

**Poor academic performance of Detective Trainees in
Hammanskraal Academy in Pretoria, South Africa**

by

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Dedication

I dedicate this project to my boys, Matime, Nkopodi, and Phutyana, for keeping me on my toes by always asking me about my progress in this study, thus pushing me to work harder.

Declaration

I, Victor Mogale Letsoalo, declare that this dissertation **Poor academic performance of Detective Trainees in Hammaskraal Academy in Pretoria, South Africa** is my own work and that all the sources that have been consulted throughout have been acknowledged in the reference list.



26/11/2019

Signature

Date

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Special thanks go to my supervisor Mr FZ Simelane who has been there for me throughout this project, always guiding and encouraging me to work hard, especially when it seemed impossible. I also want to thank all my colleagues at the Division HRD especially those who supported me when I needed their support. Above all, I want to thank God the Almighty who gave me the strength to persevere in this challenging journey.

Abstract

This study was intended to understand the experiences of individual detective trainees about poor academic performance in Hammanskraal academy. Detectives are the people who must ensure that perpetrators of crime face the full might of the law through investigating and proving before the courts the guilt on the part of the perpetrator, but also to prove the innocence in some instances. In this qualitative study, purposive sampling was used, and ten participants were selected to take part in the study. The participants include the six trainees who obtained below 50% mark in one of the summative assessments and could not qualify as detectives.

Further, participants include the four trainers who had more than five years as trainers in the academy to give their perspective about the poor academic performance of trainees in Hammaskraal Academy. The unstructured interview was used to collect the data, and qualitative data analysis steps were applied to analyse the data. Some of the findings are the extent of damage that is caused by poor academic performance on the individual detective trainees, and that also affected their families. They also feel embarrassed that they did not qualify as detectives because of poor academic performance. In conclusion, there is a need to put measures that would deal with the poor academic performance of the detective trainees.

Keywords: Academic performance, detective trainee, detective learning programme, policing

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CHAPTER 1

BACKGROUND OF THE STUDY

1.1 BACKGROUND

The Cambridge Dictionary defines trainee as a “person who is learning and practising the skills of a particular job” (Cambridge Dictionary, p. 1, 2019). In the current study, the researcher focused on detective trainees that learn skills to become qualified detectives in the South African Police Service (SAPS). According to Major General Charles Johnson, the detectives' services mandate derived from the SAPS Act, NO 68 and Constitution and this unit has the responsibility to fight crime (Parliamentary Monitoring Group, 2012). That means SAPS are guided by the law to have a detective unit, and they have provided basic detective training to SAPS members. For example, SAPS managed to train 11 549 detectives in 2012. However, detective training has experienced challenges. One of the challenges is the poor academic performance of trainee detectives.

As stated by Alos, Caranto and David (2011), the academic performance of learners can be influenced by student internal factors and external factors. For instance, the external environment of students that are beyond their control. Perhaps this indicates that when the student has unsatisfactory academic performance, we need to consider whether is the internal problem such as attitude towards learning. It has to do with external factors such as not having well-trained educators. In this research study, the poor academic performance of detective trainee is associated with both external and internal factors and that reflected in Chapter 4.

Also, the problem of poor academic performance at examinations is a significant problem causing a lot of adverse effects on the family. The individuals that have low academic performance may experience instability and violence (Al-Zoabi & Bani Younes, 2015). That means poor academic performance does not only affect the student but can also have an impact on family members. The detective trainees that did not qualify as detectives because of poor academic performance have disappointed their families that wanted to see them as qualified detectives. Further, Aremu and Sokan (2003) argue that academic failure is not only frustrating to the pupils and the parents its effects are equally crucial on the society in terms of lack of workforce in all fields of the economy and politics. The argument made by Aremu and

Sokan (2003) is because when people do not perform well in school. We miss the chance to get the people that would help us grow the economy. The SAPS cannot produce more qualified detectives because of the poor academic performance of detective trainees.

The Times Live (2019) reported that half of the detectives in Western Cape province have more than 200 dockets each, instead of 50-60. The community safety MEC Albert Fritz points out that Western Cape does not have enough detectives to investigate the spate of criminality and gangsterism in the province (Times Live, 2019). This is the clear indication that poor academic performance of detectives' trainees would not assist South Africa to resolve the shortage of detectives in the country.

1.2 THE FOLLOWING ARE KEY DEFINITIONS IN THE STUDY:

- **Poor academic performance:** According to Okonye (1982) poor academic performance refers to one who fails to attain a set of standard performance in each evaluation exercise such as test, examination or series of continues assessment.
- **Detective:** A member of the police force or a private investigator whose function is to obtain information and evidence, as offences against the law (Dictionary.com, 2019).
- **Academy:** A school that teaches a subject or trains people for a job (Cambridge dictionary, 2019).

1.3. RESEARCH PROBLEM

The detective training programme is vital in South Africa as it allows the country to have competent detectives and increase the number of detectives to fight crime. Nevertheless, the poor academic performance of detective trainees is the barrier to achieve such an objective. Most of the detective trainees do not perform well on subjects such as Criminal Law, Criminal Procedure Act and Act Law of Evidence. The subjects are essential to allow them to complete the training programme. This research study provided the opportunity with the detective trainees that did not perform well in the training programme to share their experiences and the challenges that they have encountered at the academy. The researcher made recommendations on how to improve the performance of trainees in the Hammaskraal Academy. The findings

informed the recommendations of this study which included the perspective of the trainers and experiences of the detective trainees.

1.4 RESEARCH QUESTION

How detective trainees experience poor academic performance?

1.5 AIM OF THE STUDY

The study aimed to understand the experiences of individual detective's trainees with regards to poor academic performance in Hammaskraal Academy.

1.6 OBJECTIVES OF THE STUDY

- i. To establish detective trainee related factors that could be the cause of poor academic performance
- ii. To recommend the measures that can be put in place to improve the performance of trainees.

1.7 SIGNIFICANCE OF THE STUDY

The researcher intended to educate the SAPS about the experiences of the detective trainees that do not perform well in the detective training programme. For instance, the poor academic performance not only results in the trainees having low self-esteem but also causes significant stress for their families that expect them to finish the programme and qualify as detectives. Further, many reasons influence trainees to underperform in the programme. The current research study identified some of the causes, and this may assist SAPS on how to restructure the training programme to improve the throughput rate of trainees. Lastly, the research findings of this study may help the researchers that want to conduct further research on this topic, and the findings of this study can serve as the foundation on how they can structure their studies.

1.8. RESEARCH SETTING: HAMMASKRAAL ACADEMY, PRETORIA



Picture: www.google.com

Hammanskraal academy is a former Police College which was known as Hammanskraal Police College. It was responsible for the training of police officials from the homelands during the Apartheid system. During the Apartheid system, there were different policing agencies in South Africa like Lebowa Police, Bophuthatswana Police, Venda Police, and the South African Police, amongst others. After the amalgamation of all different police agencies in 1995, the South African Police Service came into being, and there was one South African Police Service policing South Africa as a whole. The training was also centralised at Pretoria West Police College which is now known as Tshwane Police Academy. Hammanskraal College was abandoned for a while, and it was renovated in early 2002, and it started operating again in 2003 as Hammanskraal Detective Academy responsible for the training of detectives.

1.9 CHAPTERS OUTLINE

Chapter 1 has introduced this study by indicating the background of the study, research problem, and research setting, the significance of the study, the aims and the objectives of the study.

In chapter 2 reviews the literature related to this study, and the theoretical framework of this study are outlined.

Chapter 3 indicates the methodology, research paradigms, strategy and design, data collection techniques and instruments, ethical considerations and data credibility issues of this study.

Chapter 4 presents the findings and discussions.

Chapter 5 presents the limitations, recommendations and conclusion of the study.

CHAPTER 2

LITERATURE REVIEW AND THEORY

2.1 INTRODUCTION

I have noted that not much research was conducted on the academic performance of police officials, and that makes it difficult to find literature related to the academic performance of the detective trainees. However, I managed to get some literature related to this research topic. This chapter further discusses two theories that are adopted in this study, namely the Psychological Theory of Student Retention by Bean (1980) and Attribution Theory by Bernard Weiner (1972). The two theories assisted me in understanding the phenomenon of academic performance and guided me through to what to look for when analysing the findings of this study.

2.2 THE POLICE

Meriam Webster dictionary defines the police as a “department of government concerned primarily with maintenance of public order, safety and health and enforcement of laws” (Meriam Webster dictionary p.1, 2019). The above definition indicates that there is a need to have the police in every society since the safety and security of the inhabitants and their properties is a basic need of any society. The police must ensure that there is order in society. The police have a duty to bring to book all those who behave contrary to the laws of the country.

Furthermore, Pepper (2010) posits that a champion of the need to establish a full-time police force was magistrate Patrick Colquhoun in research that he conducted, it demonstrated that in the year ending in January 1798 goods stolen and lost from the port area of London equated to over half a million pounds. As a result, in June 1789, a force of 60 full-time paid officers was established. The officers were given a reasonable pay and the rules of conduct, including what was expected of them (Pepper 2010). It is clear from the above that a need for formal policing has been in existence from a very long time and it has now increased over and over with countries and the people becoming more and wealthier. In any society, there is a need for security, and there are different law enforcement agencies responsible for the provision of such security. For example, Security guards, Traffic officers, Soldiers,

Correctional officers and the police. This study focused on trainee detectives within the police as a law enforcement agency.

2.2.1 DETECTIVES

Ogle jr (2007) states that detectives are employed by the State or semi-government institutions and some work as private detectives. Their responsibilities include documenting a crime scene, sharing findings with other detectives verbally or through written reports, and testifying as to the findings at the crime scene in a courtroom. Detectives are rarely involved in pro-active crime prevention; their way of preventing crime comes primarily through deterrence; by removing criminals from the street (Newburn, 2005). Detectives do not wear police uniforms since they must sometimes disguise to apprehend the criminals in action. Their cars are also usually not marked to ensure that they are not easily identifiable as police officers by the criminals (Newburn, 2005).

Newburn (2005) further states that even though a criminal investigation is regarded as the spine of policing; it is not at all clear that it requires a peculiar skill. According to (Pepper, 2010), the investigation of crime is like a jigsaw because no one person can have all the pieces, but some must be recovered from the crime scene. The police have one opportunity to protect and collect evidence from the crime scene. If that opportunity is missed, the chances are that the crime may not be resolved like expected since evidence cannot be produced in court (Pepper, 2010).

Windermere (2019) alluded that detectives' responsibilities vary from organisation to organisation and their areas of speciality. Criminal detectives who work with crime scene environments sometimes must deal with gruesome and emotionally distressing conditions. Windermere (2019) further posits that detective work involves much travelling to indoor and outdoor crime scenes. When working outside, they may come in to contact with criminals' face to face. If a confrontational situation ensues, the detective must be prepared to use their discretion quickly to ensure that the situation is handled following the legislation relevant to the situation.

Moreover, there are different units of detectives in SAPS. For example, vehicle crimes investigation unit, directorate for priority crimes unit (DPCI), stock theft unit, commercial crimes unit, family violence, child protection and sexual offences unit,

Asset forfeiture unit, endangered species unit, cyber-crimes unit and organised crime unit (SAPS intranet 2019). All the detectives must undergo the Resolving of Crime Learning Programme, which is the first programme for the detectives and then they can later attend the programmes for their specialised units.

