officials only and not civilian employees. The study only utilised a quantitative research tool to collect data which was closed-ended questionnaire. A mixed research approach would have brought more insights through interviews in addition to questionnaires.

## **5.6 FUTURE STUDY**

The influence of employee training on career development at the SAPS on other districts outside KwaZulu-Natal province should be for the sake of establishing the differences and similarities that may exist. The current literature revealed that there is scanty information about the impact of employee training on career development in various sectors. Therefore, it would be interesting to study the impact of employee training on career development in other sectors. For the sake of gaining more insights, it would be helpful to study the influence of employee training on career development at the SAPS utilising a mixed research method in both quantitative and qualitative data collection methods are utilised.

## **5.7 MAJOR CONTRIBUTION**

This research contributes to the existing body of knowledge in respect of employee training and its impact on career development through revealing new insights. With this study, the SAPS may be able to identify the extent to which employee training impacts on career development, and can apply the suggested recommendations. The research also helps the SAPS to know which training programmes to focus on in order to enhance career development in the organisation. The recommendations of this research can assist human resource personnel to deal with the problems they are

currently facing. The study has provided a unique work environment perspective which has not been explored as yet with regards to career development, therefore adds significant value to this field of knowledge and practice.

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# APPENDIXES

## ANNEXURE A: Permission to conduct research in SAPS

<i>South African Police Service</i>		<i>Suid-Afrikaanse Polisie</i>
Privaatsak Private Bag X94	Pretoria 0001	Faks No. Fax No. (012) 393 2128
Your reference/U verwysing: My reference/My verwysing: <b>3/34/2</b>		THE HEAD: RESEARCH SOUTH AFRICAN POLICE SERVICE PRETORIA 0001
Enquiries/Navrae: Tel: Email:	Lt Col Joubert AC Thenga (012) 393 3118 JoubertG@saps.gov.za	
<b>Mr K Ngema DURBAN UNIVERSITY OF TECHNOLOGY</b>		
<b>RE: PERMISSION TO CONDUCT RESEARCH IN SAPS: THE INVESTIGATION OF EMPLOYEE TRAINING AND ITS IMPACT ON CAREER DEVELOPMENT: A CASE STUDY OF SOUTH AFRICAN POLICE SERVICE (SAPS): NEW TITLE: THE INVESTIGATION OF THE EFFECTIVENESS OF EMPLOYEE TRAINING ON CAREER DEVELOPMENT: A CASE STUDY OF SOUTH AFRICAN POLICE SERVICE: DURBAN UNIVERSITY OF TECHNOLOGY: MASTERS DEGREE: RESEARCHER: K NGEMA</b>		
The above subject matter refers.		
Initial approval for your study was granted by the Divisional Commissioner: Research on 2020-06-23 under the title: <b>The investigation of employee training and its impact on career development: a case study of South African Police Service (SAPS)</b> (Letter attached)		
This office has no objection that the title of the study has been changed to: <b>The investigation of the effectiveness of employee training on career development: a case study of South African Police Service.</b>		
The approval letter dated 2020-06-23 is still applicable. The revised title will not have any impact on the focus and contents of the study and the relevant participants have not changed.		
You may therefore proceed with the submission of your research report to the Durban University of Technology according to your study schedule.		
<b>THE HEAD: RESEARCH DR PR VUMA</b>		
<b>AJOR GENERAL</b>		
<b>DATE: 2021-08-11</b>		

## **ANNEXURE B: Request for completion of research questionnaire**

Cell: 078 876 8103

Email: [Ngemakhayelihle@gmail.com](mailto:Ngemakhayelihle@gmail.com)

26 Raycastle Rd

Newlands West

Durban

4037

06 November 2020

Dear Respondent

### **RE: REQUEST FOR COMPLETION OF RESEARCH QUESTIONNAIRE**

I kindly request your assistance in completing structured questionnaire attached, as you have been randomly selected as one of the respondents comprising the sampling frame for your police station. I am a Masters student at the Durban University of Technology conducting a research topic entitled, "The investigation of the effectiveness of employee training on career development: A case study of South African Police Service". I am under the supervision of Dr Ashnee Rajlal who is based in the Department of Human Resource Management at Durban University of Technology.