2.3 COMPARISON OF DETECTIVE TRAINING BETWEEN SOUTH AFRICA AND GHANA

2.3.1 DETECTIVE TRAINING IN SOUTH AFRICA

According to the Resolving of Crime Learning Programme implementation strategy (2019), the course is offered at Hammanskraal academy, which is an in-service training academy responsible for the training of the detectives in South Africa. The academy is responsible for all other specialised detective courses like vehicle crime investigation course and stock theft learning programme. The Resolving of Crime Learning programme is meant for all the detectives of the SAPS. This includes Constables, Sergeants, Warrant officers Captains, LT Colonels and Colonels of the SAPS. The programme is offered over 15 weeks in the academy. The Resolving of Crime offers the following modules:

- Criminal Law
- Criminal Procedure Act
- Law of Evidence
- Management of Exhibits
- Tracing Resources
- Statement Taking
- Crime Scene Management
- Functioning in a Team
- Investigative Interviewing
- Victim Empowerment
- Witness Protection
- Stress Management
- Investigation of Specific Crimes
- Inquest Investigation
- Missing Persons
- Docket Administration

- Giving of Evidence
- Role of Crime Intelligence
- Informer Handling
- Utilisation of Systems

2.3.2 DETECTIVE TRAINING IN GHANA

According to ShawbellConsulting.com (2016), the basic Detective Training Course is the entry-level course for the detectives in Ghana. The course is meant for the junior-level officers and the middle-level officers. This includes Constables, Lance Corporals, Sergeants, Inspectors, and Chief Inspectors. Those who complete the basic Detective Training Course may be recommended for enrolment in the intermediate or specialised courses by authorising officers. There are no developed schedule curricula for training in specialised or intermediate and advanced level detective courses. These courses are delivered on ad-hoc and need basis nationwide. Course facilitators are drawn nationwide to provide training for officers at selected locations.

The Detective Training School is located within the National Police Academy and Training School in Accra. The Detective Training School runs both junior level officers and senior-level officers. The following modules are offered in the Basic Detective Training Course:

- Basic French
- Building and Handling dockets
- Crime investigation
- Crime investigation homicide
- Crime investigation drowning
- Crime investigation suicide
- Crime returns
- Crime Scene Management
- Criminal Investigation
- Criminal law
- Criminal law relating to assault
- Criminal law relating to Investigation
- Criminal law-homicide

- Criminal Procedure
- Cyber Crime
- Defrauding by false Pretence
- Document Fraud
- Domestic Offences including Offences against children
- Duplicate dockets
- Ethics and Human Rights
- Evidence
- Finger Printing
- Firearms Management
- Forensic Services
- Handling of CID forms
- Handling clients
- Handling of exhibits and labelling
- Human trafficking
- Identification parades
- Identity fraud
- Intelligence gathering and surveillance
- Interpol Services
- Photographing
- Report writing
- Statement taking
- Robbery
- Techniques of investigation
- Introduction to immigration operations
- Introduction to Military Operations
- Management
- Offences Report Writing

2.3.3 SIMILARITIES

In both countries, the detectives are recruited from the already employed police officers working in other environments like Crime Prevention and Community Service Centres. This means that the selection and recruitment of the detective candidates is

the responsibility of officers who have authority like the detective Commanders who will identify the police officers with the potential to become investigating officers and recruit them to join the detectives. In both countries, the detective course is meant for junior detectives as well as senior detectives.

2.3.4 DIFFERENCES

The Resolving of Crime of the SAPS is offered over 15 weeks which is three and a half months while the detective training in Ghana is offered over two months. The detective training in Ghana has 42 modules while the Resolving of Crime of the SAPS has 20 modules, however it looks like every crime is treated as a module in the Ghana detective training whereas in the Resolving of Crime Learning Programme of the SAPS the different types of crimes are discussed in one Module Hints on Investigation of Specific crimes. The Resolving of Crime Learning Programme is presented in Hammanskraal academy, and all other detective programmes are presented in the same academy, while in the Ghana detective training specialised detective training is conducted at selected venues. In both countries, the Basic detective training serves as the introductory course for the detectives, and after successful completion of the programme, the candidates may be considered for the specialised programmes. In Ghana, there is an introductory module for language, which is basic French while in South Africa, there is no language-based module.

2.4 CHALLENGES FACED BY DETECTIVES AND THEIR TRAINING IN SOUTH AFRICA

The following are challenges faced by the detectives, as discussed during the detective dialogue on 04 September 2012. The dialogue was attended by officials from the SAPS and several stakeholders from other departments and civil society groups (Parliamentary Monitoring Group, 2012).

- Poor quality of investigation carried out by the detective lead to poor judgements passed by the courts.
- In South Africa, the number of detectives is very small compared to the number of detectives in other countries and looking at the levels of crime in the country. There is no retention strategy in the South African Police Service to hold on to the small number of detectives that the service has.

- The salaries of the detectives are equal to the salaries of ordinary police officers working in the Community Service Centre. As a result, there is nothing that attracts police officers with the potential to investigate the crime to join the detectives. Salaries offered to the detectives in the SAPS are much lower than those offered in the private sector, allowing the private sector to poach detectives from the South African Police Service.
- There is a limited number of detective trainees that Hammanskraal academy can accommodate at a time. At most the academy can accommodate a total number of about five hundred learners per intake, and because of the duration of the programme, only three programmes may run in the academy from January to December of the same year. This means that the academy can produce only one thousand five hundred detective graduates per year if everyone completes the programme successfully.
- The Specialised commercial training is also believed not to be pursued vigorously. This could mean that the people that commit commercial crimes are less likely to be convicted because of incompetent detectives of commercial crimes.
- In some instances, even the senior officers were not properly trained or lacked an understanding of basic investigation skills. The detectives are also complaining about the capabilities of the forensic laboratories who are taking too long to bring back the analysis reports.
- Some of the crimes were lost in court because some of the forensic laboratories of the SAPS were not accredited to perform their duties and as a result, the courts would not accept some of the evidence produced from such laboratories. Forensic science laboratories are also said to be understaffed with several vacant posts which takes too long to be filled, outdated equipment, lack of vehicles and storage facilities which prohibit effective investigation of cases. The detectives also pointed out that sometimes they are blamed for letting perpetrators of crime roam around the streets after the persons were released from custody through correct procedures of a bail application.
- There is a challenge regarding certain contributing factors, namely (i) language barrier, (ii) lack of interpreters, (iii) poor statement taking, (iv)

possible witness intimidation, (v) lack of ability to use computers, (vi) the high degree of corruption, and (vii) inadequate supervision. This generally leads to the poor performance of the detectives in South Africa. It was also noted that there is little communication between stakeholders like officers from Local Criminal Centres and the detectives and the detectives and the public prosecutors. The management of resources was also identified as a challenge because it was noted that the limited available resources in the South African Police Service were not distributed accordingly; as a result, it becomes more difficult to deliver the service if the little that is available is not utilised where they are needed most.

2.5 APPROACHES ON TRAINING ADULT LEARNERS

The detective trainees are regarded as adult learners. Singh and McKay (2004) explained the four main approaches to adult training and education below.

2.5.1 CASCADE APPROACH

Cascade Approach Total Literacy Campaigns through which training was cascaded from one structure to the next. The cascade approach used a three-tier system of training comprising of the key resources persons (KRPs), resources persons (RPs), master trainers (MTs), and voluntary instructors (VIs). The organisers of the training programme identified a small number of key resources persons (five to ten) who are knowledgeable and experienced in line with the subject matter and entrusted them with the responsibility of designing the training curricula and training resources persons. The resources persons, in turn, had to train the master trainers who also became responsible for training voluntary instructors. This approach works for the detectives as the Resolving of Crime Learning Programme is developed by the Research and Curriculum development Section of the Human Resource Development in SAPS. When the developers of the programme complete the development, the programme are rolled out through a pilot programme. The programme is tested to check the feasibility, validity, reliability and appropriateness. Once the programme passes through the pilot stage, it goes to a stage of Train The Trainer where the trainers will be together, and the developers inform them of the content they have developed. This will enable them to go to the academy and present the programme to the rest of the detectives.

2.5.2 DIRECT APPROACH

The university system developed this approach in India in the 1980s. It was aimed at giving direct training to student volunteers and non-student animators involved in the adult education programmes such as Mass Programmes of Functional Literacy and Centre Based Adult Education Programmes established in the 1980s. The emphasis was on familiarising participants with the concepts and the functional ways of the adult education programmes. The initial programme was to be followed by a refresher programme of ten hours after six months. The goal of universities in imparting knowledge and training to adult learners were far below par. This approach was developed to assist person involved with adult learning on important aspects that needs to be taken care of in adult learning. Detective training forms part of adult learning since all the employees of the SAPS are all adults. Thus, the approach empowers the facilitators of the Resolving of Crime with the knowledge they should apply in imparting learning to detective trainees.

2.5.3 PARTICIPATORY APPROACH

This approach has been used by several NGOs in India, especially the Society for Participatory Research in India (PRIA). A prominent NGO played a crucial role in promoting this approach by organising workshops and developing many publications, like a manual for participatory training methodology in development, which has been widely used by the trainers and gone into a fifth publication. This is one of the most widely used approaches in that adults come to the environment of learning with the knowledge that they have acquired through life and that need to be acknowledged by the trainer or facilitator. This helps the learners to feel important during learning, and it helps to learn to take place.

2.5.4 OPEN AND DISTANCE LEARNING APPROACH

This approach was used by a few organisations like National Institute of Public Co-operation and Child Development, the MP State Resource Centre in Adult Education and the Asian Centre for Organisation Research and Development on training grassroots level functionaries in adult education. This is one of the approaches which may be considered to deliver the Resolving of Crime Learning Programme to many detectives without having to remove them from their places of employment and keeping them in the academy for 15 weeks. This approach can also help the detectives

to study in their environment without having to leave their families behind to go to the academy. The South African Police Service will also benefit a lot in that they will no longer have to send people away for 15 weeks to study while dockets are piling at their workplace with no one to attend to them. It will also help reduce the usually used budget in the academy and the backlog of detectives waiting too long for their turn to attend the Resolving of Crime Learning Programme.

2.6 FACILITATION AS A METHOD OF PRESENTING LEARNING IN ADULT EDUCATION

Rothwell (2008) indicated that facilitation is derived from the Latin word *facile*, which means to make “easy”. A facilitator is a person who is responsible for making learning easy for a group of people who are working together to bring up challenges or opportunities and reach some level of agreement about the nature of the challenge or solutions appropriate to meet the challenge, the action plan to implement solutions, and the relevant ways to evaluate the results Rothwell (2008). Facilitators are there in the classroom to guide the process of learning as learners are expected to take the central stage to ensure that learning takes place.

This method of presenting learning is mostly preferred in adult learning since adults come to the classroom with skills, knowledge and experiences accumulated through life. In most cases, the facilitator focuses on the group dynamics than on the content and solutions Rothwell (2008). As a result, the facilitator, in most instances assists the group through questions to the group so that the group should find out answers themselves. In a facilitated process, it is significant to note that no decision would have been taken until the ideas from the group surface and the members agree on the idea either by majority or consensus. It is one of the most important aspects of facilitation to ensure that the group members are informed well before engaging in a facilitated event about the rules and what is expected from them to enable them to participate. This is the ideal method for the Resolving of Crime Learning Programme since the detectives who embark on the programme, already know about the investigation of crime which they gained during the probation period. The fact that they come from different provinces different Units and different Police Stations means that their experience is on different levels if they are allowed to share their experiences and best practises, they all benefit from each other including the facilitator.

2.7 ADULT EDUCATION FRAMEWORK IN SOUTH AFRICA

The Department of Education and Training in South Africa has acknowledged the need to develop adults writing and reading skills back in the 1990s and has since developed policies to guide the implementation and support to both government and private sectors involved in adult education. According to the policy Document on Adult Basic Education, the focus was at first on Adult Basic Education which forms the basis for Further Education and Training, and now it is more open to lifelong learning. The Department of Education has indicated that there should be four forms of institutional infrastructure that should be established to support the implementation of Adult Basic Education and Training (ABET), namely:

- i. National and Provincial Education and Training Councils and the Abet sub-councils,
- ii. The National Institute for Lifelong Learning Development,
- iii. The ABET Education and Training Quality Assurer (ETQA) as a substructure of an ETQA Directorate and its provincial/regional counterparts, and
- iv. The already formed Adult Education and Training Directorate in the national Department of Education and its provincial counterparts.

Due to lack of funding, this structure was never fully functional and could not assist much in the implementation of adult learning programmes (Aitchison 1996). Adult Learning has been closely associated with political transformation in South Africa. As a result, its success or failure is mostly depended on the political will of the current leadership. According to Aitchison (1996), there have been seven policy documents that have been developed by various organisations to facilitate the implementation of adult learning between 1990 and 1994, namely:

- i. The National Education Policy Investigation (NEPI) Report of 1992 on Adult Basic Education (and also the reports on Adult Education (1993) and Human Resource Development (1992)).
- ii. The Joint Education Trust's 1992 Commissioned Report on Adult Basic Education: Focus on a priority field for funding.

- iii. The Independent Development Trust's 1992 Commissioned Report: Developmental strategy in adult basic education.
- iv. Congress of South African Trade Unions (COSATU)'s Participatory Research Project's 1993 Report, Participatory Research Project, and consolidated recommendations for adult basic education and training.
- v. The National Training Board's National Training Strategy Initiative (NTSI) draft document of 1991, and the preliminary report of February 1994.
- vi. The South African Committee on Adult Basic Education (SACABE) report on its November 1993 Conference.
- vii. The African National Congress's Implementation Plan for Education and Training (IPET) of April 1994, produced by the Centre for Education Policy Development (CEPD).

According to the policy document, training and orientation of ABET practitioners should receive high priority. Aitchison (1996) alluded that policies have been put in place to guide the implementation of Adult Learning, however, what has not been happening in the world of adult learning is the indication of where the funds for such implementation of structures should come from. This means that the government budget for Adult Learning is not good enough to support the total implementation of the programme. As a result, very slow progress has been made. Most of the money used for Adult Learning has come from donations from other countries and the European Union. As I have already indicated, detective training is adult training, and there are challenges regarding the availability of funds to facilitate the development of detectives. Since the Department of Education is responsible for ABET, and there are challenges related to budget in the detective training especially when it comes to decentralisation of the Resolving of Crime Learning Programme to the provinces in order to reduce the burden on the already overstretched Hammanskraal academy, The Department of Education need to contribute by making finances available to help to increase the number of the detective trainers and ensure that they are available at the provinces so that provinces can be capacitated to run their detective courses in the provinces. This will help to increase the number of the detectives in South Africa and as such decrease workload on the current detectives so that they can be able to

have a limited number of dockets and they will be able to deal thoroughly with the dockets at hand, which may improve the conviction rate in South Africa.

2.8 RESOLVING OF CRIME LEARNING PROGRAMME

The following are modules within the Resolving of Crime Learning Programme and the different types of assessments which are conducted throughout the programme. The first five modules are assessed through summative assessment and the first three modules, namely (i) Criminal law, (ii) Criminal Procedure Act, and (iii) the Law of Evidence are the modules which are commonly problematic in Hammaskraal Academy. The other two modules, namely (i) Management of Exhibits and (ii) Tracing Resources usually produce a pass rate between 95% and 100%. This is expected since the detectives who are attending the course in the academy, are the police officers who have been involved in the investigation of crime for some time before they attend the programme in the academy.

2.8.1 CRIMINAL LAW

Criminal law is the first module of the Resolving of a Crime learning programme, which is presented over five days. It covers the requirements for criminal liability, the four elements of a crime, inchoate crimes, participants and lastly incitement and conspiracy. According to Snyman (2014), Criminal law forms part of substantive law, and it comprises of legal rules which regulate the relationship between the state and its inhabitants. Joubert (2015) points out the different types of conduct that are punishable by the State, as outlined in Criminal law, which also determines the criminal liability requirements for each crime. The police officials must know Criminal law because they are functionaries of the state (Joubert 2015).

Nemeth (2012) states that the criminal justice system depends on the system called Criminal law. He further says that people who work in the criminal justice system must understand what it means to violate Criminal law. Criminal law specifies the conduct, which is punishable by the state (Nemeth 2012). Police officials are employed to enforce the law. For the police to know when a crime is committed, they are guided by Criminal law which specifies the type of conduct which is punishable by the State (Joubert 2013).

Osterburg and Ward (2010) agree and say that to determine whether a crime has been committed, it is necessary to understand the criminal law and the elements of each criminal act. Detectives are responsible for the investigation of crime, the arrest of the perpetrators of crime and to ensure that the perpetrators are brought to book. Criminal law prescribes the kind of conduct which is punishable by the state. Thus, the detectives must have a good understanding of criminal law as it will help them to understand whether the incident reported is a crime, a delict, or just a civil matter. It will also help them to understand how they should handle such a situation.

Criminal law is one of the law modules which commonly produces a large number of learners who are declared not yet competent, especially in the first summative assessment. The learners who do not perform well in the first summative assessment are given a second chance to write the same module. During the second chance, most learners do succeed. However, it remains a concern that so many of them even wanted the second chance to be successful when they have already been working as detectives for some time before they attend the programme. Those who are not successful, given the second chance they will be allowed to attend the course again at a later stage to focus on the modules they did not do well.

I have since indicated that the Resolving of Crime Learning Programme is a learning solution which is provided by the South African Police Service for its members who wish to qualify as detectives. To qualify for employment in the SAPS, one must be eighteen years or older. This means that all police officials are adults. As a result, it is safe to say that the people who embark on this programme are adults. Therefore the Resolving of Crime Learning Programme forms part of adult learning.

I have already explained what Criminal law is, the South African Police Service provides the module on Criminal law within the course: The Resolving of Crime Learning programme. The Resolving of Crime Learning Programme is a programme within the South African Police Service which the police officers must complete to qualify as detectives. This means that all the detectives must go through the programme to be recognised as a detective. Although they started by working as detectives before they attend the course, they are not officially recognised as the detectives before they complete the course.

2.8.2 THE RESOLVING OF CRIME LEARNING PROGRAMME MODULES

The following modules are developed and compiled by the Research and Curriculum Development Section of the Human Resource Development of the South African Police Service.

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2.8.3 CRIMINAL PROCEDURE ACT 51 OF 1977

Criminal procedure is the second module which is presented immediately after criminal law summative assessment. The module covers all the Sections of the Criminal procedure Act 51 of 1977, which are relevant to policing functions. Bekker, Geldenhuys, Joubert, Swanepoel, Terblanche and Van der Merwe (2003) posits that Criminal procedure regulates among others the responsibilities and the powers the police have especially during the process of investigating a crime committed. It is therefore imperative that an investigating officer must have a good understanding of the criminal procedure for him or her to be able to function within the powers as conferred by the Act. Joubert (2011) mentioned that the police are tasked by the constitution to investigate crime and that the criminal justice process is normally set in motion the minute the crime is reported to the police and that the police are empowered by the Criminal Procedure Act to take certain steps during the investigation of crime to enable them to resolve such crime. This is further supported by Zinn and Dintwe (2015) who also mentioned that it has become enormously complicated to investigate crime in South Africa today and that it does not matter where the authority to investigate such a crime come from, the main pieces of legislation that an investigator needs to be acquainted with are the Constitution and the Criminal procedure Act 51 of 1977. This further cement the idea that all detectives must be acquainted with Criminal procedure Act 51 of 1977 to be able to carry out their mandate as investigating officers. Criminal procedure Act 51 of 1977 authorises the police to obtain information from certain people, and at the same time, it compels certain people to provide certain information to the police (Joubert 2011). If the person who is compelled by Criminal procedure Act 51 of 1977 to furnish the police with his

particulars fails to do so or he furnish them with incorrect particulars, he is actually committing an offence, and he may be prosecuted and if found guilty by the courts he may sentence to a period of imprisonment or fine.

2.8.4 THE LAW OF EVIDENCE

Law of evidence is module 15 of the Resolving of Crime Learning Programme. It is presented immediately after the summative assessment of the Criminal Procedure Act 51 of 1977. The law of evidence is the branch of the procedural law. It regulates the proof of facts in the court of law. Schwikkard and Van der Merwe (2015) posits that the main function of the law of evidence is to determine what facts are legally admissible to prove the facts in issue. Also, it determines the following:

- in what manner the evidence should be adduced,
- what evidence should be withheld from the court,
- what rules should be taken in to account in assessing the weight, and
- what standard of proof should in a given situation be satisfied before a party bearing a burden of proof can be successful.

The law of evidence places a duty on the one who is making the allegations to prove the existence of such allegations. In criminal cases, the standard of proof is beyond a reasonable doubt, while in a civil proceeding is on the balance of probabilities.

The law of evidence specifies the kind of evidence that is admissible in the court of law and directs how such evidence should be presented in the court of law. Swanepoel, Lotter and Karels (2014) alluded that for the police to secure a conviction, they must not only follow the rules of Criminal procedure Act 51 of 1977 in bringing the suspect before a court but must also know-how and be able to provide evidence that will assist in proving the facts of the criminal conduct. Module 15 of the Resolving of crime learning programme also outlines the purpose of the module as follows: To equip the detective learner with knowledge and skills needed to determine the type of evidence which is admissible and the factors that may render such evidence inadmissible and who is legible to present such evidence in the court of law. From the above, it becomes clear that for a detective to function fully as an investigating officer, there is a need for a good understanding of the law of evidence.

2.8.5 MANAGEMENT OF EXHIBITS

The next module, which has a summative assessment is the management of exhibits which is presented after the crime scene management. This module directs how the exhibits should be handled from the time they are collected at the crime scene. It further directs how such exhibits should be kept at different places like in the SAPS 13 where they should be kept by the SAPS13 clerk who must sign for such exhibits, and he must acknowledge receipt of such exhibits in writing and indicate the state in which he received such exhibits and from who. The continuity of possession continues with everyone who happens to lay his hands on the exhibits having a duty to state in a statement under oath indicating when and what he was doing with the exhibits until the last person who is going to analyse such exhibits and forward the results to the station that requested the analysis.