I have submitted a letter requesting written permission to conduct this research. Your police station has granted my request to conduct the research investigation and to administer the questionnaire relating to the topic. The questionnaire would take an average of 20 minutes to complete and only requires you to mark (X) to the relevant pre-coded response objectively and honestly. Please answer all Likert scale statements and do not leave any statement blank.

Please be assured that your responses will be treated with utmost confidentiality and will not be disclosed to any other party. You are advised that your name should not be mentioned on the questionnaire and will remain anonymous. The responses to the questionnaire will be utilised for statistical purpose only. Your participation is voluntary and you may, at any stage, without coercion, withdraw your consent and participation in the study. All respondents who participate will get post of the brief summary of the main findings in the completion of the project.

Your sincere co-operation in assisting me with this part of the study is greatly appreciated and I look forward to a speedy return of the questionnaire. If you have any queries, please do not hesitate to contact me at the cell phone number above. I thank you in advance for enabling me to complete my research project.

Sincerely



## ANNEXURE C: Questionnaire

### Instructions

1. This questionnaire comprises of two sections.
2. You are kindly requested to answer all Likert scale statements.
3. Please mark **(X)** to the relevant pre-coded response.
4. Please mark **(X)** for one response only.
5. Do not leave any statement blank.

### Section A: Biographical information

1. Please indicate your gender.

1.1	Male	1
1.2	Female	2

2. Please indicate your rank.

2.1	Constable	1
2.2	Sergeant	2
2.3	Warrant Officer	3

3. Please indicate your age group.

3.1	18-25 years	1
3.2	26-30 years	2
3.3	31-35 years	3
3.4	36-40 years	4
3.5	45-50 years	5
3.6	> 51 years	6

4. Please indicate your racial group.

4.1	African	1
4.2	White	2
4.3	Indian	3
4.4	Coloured	4

5. Please indicate how long you have been in the organisation.

5.1	0-4 years	1
5.2	5-9 years	2
5.3	10-14 years	3
5.4	15-19 years	4
5.5	20-24 years	5
5.6	>25 years	6

6. Please indicate your qualification.

6.1	Post-graduate	1
6.2	Degree	2
6.3	Diploma	3
6.4	Technical Certificate	4
6.5	Secondary education	5

7. Please indicate your marital status.

7.1	Single	1
7.2	Widow	2
7.3	Divorced	3
7.4	Married	4

## Section B

	Item	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
8.1	I need more skills to develop myself.	1	2	3	4	5
8.2	I think I need more practical training than theory.	1	2	3	4	5
8.3	I think after receiving employee training I will be able to take higher rank responsibilities.	1	2	3	4	5
8.4	Once I acquired the required qualification, I can take the higher rank responsibilities.	1	2	3	4	5
8.5	The employee training offered by my organisation benefit me a lot.	1	2	3	4	5
8.6	I think the employee training that I am receiving is still insufficient.	1	2	3	4	5

8.7	The method of employee training that my organisation offers are specific to a certain career path.	1	2	3	4	5
8.8	I perceive the types of employee training at SAPS in a positive way.	1	2	3	4	5

8.9	I feel satisfied with the existing staff training at SAPS.	1	2	3	4	5
8.10	I feel left behind when it comes to job skills that I need for me to grow in the organisation.	1	2	3	4	5
8.11	I am more satisfied to learn whilst away from work.	1	2	3	4	5
8.12	I am more satisfied to learn whilst I am on duty.	1	2	3	4	5
8.13	Whenever I have received training, my organisation encourages me to put the newly acquired skills into action.	1	2	3	4	5
8.14	My organisation provides me with general staff training which is sometimes irrelevant to my work.	1	2	3	4	5
8.15	SAPS identifies the suitable staff training I need before it provides me with training.	1	2	3	4	5
8.16	My superior examines my character when providing staff training to me.	1	2	3	4	5
8.17	I engage in learning discussion with experts from my field of work.	1	2	3	4	5