The analysis may be conducted by the different laboratories of the South African Police Service but can also be conducted by external laboratories depending on the type of exhibits that must be analysed. The module goes further to outline what should happen to the exhibits after the analysis have been completed, whether it should be sent back to the person from whom it was seized, or it is something that can be thrown into the dustbin, e.g. DNA sample, this is called the final pathway of exhibits. It is clear from the above information that the detective must know about the management of exhibits since he is the custodian of the docket throughout the process until the last stage when the accused person is either convicted or acquitted. This whole process of documenting each stage that the exhibits go through is referred to as the chain of custody.

2.8.6 TRACING RESOURCES

The last module that has a summative assessment is that of the tracing resources. This module is usually presented towards the end of the programme, and it teaches the detectives about the various methods they should use to trace their wanted suspects, missing persons and relatives of unidentified deceased persons. The module outlines the various systems available within the SAPS and outside the SAPS and the processes that can be followed by the detectives to get assistance from various departments of the government and nongovernment organisations. The module outlines the current trends used by the suspects in the commission of crimes

like car theft and the methods that the suspects used to disguise such stolen vehicles as theirs.

It further outlines the procedure that the detectives must follow whenever they want to observe the movements of a person that they suspect might be involved in a crime or crimes. That is making it one of the essentials modules for the detectives since it provides them with the guidelines of following the suspects. It also outlines the procedures to be followed in a case where the suspect has left the country, and it has been established that he is in a country. The detective will have to make an application through the office of Interpol in Pretoria with information under oath confirming that a suspect has been traced, and it was found that he is in a particular country and if there are extradition agreements with that country it becomes easier to engage the office of Interpol in that country, and the suspect can be brought to South Africa and face his in trial court.

2.8.7 STATEMENT TAKING

This is one of the most critical modules in the Resolving of Crime Learning Programme. The detectives are reminded about the circumstances that may lead to an investigating officer to obtain a statement from different clients of the SAPS. They are also reminded about the principles of a good statement and the importance of accurate about what the client is saying. This module is assessed through observation checklist, which the facilitator uses to check the structure the language and the sequencing of events in the story told.

2.8.8 CRIME SCENE MANAGEMENT

Trainees are taken through their paces by the facilitators who will first present the module and provide examples and demonstration on how the crime scene should be processed. When the trainers are satisfied that all the trainees understand how to approach and process the crime scene, the trainers will simulate crime scenes at different venues where the trainees will be expected to process the crime scene in the presence of the facilitator who will be having an observation checklist assessing the learner. The reason for using simulated crime scene is that there will not be enough real crime scenes to be attended by all the trainees within a short period of about weeks of dealing with the module in the academy. The other reason is that in a real-life crime scene, there will be no room to make mistakes while trainees do make

mistakes and facilitators are there to rectify and provide answers where trainees have questions.

2.8.9 FUNCTIONING IN A TEAM

This module encourages the trainees to have a good team spirit and to realise that fighting criminal elements requires team efforts because it is a chain that starts somewhere and ends on the other side. It involves the police officers from the Community Service Centre, who is responsible for receiving complaints from the community. The police officers from the Community Service Centre would hand over the process to the investigating officer who would conduct the investigations and hand over to the prosecutor, who would then present the case before the magistrate. This module is only assessed through formative assessment.

2.8.10 INVESTIGATIVE INTERVIEWING

Investigative interviewing teaches the detectives the techniques of interviewing a person who is either a witness, a complainant, or a suspect. The PEACE model of interviewing is the recommended method that is used in the SAPS. Trainees are assessed through a role play and the observation checklist where one trainee becomes an interviewer, and the other becomes an interviewee, given a particular scenario they are both expected to play their different roles, and the assessor assesses the interviewer through the observation checklist, and they later change roles and the second trainee is assessed.

2.8.11 VICTIM EMPOWERMENT

Victim empowerment is a module which indicates how the investigating officer must treat the victims of crime in line with the victim charter. The module outlines the different types of victims as well as what the detective should expect during his encounter with different victims. The module is only assessed through a formative assessment.

2.8.12 WITNESS PROTECTION

Trainees are taught how to deal with the witnesses who are threatened either by the suspect or the suspect's associates and the procedure that the detectives should follow in a case during the tour of their investigation come across such witnesses. The module is only assessed through a formative assessment.

2.8.13 STRESS MANAGEMENT

The Employee Health Wellness Service Section of the SAPS is called to the academy to present stress management to the detectives to empower the detectives with the coping strategies since it is a well-known fact that they are working under stressful events. The module is only assessed through a formative assessment.

2.8.14 INVESTIGATION OF SPECIFIC CRIMES

Investigation of specific crimes is a module which is providing the detectives with specific hints related to the investigation of certain crimes. The suspect can commit different crimes; the approach in investigating such crimes is also different; for example, a case of rape would approach differently from a case of housebreaking and theft. As a result, the detective must have such knowledge that the approach is different when it comes to the investigation. The module is only assessed through a formative assessment

2.8.15 INQUEST INVESTIGATION

This is the module that outlines how the detective should handle an inquest docket. It outlines how to complete the docket and how to file the documents in the A, B, and the C clip of the inquest docket. It also indicates the process that an inquest docket follows when it is taken to court. This module is assessed through a product checklist. The learners would be given a scenario which they would be expected to complete and file all the relevant documents related to inquest investigation, and the assessor would assess the docket through the checklist to confirm if all the relevant forms were completed and filed accordingly.

2.8.16 MISSING PERSONS

Missing person teaches the detective how to deal with the persons who are reported missing by the complainants and the process of circulating such persons on the circulation systems of the South African Police Service. The module is assessed through a formative assessment.

2.8.17 DOCKET ADMINISTRATION

The module docket administration details how to complete the docket cover and the filing of the documents in their relevant clips. Trainees would be given a scenario from

which they are expected to write the statements and conduct a full investigation regarding the given scenario which would be assessed through an end product checklist which would be conducted by the assessor.

2.8.18 GIVING OF EVIDENCE

This module gives the detectives tips on how to present themselves before the magistrate in court. It prepares them on how to carefully deal with the questions from the defence council how to dress and how to maintain calm during heated arguments. The assessment is only a formative checklist conducted by the assessor.

2.8.19 ROLE OF CRIME INTELLIGENCE

It was mentioned earlier that the investigation of crime is not a one-person show. This module indicates the importance of working together between the detectives and the crime intelligence officers, which vital to bringing crime to acceptable levels in South Africa. It also outlines the role that crime intelligence officers should play in the fight against crime. The module is assessed through a formative assessment.

2.8.20 INFORMER HANDLING

Informer handling module outlines the procedure that the detective must follow to recruit, handle, manage, pay, and release the informer if the service is no longer needed. The module is assessed through a formative assessment.

2.8.21 UTILISATION OF SYSTEMS

This module indicates the different systems available within the SAPS and those which are found outside the SAPS and their functions and importance to the detective. The module is assessed through a formative assessment.

2.9. PSYCHOLOGICAL FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF LEARNERS

Each learner has got his or her different approach to open to learning. However, some approaches can apply to a whole group and encourage learners to accomplish their goal (Papaioannou, 2016). Some of the psychological factors playing a significant role in an adult learning environment, as outlined by Papaioannou (2016) are as follows:

2.9.1 TRUST

Trust is seen as a moderator of a positive association between the teacher and the class. It also creates a good rapport between the teacher and the learners who may come to education with certain fixed ideas and suspicions. To gain the learners trust, a trainer must be sincere determined and collaborate with learners based on a teaching-learning contract. This means that an educator should be knowledgeable regarding different approaches to learning so that he can apply them well to gain the confidence and trust of the audience. Once the learners develop trust in the facilitator, they are more likely to develop an interest in what is being presented, and they become motivated to learn.

2.9.2 GROUP DYNAMICS AND TEAMWORK

The trainer should use groups for short and mid-term projects in the class, during feedback the teacher can use the results of the projects to praise learner's efforts to enhance confidence sending a direct signal that teamwork is valued. The trainers at Hammanskraal academy have been trained in Education Training and Development Practices, they have knowledge and understanding of group dynamics, and they understand the importance of teamwork. They are also equipped with facilitation of learning skills which makes them equal to their task.

2.9.3 LEARNING ENVIRONMENT

Learners can be affected positively or negatively by the way the setting has been arranged or decorated, by the distance between the learner and other learners and the distance between the learner and the teacher. A friendly and accessible atmosphere can sometimes gain them by 50% to be open to learning. The environment in the classes at the academy is conducive for learning. The classes have air conditioners to condition the air during unfavourable weather conditions. Classes are fitted with overhead projectors, and the number of learners in one class does not normally exceed 30 per class.

The environment outside the classroom inside the academy is not so friendly to the learners. There is some form of militaristic approach to discipline in the academy. Learners are expected to be in police uniform every day in class, and the police shoes and boots are not very comfortable, which may be a bit of a challenge to the learners.

The learners are expected to move from one point to the other in a platoon formation unless one must quickly get something where he or she is the only person who must go to that point then he or she must run, which is not so favourable especially during summer when the temperatures are high. They are not allowed to have visitors in the academy at all. Male learners are not allowed to visit their female dormitories and vice versa. Learners are not allowed to enter or leave the academy after 20:00 hours.

2.9.4 GUIDANCE

Learners need guidance during the presentation and the post-presentation phases of the new teaching material. Guided learners develop a sense of security and are more confident in their approach to learning. Most of the trainers in the academy have been trainers for a long time they understand their material well. They should be able to guide the learners, especially during preparation for the assessments. The newly appointed trainers also get assistance from those who have been there for some time those who know what to expect during facilitation and the preparation of the learners for the assessments.

2.9.5 DIVERSITY OF LEARNERS

A trainer of a multi-cultural group should consider the differences of the learners to instruct them adequately. The trainer should acknowledge the difference in culture, ethnicity race language, religion and socio-economic status of the learners and value them and encourage them to function as a team. **Self-esteem**

In class, the teacher needs to know that he or she is bound to meet good achievers and the learners who do not achieve that well. A teacher must always remember that all learners have their strength, but not all the strengths are visible.

The high achievers may have the following characteristics: intelligence, perseverance, creative thinking, openness to new experience, the desire to learn and drive to excel. On the one hand, the 'non- achievers may have other strength such as creativity and flexibility, which need to be discovered by the teacher and praised so that the gap in between may be narrowed. The trainers in the academy have been through a programme which prepared them to be able to facilitate learning. This includes equipping with the ability to lift morale and motivate the trainees in class.

2.9.6 EMOTIONAL FACTOR

Humour is an essential element to approach learners better. A teacher must have humour. People learn better when the teaching material is appropriate to their cognitive level and is presented enjoyably and interestingly. The emotional factor can make them more approachable when they enjoy their task and more open to desire to learn. If a stern facilitator presses them, they are more likely to resist and to be in constant denial. Humorous remarks relaxed atmosphere can gain learner's attention better than merely applying stern rules. This is very important in any learning environment if learning must take place. The atmosphere needs to be relaxed to accommodate all the learners, including those that are introverts.

2.10 PSYCHOLOGICAL THEORY OF STUDENT RETENTION

Bean (1980) developed a psychological theory of retention. The student retention theory aimed to understand the background characteristics, institutional experiences, student behaviour and attitudes that affect retention decisions. According to Bean (1980), the background characteristics of the students must be considered to understand their integration into a new university environment. That means student's experience could determine whether the student would adjust in the learning environment. Further Bean (1980) points out that their attitudes and behaviours influence the intentions of students to persist. We cannot ignore the fact that attitude also plays a significant role in the decision whether the student would continue studying or not. For instance, if the student has a negative attitude towards the learning institution, there is a likelihood that the student may feel demoralised and leave the institution.

Furthermore, as mentioned by Bean and Matzner (1985) the attrition of these students is mostly affected by the external environment variables such as family responsibilities finances and outside encouragements, rather than social integration variables such as university membership and friends which tend to affect the traditional students (Bean & Matzner, 1985). Therefore, based on this argument, the student's inability to continue with the studies can be attributed to societal challenges such as poverty and dysfunctional family. Although issues of integration at the university can be a factor in this situation, the main problem point to the external factors. Finally, Eaton and Bean (1995) mentioned that students 'ability to cope is related to previous coping skills in

other environments. The two scholars mean that the people who are coping well with challenges encountered generally in life, are more likely to cope with the challenges at the institution of learning and are more likely to perform well in their studies.

2.10.1 PSYCHOLOGICAL THEORY OF STUDENT RETENTION AND DETECTIVE TRAINEES

Though, this theory provides a meaningful context as part of the reasons for some of the students to drop out at the learning institution. For instance, this theory identified various factors such as the family responsibilities as potential causes of the students not to adapt in the learning environment, and that makes some of them leave the institutions. However, this theory may be inconsistent with the experiences of Detective trainees.

In the South African Police Service, the decision for Detective trainee to leave the learning institution does not lie with the trainee, regardless of the learning challenges may be faced by the trainee in the institution. One can leave an institution when there is death in the family, and the person is very sick. However, most trainees leave the institution because of poor academic performance. That means they are realised by the institution to go home as they did not pass all the assessments to qualify as Detectives. The above are the circumstances in which the trainee can leave the institution.

Furthermore, this theory might also highlight the fact that Detective trainees that are not doing well academically, despite the SAPS budgeted for their training for them to qualify as Detectives and help the country to fight crime. Perhaps they are not coping well in the learning institution such as Hammaskraal academy, and that could be attributed to both internal and external factors. For example, the internal factor is that they are expected to focus on their studies, but also observe the police culture, and this may create an unfriendly learning environment. The external factors may include family problems, and this theory sees them as the main factors that affect student retention.

2.11 THE ATTRIBUTION THEORY

Bernard Weiner (1972) developed the Attribution Theory. The purpose of the Attribution theory was to determine why people do what they do and interpret the

cause of the behaviour or event. The way I see, this theory is intended to assist us in understanding the cause of various behaviours that we come across in our daily lives. In the context of teaching and learning, we can apply this theory to understand the causes of poor academic performance. Heider (1958) argued that people broadly attribute the causes of their behaviour either to internal or external factors. That means the causes of the behaviour are associated with personality traits, moods and attitudes. On the other hand, external factors will be associated with the actions of others and environment situations (Mkumbo & Amani, 2012).

According to Attribution Theory (1985), success or failure in academic tasks is associated with three sets of characteristics. Firstly, someone may succeed or fail because of internal or external factors. In this case, an external factor is when the student blames the teaching method for poor performance. The internal factor is when the student has a negative attitude towards the institution that might have affected the performance.

The second characteristic, the cause of failure may be either stable or unstable when student believe that something that has affected the academic performance is stable. That means it is more likely that the student will continue to perform very badly. Nevertheless, there is a greater chance for the student to improve performance if the student believes that something that contributed to poor performance is unstable. Thirdly the cause of success or failure may be either controllable or uncontrollable. Therefore, if the student sees the challenge as something controllable, the student's performance can improve. However, if not controllable, the student can continue to show poor performance.

The Attribution Theory also made us aware that people tend to attribute success to their efforts or ability and attribute failure to some external factors, and that is to blame other people (Augoutinos, 2005).

2.11.1 ATTRIBUTION THEORY AND DETECTIVE TRAINEES

When the Attribution Theory is applied in the South African context, for instance, most Detective trainees who perform badly in the summative assessments, usually improve their performance when they write the reassessment. This means that the cause of failure to them is unstable and controllable because this indicates that they have

noticed that they have made mistakes, and they work hard to rectify their mistakes. In addition to that, they shall have overcome both internal and external factors that contribute to failure. Hence, they manage to be competent when given a second chance. On the other hand, the trainees that continue to fail given a second chance, it may be an indication that the factors which contribute to their poor academic performance remain stable and they find it difficult to control them. As a result, they do not complete the programme successfully, and they do not qualify as Detectives.

2.12 SUMMARY OF THE CHAPTER

In the above literature, I have provided an overview of policing in South Africa and how the South African Police Service operates in the country. The literature also described the possible factors that contribute to poor academic performance. The two theories assisted in unpacking the phenomena of poor academic performance in this study in the context of Detective training programme in South Africa.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In chapter 3, the focus is on the research method, research design, sampling procedure and the method employed for data collection. The ethical consideration of this study is also discussed in this chapter. Further, the process of data analysis also described, and how the trustworthiness of the study was achieved.

3.2 RESEARCH APPROACH: QUALITATIVE RESEARCH

The research approach for this study is qualitative research. According to Welman, Kruger and Mitchell (2005, p 188) "Qualitative research can be described as an approach rather than a particular design or set of techniques". It can be explained as a body having different techniques which seek to uncover and come to terms with the meaning of a naturally occurring phenomenon. Terre Blanche, Durrheim and Painter (2011) pointed out that qualitative research is interpretive and does not focus on isolating and controlling variables, but on concatenating and extending ordinary language and expressions to help us understand the social world we live in. Qualitative research investigated the phenomenon in its social settings and did not attempt to remove it from its natural space. It also attempts to explain the feelings and experiences of the candidates of the study.

Qualitative research is appropriate for this study because it studies the phenomenon in its environment, and it is more suitable for smaller groups. In this study, the researcher has investigated the poor academic performance of individual detective trainees in the Hammaskraal Academy. The participants included the trainers for them to give their views about the poor academic performance of detective trainees at the Academy. The following are characteristics of qualitative research, as stated by (Patton 2002, p.40-41).

3.2.1 DESIGN STRATEGIES

- i. Naturalistic inquiry - Study real-world situations as they unfold naturally, non-manipulative and non-controlling.

- ii. Emergent design flexibility - Openness to adopting inquiry as understanding deepens, the researcher avoids getting locked into rigid designs that eliminate responsiveness and pursues new paths of discovery as they emerge.
- iii. Purposeful sampling-cases for study (e.g. people, organisations, communities, cultures) are selected because they are “information-rich” and illuminative, that is they offer useful manifestation of the phenomenon of interest, sampling is, then aimed at insight about the phenomenon, not an empirical generalisation from a sample to a population.

3.2.2 DATA-COLLECTION AND FIELDWORK STRATEGIES

- i. Qualitative data - Observations that yield detailed, thick description, inquiry in-depth, interviews that capture direct quotations about people’s perspective and experience’s; case studies; careful document review.
- ii. Personal experience and engagement - The researcher has direct contact with and gets close to the people, situation, and phenomenon under study; the researcher’s personal experiences and insights are an important part of the inquiry and critical to understanding the phenomenon.
- iii. Empathic neutrality and mindfulness – An empathic stance in interviewing seeks various understanding without judgement (neutrality) by showing openness, sensitivity, respect, awareness and responsiveness; in observation, it means being fully present (mindfulness).
- iv. Dynamic systems - Attention to process assumes change as ongoing whether the focus is on an individual, an organisation, a community, or an entire culture, therefore, being mindful of and attentive to system and situation dynamics.
- v. Unique case orientation – Assumes that each case is special and unique, the first level of analysis is being true to respecting, and capturing the details of individual cases being studied, cross-case analysis follows from and depends on the quality case studies.
- vi. Inductive analysis and creative synthesis – Immersion in the details and specifics of the data to discover important patterns, themes, and interrelationships; begins by exploring, the confirming, guided by analytical principles rather than the rules ends with a creative synthesis.

- vii. Holistic perspective - The whole phenomenon under study is understood as complex interdependencies and system dynamics that cannot meaningfully be reduced to a few discrete variables and linear, cause-effect relationship.
- viii. Context sensitivity - Places findings in a social, historical and temporal context; careful about, even dubious of the possibility or meaningfulness of generalisations across time and space; emphasises instead careful comparative case analysis and extrapolating patterns for possible transferability and adaptation in new settings.
- ix. Voice, perspective, and reflectivity - The qualitative analyst owns and is reflective about his or her voice and perspective; a credible voice conveys authenticity and trustworthiness; complete objectivity being impossible and pure subjectivity undermining credibility, the researcher's focus becomes balance – understanding and depicting the world authentically in all its complexity while being self-analytical, politically aware and reflective in consciousness.

3.3 RESEARCH PARADIGMS

3.3.1 INTERPRETIVE PARADIGM

Interpretivists views reality as multi-layered and complex. They believe that the social world should be studied in its natural settings through the research participants without the intervention of the researcher (Dammak 2018). Interpretivists believes that human beings are creative and that they are actively involved in their social reality as opposed to positivists who view human beings as passive and that their actions are influenced and predetermined by the environment. Carson, Gilmore, Perry, and Gronhaug (2001) contents that interpretive researchers avoid rigid boundaries and adopt a more personal and flexible stance when it comes to their research structures. They see the researcher and the respondents as equally important subjects to research.

Neuman (2000) found that the goal of the interpretive researcher is to understand and be able to interpret the meanings in human behaviour rather than to generalise and predict the causes and the effects of a phenomenon. Interpretive researchers want to understand why people behave in a manner than to predict the causes and effects of the behaviour displayed. Interpretivists views the motives, meanings, reasons and other subjective experiences which are time and context-bound as highly significant

(Neuman 2000). The interpretive researcher enters the field with a certain knowledge of research context but assumes that it is not enough to develop a fixed research design due to complex, multiple and unpredictable nature of what is perceived as reality Edirisingha (2016). Interpretive research allows the researcher the scope to address issues of influence and to ask questions like 'how' and 'why'.

3.3.2 POSITIVIST PARADIGM

Dash (2005) alludes that French Philosopher Augusto Comte influenced positivists' paradigm of exploring social reality which emphasised observation and reasoning as a means of understanding human behaviour. According to him, knowledge is based on the experience of senses and can be obtained by observation and experiment. Positivists adopted Comte's scientific method as a means of knowledge generation (Dash, 2005). According to Edirisingha (2016), positivist researchers attempt to detach themselves from the participants of the research by ensuring that there is a distance between themselves and their research participants. This is a very significant step to the positivists as it creates clear distinctions between science and personal experience (Edirisingha 2016).

Carson, Gilmore, Perry, and Gronhaug (2001) agree and state that positivists see the world as external with single objective reality to any research phenomenon. Statistical and Mathematical techniques are a point of departure to positivist researchers, and it adheres to specifically structured research techniques to uncover single and objective reality (Edirisingha 2016). Positivists view human behaviour as passive, influenced and predetermined by the environment. Welman, Kruger and Mitchel (2009) assert that positivism is directly linked with the scientific model and hold that research, must be limited to what we can observe and measure objectively, which exist independently of the feelings and opinions of individuals.