8.18	My superior considers the external environment in order to give me proper staff training.	1	2	3	4	5
8.19	My superior is willing to teach me every aspect of my work.	1	2	3	4	5
8.20	My experienced superior guides me whenever I encounter difficulties with my work.	1	2	3	4	5
8.21	My superior supports me to achieve my work-related goals.	1	2	3	4	5
8.22	My employer provides me with staff training that is aligned with the current technology.	1	2	3	4	5

8.23	My organisation engages in some staff training where I share information that concerns work-related aspects.	1	2	3	4	5
8.24	My organisation is interested in my long-term growth and development.	1	2	3	4	5
8.25	I can perform more than one assignment at the same time.	1	2	3	4	5
8.26	I deserve a higher position because I think I have the relevant experience and required qualifications.	1	2	3	4	5
8.27	I have been in this position for more than 8 years now.	1	2	3	4	5
8.28	I think promotions within our organisation are done fairly.	1	2	3	4	5
8.29	I am very flexible in such a way that I can perform any task instructed.	1	2	3	4	5

8.30	I feel I need promotion to remain in this organisation.	1	2	3	4	5
8.31	Experts in my organisation freely share information that is relevant to my work.	1	2	3	4	5
8.32	I feel I have no hurdles to share knowledge with my superiors in my organisation.	1	2	3	4	5
8.33	The employee training at SAPS enables me to feel adequately skilled to occupy higher positions.	1	2	3	4	5
8.34	My organisation provides me with adequate resources needed for my development.	1	2	3	4	5
8.35	I discuss the new developments of work-related activities with my co-workers.	1	2	3	4	5
8.36	I think I can occupy any higher position because I have the abilities required by the organisation.	1	2	3	4	5
8.37	There is a potential growth of employees at SAPS.	1	2	3	4	5
8.38	The skills that I can acquire through training can get me promoted to higher ranks.	1	2	3	4	5

## ANNEXURE D: Letter of information



### LETTER OF INFORMATION

**Title of the Research Study:** The investigation of the effectiveness of employee training on career development: A case study of South African Police Service.

**Principal Investigator/s/researcher:** Khayelihle Ngema, Btech HRM

**Co-Investigator/s/supervisor/s:** Dr Ashnee Rajlal, DTech: Human Resources Management

#### **Brief Introduction and Purpose of the Study:**

Good Day

I am a Masters student at DUT doing research for my Bachelor's degree in Human Resource Management. I would like to invite you to participate in the research. Research is a systematic search or enquiry for generalised new knowledge.

The main aim of the study is to investigate the effectiveness of employee training on career development at the South African Police Services a public institution operating in Security and Safety industry. As a participant of this research, you will be required to complete a structured close-ended questionnaire. The questionnaire will consist of **38** statements to which you will indicate the extent to which you agree or disagree on a scale of 1 (strongly disagree) to 5 (strongly agree). Completion of the questionnaire will take you roughly **20** minutes. The approximate number of participants to be involved in the research is **211**, and participants will be randomly selected. Please be assured that the responses you provide will be treated with the utmost confidentiality and will not be divulged to any other party. Your name should not be mentioned on the questionnaire and will remain anonymous. The response once obtained will be used only for statistical purpose. Your participation is voluntary and you are at liberty to withdraw from answering this questionnaire at any time. A copy of the key findings will be given to the Station Commanders at Workshop Police Station; Umbilo Police Station and Berea Police Station. Participation is voluntary and participant can, at any stage, without coercion, withdraw his or her consent and participation in the study due to reasons such illness. A summary of the key findings will be disseminated to Station Commanders at Workshop Police Station; Umbilo Police Station and Berea Police Station and the sample respondents. The researcher can get publications. You will not be given money at all and you will not pay any cost towards the study. To ensure anonymity and confidentiality, no names of the respondents shall be required on the questionnaire. The data will be retained for 5 years in a safe location. Thereafter it will be shredded, only the Researcher will have access to the data collected.