While the positivists require that research design be decided on before the collection of data the anti-positivists usually prefer that the researchers may adapt their data collection procedures as they continue with the study so that they can benefit from the data that they have already become aware of during the process (Welman, Kruger and Mitchel 2005).

3.3.3 CRITICAL REALISM PARADIGM

Harvey (2002) wrote that critical realism is a combination of two terms that are significant to understanding Bhaskar's contribution to the philosophy of social science, namely: transcendental realism and critical realism. The idea of transcendental realism is first developed in Bhaskar's Realist Theory of Science (1975/1997) which seeks to redeem the validity of naturalistic explanation in the sciences (Harvey 2002). Bhaskar based his transcendental realism on Kant's transcendental idealist deduction. That is Kant provisionally endorsed the essential correctness of David Hume's radical empiricism and the assumption that all scientific knowledge is of necessity grounded in sense-certainty (Harvey 2002).

Archer, Decoteau, Gorski, Little, Porpora, Utzou, Smith, Steinmetz and Vandenberghe, (2016) view realism as a combination of philosophical positions on a range of matters including ontology, causation, structure, persons, and forms of explanation. According to Archer, Decoteau, Gorski, Little, Porpora, Utzou, Smith, Steinmetz and Vandenberghe, (2016) it is not an easy task to define critical realism, however there are scholars from whom one can look up to even though there is no one unitary framework, set of beliefs, methodology, or dogma that unites critical realists as a whole. While critical realism may be a series of theories, they are brought together by the commitment they have towards formulating a properly post-positivist philosophy.

3.3.4 CRITICAL THEORY PARADIGM

Karl Marx is one of the earliest developers of critical theory. His ideas challenged the status quo of newly emerging industrial societies. According to Cohen and Cabtree (2006), critical theory was developed by Horkheimer, Adorno, and Marcuse at the Frankfurt School. Their work is a critical response to the works of Marx, Kant, Hegel and Weber. Dammak (2018) agrees and says that critical theory is associated with the Institute for Social Research founded by Horkheimer, Adorno, and Marcuse influenced by the work of Habermas (1972).

Cohen and Cabtree (2006) further state that critical theorists recognise the objectivity to natural sciences and less positive association of subjectivity to interpretive science. They also see social reality as historically constituted and that it is produced and reproduced by people. Although people do have the ability to change their circumstances consciously, they are constrained by various forms of the social,

economic and political domain. Critical theorists not only are interested in studying and understanding society but are also interested in bringing in change through active involvement. According to critical theorist's research should be used to emancipate people through the critique of ideologies that reinforce inequality.

3.3.5 FEMINIST PARADIGM

According to Pati (2006), Feminist theories are concerned with the social constructs around women the position they hold within their societies and the development processes on women. Feminist theories include a wide range of philosophical arguments, economic structures and political viewpoints. Cohen and Cabtree (2006) state that feminist research includes research for women and research on women which is aimed at limiting bias and inequality regarding treatment that women are subjected to from all walks of life. Feminist researchers adhere to current qualitative and quantitative methods because they believe that both methods are usable in their environment.

I adopted interpretive paradigm for this study because this study aims to report on the feelings, beliefs and experiences of the respondents. Interpretivists want to understand and interpret the beliefs and the feelings of their participants, and they study the phenomenon in its natural settings. They want to understand why people behave in a manner than predicting the causes and effects of behaviour.

3.4 RESEARCH DESIGN: CASE STUDY DESIGN

The term case study indicates the fact that a limited number of units of analysis is studied intensively (Welman, Kruger and Mitchell 2005). Leedy and Ormrod (2005) agree and further say that in the case study, an individual programme or event is studied for a period. Case study design provides the opportunity to explore and understand complex societal issues. It can be regarded as the robust research method, especially when an in-depth investigation of a phenomenon is required (Zainal 2007). Furthermore, Zainal (2007, p 1-2) "defines the case study as a method that enables the researcher to examine the data within a specific context closely". Case study methods usually select a small geographical area or a small number of subjects to be studied. They explore, investigate contemporary real-life phenomenon through the clear analysis of a limited number of events or conditions and how they relate. Baxter and Jack (2008) reported that a case study methodology makes it

possible for researchers to study complex phenomena in their contexts. Case study method allows for the phenomenon to be observed in its natural space.

I used a case study because it offers an opportunity to study the situation as it unfolds in real life and making it possible to get an in-depth understanding of a phenomenon. The case study also helped me to explore and describe data in a real-life environment but also assisted in explaining the complexities of real-life situations which may not be captured through experimental or survey (Zainal 2007). Like in this study, the Detective trainees have first-hand information as they have just experienced poor academic performance. Moreover, the type of case study adopted is a single case study design as the focus of this study is on the poor academic performance of the detective trainees in Hammanskraal academy alone. A single case study is ideal for a situation where an individual, programme or event or is being studied. Leedy and Ormrod (2005) allude that researchers sometimes focus on a single case study because its unique and exceptional qualities can promote understanding and inform practice for a similar situation.

3.5 POPULATION AND SAMPLE SELECTION

Polit and Hungler (1999, p. 37) describe a research population as “an aggregate and totality of all the subjects, objects and members that conform to a set of specification, while a sample is explained as a subset of a population selected to participate in the study”. For example, in this research study, the population refers to the trainee detectives in the Hammaskraal Academy. Then the number of trainees that were selected to participate in the study was considered as a sample. The researcher has used purposive sampling technique to select the participants in this study. If one engages in purposive sampling, it means one sees sampling as a series of strategic choices about whom, where, and how one conducts the study (Palys 2008). Purposive sampling can also be referred to as selective and judgemental sampling because the units investigated are based on the judgement of the researcher. In this study, the participants are based on my judgement as to the people who know the phenomenon under study. For this study, six detective trainees and four detective trainers were selected to participate.

Inclusion Criteria

- Detective trainees who obtained less than 50% in criminal law summative assessment and other subjects
- Facilitators who have more than five years' experience as detective trainers in the Academy.
- Detective trainees aged between 25 and 55

Exclusion Criteria

- Detective trainees who obtained 50% and more in criminal law summative assessment and other subjects
- Facilitators with less than five years' experience as detective trainers in the Academy.
- Detective trainees and facilitators aged below 25 years and above 55 years.

3.6 DATA COLLECTION

Data was collected through unstructured interviews as they can produce a great deal of useful information about the phenomenon under study and they also provide the opportunity to get to know the respondents well so that we can also be able to understand how they feel and think (Terre Blanche, Durkheim and Painter 2006). I have adopted unstructured interviews because they usually do not have any set of formats, and they are not determined in advance. However, the interviewer may have some key formulated questions in advance. Leedy and Ormrod (2014) further say that the interviewer may frame questions based on the interviewee's previous responses. That the direction of the interview is mainly influenced by the responses of the interviewee and the follow-up questions posed by the interviewer. Cohen and Crabtree (2015) explain the characteristics of unstructured interviews as follows:

- The interviewer and respondents engage in a formal interview in that they have a scheduled time to sit and speak with each other, and both parties recognise this to be an interview.
- The interviewer has a clear plan in mind regarding the focus and goal of the interview.
- There is no structured interview guide. Instead, the interviewer builds rapport with the respondents, getting them to open and express themselves in their way.

- Questions tend to be open-ended and express little control over the responses of the respondents.

3.6.1 INTERVIEW PROCESS

I visited the academy and requested a meeting with the training manager and a date was agreed upon. The meeting was scheduled to take place in her office. On the said date I went to her office and explained to her that I am currently a student at the University of South Africa studying towards a Master's degree in research I gave her a copy of my proposal and explained the aims of my study and I asked permission to conduct the interviews with the trainers and the learners in the academy outside normal working hours. I indicated to her that the interviews would be conducted between 16:00 and 18:30 hours. She, therefore, indicated to me that she would need a day to indicate to her trainer and learners that I will be conducting interviews in the academy and that the relevant people should please assist with the necessary information. The following day she called to inform me that she has spoken to her staff and learners are ready to participate in the study. I was allocated office number 3 at block A for the interviews.

All interviews were conducted in an academic block (A), office number 3, at the Hammanskraal Academy. Each interview took approximately 45 minutes. Two (2) interviews were conducted per day, and the process of interviewing was completed in five (5) days. I used the voice recorder during the interviews and made notes. The voice recorder was used to listen to the whole interview sessions after the interviews were completed.

3.7 ETHICAL CONSIDERATION

Adams (2013) indicated that the Belmont Report, published in 1979, contained the three primary ethical principles of research, namely autonomy, beneficence, and justice.

Autonomy, *the participants in this study*, were made to understand fully what is being asked from them to enable them to decide without being influenced. The significance of protecting autonomy is the informed consent process, where I have provided potential participants full disclosure about the nature of the study, the risks, the

benefits and alternatives, and an opportunity to ask questions before deciding to participate or not.

Beneficence I ensured that the study is not harmful to the participants and the society by ensuring that the information that comes out of the interviews is kept confidential and is used to the study only.

Justice demands equitable selection of participants, e.g. ensuring that participants are not coerced into participating involuntarily in the investigation. Participants in this study participated voluntarily. They were allowed to decide if they wanted to participate in the study or not. Before the commencement of the interviews, I handed over the consent form to the participants, and I also explained the contents thereof. I asked them if they understood and where necessary, I explained further until everyone was satisfied. When they were satisfied, I would ask them to sign the consent form and proceed with the interviews

3.8 DATA ANALYSIS

The most significant aspect of the interpretive analysis is to stay as close as possible to the data collected to interpret it from the most in-depth understanding. The anthropologist Clifford Geertz (1973) said the purpose of interpretive analysis is to provide 'thick description', which means a thorough description of the characteristics, processes, transactions, and contexts that constitute the phenomenon being studied, couched in language not alien to the phenomenon, as well as an account of the researcher's role in constructing this description. Interpretive analysis can be understood to strive to come out with a compelling account of the phenomenon that is being studied in such a way that other people familiar with the context would recognise it as accurate.

3.8.1 STEPS IN INTERPRETIVE DATA ANALYSIS

The following are the steps of qualitative data analysis as mentioned by Terre Blanche, Durkheim and Painter (2006).

3.8.1.1 Step 1: Familiarisation and immersion

Data gathering involves the development of ideas and theories about the phenomenon under study. During the data collection process, data analysis starts, because as the researcher, I started to have some preliminary understanding of the

meaning of the data collected. I went through my interview transcripts and field notes over and over, and this helped me to understand data well to know where to find what in the process.

3.8.1.2 Step 2: Inducing themes

Induction means inferring general rules or classes from specific instances. There are no hard-and-fast rules about what sorts of theme or category are best, nor is there one best way of organising any given collection of raw data. Here are some pointers though.

First, I tried to use the language of the interviewees or informants, rather than abstract theoretical language, to label the categories.

Secondly, I tried to move beyond merely summarising the content and started to think in terms of processes, functions, tensions, and contradictions. So, when studying commuter behaviour in taxis, you could find it useful to organise the material in terms of events that function to assert a community of interests between driver and passengers versus events that threaten to break up this community. This gives some idea of the range of themes that one could come up with.

Third, I tried to find an optimal level of complexity. Just having two or three themes is probably not enough to do anything interesting with the data. On the other hand, if you have ten or fifteen themes, you should probably rearrange them so that there are a smaller number of central themes, with several subthemes under each.

Fourth, I played around with data trying to get to the most appropriate system.

Finally, I kept my focus on the study and ensured that I am not distracted by irrelevant material. My focus was always on the poor academic performance of individual Detective Trainees in Hammaskraal Academy in Pretoria. Identified themes relate to such factors.

3.8.1.3 Step 3: Coding

During the activity of developing themes, I also coded data. This entails marking different sections of the data as being relevant to, one or more of the themes. I coded phrases, sentences and paragraphs, identifying these textual “bits” by their containing material that pertains to the themes under consideration. The content of

the text might refer to a discrete idea, explanation, or event, and any textual “bit” might be labelled with more than one code if it refers to more than one theme. I made several photocopies of each page of the data and then physically cut these into smaller sections which are grouped. The advantage of this procedure is that you can easily change the sections that go under each category and add new ones. Just be sure to mark each cut out a slip of paper carefully, so that you know where it comes from (e.g. which interview), and that you have a large, open (and wind-free!) space to work in.

During coding, I broke down a body of data (text-domain) into labelled, meaningful pieces, intending to cluster the bits of coded material together under the code heading and further analysing them both as a cluster and concerning other clusters. During coding sometimes, you realise that a theme contains subthemes and begin to analyse these as well. Thus, codes should never be regarded as final and unchanging.

3.8.1.4 Step 4: Elaboration

When collecting material for interpretive analysis, one experiences events, or the things people say in chronological order. When one then immerses oneself in field notes or transcripts, the material is again viewed in a linear sequence. What the induction of themes and coding achieves is to break up this sequence, so that events or remarks that were far away from one another are now brought close together. This gave me a new view of the data and allowed for careful comparison of sections of the text that appear to belong together. I kept on coding, elaborating, and recoding until no further significant new insights appeared to emerge.

3.8.1.5 Step 5: Interpretation and checking

This is the final step of putting together the interpretation. Now I went through the interpretation and tried to fix weak points, to see if there are no examples that contradict some points or another in the interpretation. I also checked if there are no parts of the interpretation that are just summaries and nothing more? Furthermore, that are there no instances of over-interpretation where a great deal was made from something quite trivial? This was an excellent opportunity to reflect on the data collected and creating the interpretation.

3.9 STRATEGIES FOR TRUSTWORTHINESS

In qualitative designs, validity and reliability are described through strategies for trustworthiness. The criteria for ensuring trustworthiness include credibility, applicability, dependability and authenticity. (Lincoln and Guba, 1985).

- **Credibility:** to ensure credibility in this study, trust was built by honouring anonymity, honesty and openness. Confidentiality of the participants was always maintained. Participants were well informed about the purpose of the interviews and the purpose of the study, including their contribution.
- **Transferability:** the demographics of the respondents are described in-depth, and verbatim quotations from the interviews are provided. The results are reconceptualised in the literature.
- **Dependability:** all aspects of the research are fully described. For example, the methodology, characteristics of the sample, the data collection process, and data analysis.
- **Conformability:** measures were undertaken to prevent researcher bias. Although I have experience of working at the academy. I did not allow this to affect the way I view the participants. I allowed them to give me their interpretations and experiences of their life in the academy. The experience that I have assisted me in formulating relevant interview questions because I knew exactly what information I wanted from the participants.

3.10 SUMMARY OF THE CHAPTER

The above chapter outlined the research methodology, research paradigms, strategies and the design including the procedures, participants, data collection techniques and analysis methods, ethical consideration, data collection instruments and data credibility issues. The research paradigm of this study was interpretive. Different stages of data analysis and processing were also discussed in this chapter.

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter presents the findings of the study. I have used the literature to support the discussion on research findings. The purpose of using the literature was to substantiate my arguments based on issues that were raised by the participants. Further, the researcher adopted the qualitative research approach to conduct the study. The verbatim quotes were also used to show how the research participants relate their experiences. Firstly, this chapter presents the biographical information of the participants and then give an overview of the themes that were identified during the analysis.

4.2 Biographical information of the participants

The biographical information of the participants is presented in the following Table 4.1

Participant	Gender	Age	Trainee or Trainer	Failed Course
Participant 1	Male	36 years old	Detective trainee	Failed once
Participant 2	Female	38 years old	Detective trainee	Failed once
Participant 3	Male	33 years old	Detective trainee	Failed once
Participant 4	Female	36 years old	Detective trainee	Failed once
Participant 5	Male	52 years old	Trainer	-
Participant 6	Female	50 years old	Trainer	-
Participant 7	Male	54 years old	Detective trainee	Failed twice
Participant 8	Female	48 years old	Detective trainee	Failed twice
Participant 9	Female	36 years old	Trainer	-
Participant 10	Male	55 years old	Trainer	-

4.3 PRESENTATION OF THEMES

The following Table 4.2 presents the themes that identified in this study

Themes
4.3.1 SAPS detective programme in South Africa
4.3.2 Challenges in delivering the detective learning programme
4.3.3 Reasons for choosing to be a police officer and a detective
4.3.4 Detective trainee's reasons for poor academic performance
4.3.5 Consequences of poor academic performance on detective trainees

Table 4.2: Themes

4.3.1. SAPS DETECTIVE PROGRAMME IN SOUTH AFRICA

The participant 5 provided a similar description about Resolving of Crime Learning Programme that was discussed in Chapter 2. The programme was designed to improve the quality of investigation carried out by the detectives in SAPS. At the beginning of the learning programme, the overview of the programme is presented to the learners to stimulate them for participation and to ensure that they are aware of the significance of the learning intervention. It is divided into two phases, the Institutional phase which runs for 15 weeks in the academy and the workplace phase which must be completed in three months after the completion of the Institutional phase at the workplace. Furthermore, the institutional phase comprises of 20 modules which are presented in 15 weeks at Hammaskraal academy. After the completion of the institutional phase the learner must go back to his workplace and assigned two dockets which must investigate from the beginning to the end and forward the copies of those dockets to the academy as Work Place Portfolio of Evidence file which should be combined with the learner's Institutional Portfolio of Evidence file, for the learner to be declared competent. After the combination of the two Portfolio of Evidence files, a registered assessor will mark the POE and declare the trainee Competent or Not Yet Competent depending on the evidence which will be available at the time.

Also, the curriculum is developed by the Research and Curriculum Development Section of the Human Resource Development of the South African Police Service, and

it must be reviewed every five years. The programme is a National Qualification Framework aligned, and it is on NQF level 5 with 105 credits. After the accumulation of 105 credits, the learner is expected to undergo one of the accredited specialised investigation courses to accumulate 15 credits and have a total of number 120 credits to qualify for a higher certificate which will be issued by Safety and Security Sector Education and Training Authorities after the verification of learner achievement record. All the assessments and observation checklists are kept in the Portfolio of Evidence file of the learner which is kept in the Portfolio of evidence room in the academy. The programme teaches both theoretical and practical knowledge of the investigation. Further description of the programme is presented in the following quotes by participant 10. The participant 10 is the trainer that worked at Hammaskraal Academy for more than five years.

“There are five summative assessments which the learner must complete namely, Criminal law, Criminal Procedure Act 57 of 1977, the Law of Evidence, Management of Exhibits and Tracing Resources, other modules are assessed through assignments” (Participant 10).

“Modules which are more practical like Crime Scene management and Investigative interviewing are assessed through observation checklists where the trainer observes the learner performing a particular action and assess if it is done correctly or not” (Participant 10).

“There will be a simulated crime scene which must be processed systematically by the learner, and a docket must be registered in line with the simulated crime scene, and a complete docket investigation must be conducted, and all the relevant statements and forms must be written and completed and the docket is processed until it reaches the state where the court can be able to make an informed decision regarding the matter” (Participant 10).

“The trainer who must be a registered assessor would from time to time give guidance to the learners about the direction the investigation must follow and at different stages he or she assesses the learner through observation checklists and at times instruct the learner to redo certain things if he or she is not satisfied, for example, that, a particular statement is not written according to the National Instruction that direct the taking of statement” (Participant 10).

The Skills Development Act also places the duty on both government and private employers to ensure that the workforce in South Africa is equal to the task that is allocated to them through training and development. (Erasmus, Loedolf, Mda, & Nel, 2013). Hence, the South African Police Service had a duty to develop a detective course as part of the interventions to assist the police in improving their investigation skills. Babcock (2018) listed the objectives of the detective training in his New Detective Training as follows:

1. Understanding the four primary responsibilities of the first officer who arrives at the crime scene.
2. Understanding the four stages of handling the crime scene, information gathering, planning, observation, processing, and documenting.
3. Defining and addressing “confirmation bias”.
4. Understanding Constitutional protections in lawfully collecting evidence and conducting interviews and interrogations.

I have the view that the Resolving of Crime Learning programme of the South African Police Service has managed to meet the above objectives because the learning programme is structured in such a way that it addresses all the above objectives and more by first outlining the Constitutional mandate of the SAPS. Secondly, it outlines the powers the police officers have, the human rights and the limitations of such rights. Thirdly it outlines the crime scene process flow from the time crime is discovered through to the presentation of evidence in the court of law. Fourthly it also covers the different methods of tracing, arresting, interviewing and interrogating the suspects.

4.3.2 CHALLENGES IN DELIVERING THE DETECTIVE PROGRAMME

Participants highlighted that English is one of the challenges in the programme. The medium of instruction in SAPS is English which means that all the learning interventions are offered in English. More than 90% of the members of South African Police Service are not English-speaking people; this includes the facilitators, which means the issue of language does not only affect the trainees but the trainers too. Landsbeg, Kruger and Nel (2008) say that language is a multidimensional and open system in which human beings communicate their thoughts to others who are familiar

to the specific language used. In cases where learner's understanding of the language and vocabulary is limited, they give attention to a specific aspect of the sentence and ignore the rest. As a result, it becomes challenging to complete the intervention successfully because some trainees struggle to understand the language before they try to understand the material that is presented. This is demonstrated in the following quotes:

“English is not my first language I speak Afrikaans, and I do my work in Afrikaans, but when I get to the Academy, they expect me to study in English” (participant 7).

“Sometimes they ask about something that I know, but it becomes difficult for me to express myself in English because some of the words used are not familiar” (participant 1).

Moreover, Mahaye (2010) indicated that a high level of English language proficiency is a critical factor in achieving academic success, and this is supported by Toni (2002) who states that several authors have identified a lack of appropriate linguistic skills as one of the causes of deficiencies in the academic performance of black students or English second-language speakers. Language affects the performance of learners because it affects reading, writing and understanding of the learning material. This study support Mahaye (2010) and Toni (2002) who alluded that in institutions of learning where English is the medium of instruction and the learners are not English speaking and did not study English as their first language there will always be a drawback in the academic performance of such learners. This view is further supported by Owen-Smith, who wrote that any child who cannot use the language which he or she is familiar with is disadvantaged and unlikely to perform to the best of his ability.

Furthermore, due to limited available space in the Resolving of Crime Learning Programme, some people overstay on probation which is supposed to be two years, they remain on probation for five years or more, waiting for their opportunity to attend the Resolving of Crime Learning Programme to qualify as detectives. The longer time passes by before they attend the Resolving of Crime Learning Programme the more, they receive second-hand information about how things should be done in the detective environment and the more dangerous they become because they believe that the information they receive from other people is correct.