**Persons to contact in the Event of Any Problems or Queries:**(Supervisor and details)  
Please contact the researcher Khayelihle Ngema on 078 876 8103 or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the Director: Research and Postgraduate Support Dr L Langaniso on 031 373 2577 or [researchdirector@dut.ac.za](mailto:researchdirector@dut.ac.za).

**General:**

The letter of informed consent from Workshop Police Station, Umbilo Police Station and Berea Police Station to carry out the research study will be obtained (Annexure D). Participation shall be voluntary. Informed consent from the relevant participants shall be ensured. A copy of the information letter (Annexure A) will be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population e.g. isiZulu.

## ANNEXURE E: Consent form



### CONSENT

**Full Title of the Study:** The investigation of the effectiveness of employee training on career development: A Case study of South African Police Services (SAPS).

**Names of Researcher/s:** Khayelihle Ngema

#### **Statement of Agreement to Participate in the Research Study:**

- I hereby confirm that I have been informed by the researcher, **Khayelihle Ngema**, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: 2,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

\_\_\_\_\_  
Full Name of Participant / Right Thumbprint      Date

\_\_\_\_\_  
Time

\_\_\_\_\_  
Signature



I, **Khayelihle Ngema** (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

**Khayelihle Ngema**

**Full Name of Researcher**

**Date**



**Signature**

**Full Name of Witness (If applicable)**

**Date**

**Signature**

**Full Name of Legal Guardian (If applicable)**

**Date**

**Signature**

## ANNEXURE F: Editing certificate

### DR RICHARD STEELE

BA HDE MTech(Hom)

#### HOMEOPATH

Registration No. A07309 HM

Practice No. 0807524

**Freelance academic editor**

**Associate member: Professional Editors'**

**Guild, South Africa**

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Postal: P.O. Box 30043, Mayville 4058  
Email: rsteele@vodamail.co.za

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### EDITING CERTIFICATE

Re: **KHAYELIHLE NGEMA**

Master's dissertation: **THE INVESTIGATION OF THE EFFECTIVENESS OF  
EMPLOYEE TRAINING ON CAREER DEVELOPMENT: A CASE STUDY  
OF SOUTH AFRICAN POLICE SERVICES (SAPS)**

I confirm that I have edited this dissertation and the references for clarity, language and layout. I returned the document to the author with track changes so correct implementation of the changes and clarifications requested in the text and references is the responsibility of the author. I am a freelance editor specialising in proofreading and editing academic documents. My original tertiary degree which I obtained at the University of Cape Town was a B.A. with English as a major and I went on to complete an H.D.E. (P.G.) Sec. with English as my teaching subject. I obtained a distinction for my M.Tech. dissertation in the Department of Homoeopathy at Technikon Natal in 1999 (now the Durban University of Technology). I was a part-time lecturer in the Department of Homoeopathy at the Durban University of Technology for 13 years and supervised many master's degree dissertations during that period.

Dr Richard Steele

**16 October 2021**

*per email*

## ANNEXURE G: Full approval letter from IREC (Ethical Clearance)



1 September 2021

Mr K Ngema  
26 Raycastle Road  
Newlands West  
Durban  
4037

Dear Mr Ngema

**The investigation of the effectiveness of employee training on career development: A Case Study of South African Police Services (SAPS)**  
**Ethical Clearance number IREC 150/21**

The Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the IREC acknowledges receipt of your gatekeeper permission letter.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Yours Sincerely

Dr K Padayachy  
Deputy Chairperson: IREC

## ANNEXURE H: Turn it in report

The investigation of the effectiveness of employee training on career development: A Case Study of South African Police Service (SAPS)

### ORIGINALITY REPORT

<b>18%</b>	<b>16%</b>	<b>2%</b>	<b>8%</b>
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<b>7</b>	<b>openscholar.dut.ac.za</b> Internet Source	<b>&lt;1%</b>

**Signature:**  
(Student)

**Date: 28/10/2021**

**Signature:**  
(Supervisor)

**Date: 29/10/2021**