When the time comes for such people to attend the programme, they become surprised to learn that the books are saying things should be done differently from what they know, and this becomes a problem on the facilitators to change such people's views as they continuously argue against the books or the facilitators. This is supported by the following quotes.

"The challenges that we encounter, among other things, include the following: The students who attend the course after working in the field of investigation for several years. The challenge is that they have already found their own ways to resolve the issues which are sometimes not in line with the prescripts, which I may say with justification that they are wrong, and now when we show them what the law says about such issues, we constantly argue even when I have the supporting documents" (participant 10).

"There is no limit in terms of the ranks regarding who should attend the Resolving of Crime Learning Programme, everybody, including managers of different ranks who are managing detective environments, must attend. It becomes difficult to find that the facilitator who should present in class have a lower rank than some of the learners. Some people do not have a problem to be instructed by lower ranks, but some are really rank conscious, and they have a problem to be told what to do and not to do by a junior person, this automatically becomes a barrier to learning because instead of listening and concentrating on the matter that is being delivered the focus becomes on the person delivering the matter" (participant 6).

"Shortage of facilitators and the allocation of classes to facilitators is also a problem sometimes. It is difficult for one person to stand and present class the whole day, from 07:30 to 16:00 hours" (participant 4).

Nandago (2000) alludes that one of the critical challenges for any training is to maintain facilitator's confidence in what they are doing. This is done through on side visits which usually motivates and give confidence to both the trainer and the trainees. These visits can also be used as a monitoring tool to identify ongoing training needs (Nandago, 2000). Also, Botha, Kiley, Truman and Tshilongamulenzhe (2013, p. 444) define training evaluation as a set of "planned information gathering and analytic activities". As I was based at Hammanskraal academy before transferred to SAPS head office, I am aware that Hammaskraal Academy has got its internal monitoring and evaluation

officer in the academy which is responsible for class visits, identification of training needs and provision of moral support to both the trainees and the trainers in the academy. During the visits, the monitoring and evaluation practitioner must identify all the issues that need to be modified or improved to enhance learning, compile a report and forward such a report to the office of the Divisional Commissioner HRD.

The report must be forwarded to the office of the Divisional Commissioner as soon as possible, and the Divisional Commissioner would study the report and where necessary delegate the relevant offices to attend to the issues raised in the order of their priority.

Most of the environmental issues are addressed immediately, like faulty air conditioners in classrooms, broken chairs and tables, amongst others. Still, when it comes to the issues related to the shortage of trainers, it is a bit of a challenge because it involves many things like the availability of funded posts. Even if funded posts are available, it is still not easy to fix such challenges immediately because it takes time to advertise posts as this has to be done in consultation with other offices like Human Resource office, amongst others. It usually takes time before issues like this are addressed, and as a result, the quality of training is compromised in the process. As a result of this kind of delays sometimes it is fine to have someone in the classroom even if the person is not well equipped with the necessary skills and knowledge to facilitate such learning environment and this compromise the quality of training offered by the academy.

Over and above this, it is not easy to find a ready-made detective trainer in the SAPS. The people who are typically recruited to become detective trainers in most instances they still need to be developed to become detective trainers. So, the whole process takes longer, and the people who are in authority do not take notice of such factors. Hence there is a constant shortage of trainers in the academy. There is no proper retention strategy in the South African Police Service, and the academy hurt most by this lack of retention strategy.

The academy would advertise 15 posts for example, and they will be taken through all the processes to ensure that they become trainers, but they usually forget to take care of their trainers when it comes to the issue of promotions and posts will be advertised else, and you may find the academy losing seven or eight trainers at ones to usually

other divisions like Detective Service or other academies. As a result of this, the academy again must start the process of trying to replace those trainers again. While the academy is still trying to replace trainers, Parliament wants to know how many detectives are trained in a particular financial year. Because of the pressure from Parliament, classes will be overcrowded, and trainers will be compelled to present in class for the whole day alone, or at times they are compelled to combine classes and present in the main hall to more than fifty learners. All this and many other factors contribute to the poor academic performance of the trainees in the academy.

4.3.3 REASONS FOR CHOOSING TO BE A POLICE OFFICER AND DETECTIVE

Some of the participants revealed that love motivated them for law and order in society, and therefore they decided to join the police service. They believe this is the opportunity to make a living and at the same time doing what they like, which is to maintain order. Some joined the police because they wanted to acquire some knowledge and experience so that they could be able to fit in the environments they desired to be part of, while others were just desperate for employment. The following quotes support this finding:

“When I joined the South African Police Service people asked me; why the Police? I said, well, I will have job security, and everything is there. If you do not make trouble, you stay. But as the years passed by me found it to be interesting to be assigned a responsibility to enforce the law and serve the people of South Africa. It also gave me satisfaction, so in the long run, it worked out, and I am very happy now where I am” (participant 8).

“I joined the South African Police Service because my friend applied for me, and when I was called, I took it because I knew it is government job and there is a guarantee that I am employed for as long as I live” (participant 9).

“I am a firstborn at home, and I have four siblings. After my father passed on when I was only fifteen years old I realised that it is like my family is exposed many risks and I felt like as the eldest it is my responsibility to offer such protection and as soon the opportunity presented itself to join the SAPS I felt that it is now time for me to stand up to protect my family and serve my community at the same time having job security” (participant 10).

“I joined the police because I loved being a police officer I used to tell myself that the day I complete my matric I am going to join the force, and I was one of the luckiest people because after I matriculated in 1988 I was recruited by the SAPS to serve and protect the inhabitants of the Republic of South Africa at the age of eighteen” (participant 7).

As reflected in the above quotes, Cuhna (2018) pointed out that most people join the police because they have the desire to assist the people in need. According to Lester (1983), one predominant view is that some people join the police because of their desire to be law enforcers and others join the police because they want to serve the community. Performing community service is a worthy endeavour that brings people and communities closer together and improves the wellness of those serving.

Furthermore, Campbell (2014) indicated that people engage in community services for a variety of reasons. For some, it offers the chance to give something back to the community and make a difference to the people around them. For others, it provides an opportunity to develop new skills or build existing knowledge and experience. Regardless of the motive, they all find it challenging and rewarding (Campbell, 2014).

This indicates that there are people who derive their purpose in life from doing something to help someone who is in need. As a result, becoming a police officer provides such individuals with the opportunity to help the community against the criminals. Other people, on the other hand, are passionate about enforcing the law. This is very patriotic people who have the desire to enforce the law to ensure that everyone feels safe in their communities. The police as one of the law enforcement agencies is a platform where these people usually are allowed to fulfil their desire, as they deal with people who contravene the laws of the country (Campbell, 2014).

Moreover, the participants in this study indicated job security as the primary reason for them to join the police. This finding may probably be influenced by the high levels of unemployment rate in South Africa. Job security can be explained as the probability that an individual will keep their job, a job with a high level of job security indicate that a person has a small chance of becoming unemployed (Wikipedia 2019). Trading Economics (2018) reported that unemployment rate in South Africa is standing at 27.2 per cent, and it is on the increase due to people losing their jobs like the placing under curatorship of the Venda Burial Society Bank and the South African Broadcasting

Commission which is also on the process of retrenching some of its employees (Sowetan,2018). People are more concerned about the possibility of staying in employment for life, than doing what they like most in life. SAPS reported that in August 2018 they received more than 517000 applications for 3500 learning programme spots which were available.

This is an indication that people are desperate for employment. The World Bank report indicated that South Africa is the unequal country amongst the 149 countries. The report further says that although there has been some progress in poverty reduction since 1994, there has been a reversal since 2011 and it is threatening to erode some of the gains made since 1994. Poverty remains a problem in the black communities, especially in the previously disadvantaged communities like former homelands. Keeton (2014) agree and say that South Africa is one of the unequal societies in the world he argued that although it is one of the most unequal society, it is not number one.

Independent Online News (2016) reported that more and more desperate graduates are advertising their services on the streets. Steytler, a spokeswoman for the SA Institute of Race Relations, warned that the number of young people advertising their CV's on the corners of the streets would increase if the unemployment rate is not dealt with accordingly. In the South African context, where inequality and unemployment are very high, any government job is highly valued (Sowetan 2018).

The participants revealed during the interview that joining SAPS would pave the way for some of them to become Detective as something that they desired. The following quotes are the reflection of the reasons for some people to decide to become detective officers.

“I was selected by the commander to attend the detective course because I developed a love for investigation over the years and I asked the commander to consider me whenever the opportunity presents itself” (Participant 4).

“I always admired the detectives as they attend to difficult cases within the community as a young boy. I knew that the only way to get the opportunity to become an investigating officer I have to join the SAPS” (Participant 2).

“To become a detective was basically a promotion to me I applied for a post which was advertised, and I studied the key responsibilities for that post in preparation for the interviews, combined with my previous experience of working closely with the detectives I got the post” (Participant 7).

I started loving everything about the South African Police Service to the extent that I enquired about the different Units. I discovered that there is an investigation unit for the detectives, and I was interested to work at that unit. I made an application to the detective branch, and I was considered that is how I joined the detectives” (participant 9).

4.3.3 SEPARATION WITH FAMILY FOR THE SAKE OF DETECTIVE TRAINING

According to the participants, the South African Police Service is responsible for the transport of the members at the beginning and at the end of the programme and ones in the middle of the programme where trainees are given time off to visit their loved ones. The classes usually cease at about noon on Wednesday, and they resume the following week on Tuesday at 07:30. That is the only time the South African Police Service take the responsibility of transporting the members to and from home. This means that, if there is a funeral in the family and the trainee want to visit home, the South African Police Service does not take responsibility. As a result, the decision to attend the programme is an indication of the dedication of the members of the South African Police Service to their oath. The challenge of leaving the family to attend the Detective Course is highlighted in the followings statement:

“It is during times like this when some families break mainly because of the absence of the other spouse. When the other spouse is away, sometimes, the other spouse takes advantage and start behaving the way he or she would never behave in the presence of the other spouse. When the other spouse discovers what has been happening in his or her absence, all hell break loses and that is the beginning of domestic violence which leads to divorce. As a result, deciding to attend the programme does not come very cheap, it involves a lot of compromises and commitments” (Participant 6).

Furthermore, Detective trainees indicated that some of them are married and have families. They cannot just leave; they need the blessings of their spouses. Some of

them also indicated that they need to decide and find people who will look after their children in their absence, especially in families where both parents are employed. Furthermore, they need to decide on alternative transport of the children to and from school. According to Cole (2018), there are approximately 2000 children placed in separate facilities during April and May 2018 as they were being processed and were not told when and how they would be reunited.

This practice raised several concerns among researcher, child welfare advocates and policymakers given the overwhelming scientific evidence that separation between children and parents is harmful to the development of children, families and communities. Dr Goldstein, who is the co-director of the Hidden Child Foundation, says that the separation of the family during the war was probably the worst thing ever to happen in her lifetime. This indicates the harmfulness of separating parents and their children for any reason. Unfortunately, in this situation, not only the persons who must decide whether to attend the programme or not are affected by the decision made, but poor children also become the victims of the situation too.

4.3.4 DETECTIVE TRAINEE'S REASONS FOR POOR ACADEMIC PERFORMANCE

The Detective trainee explained during the interview about the causes of poor academic performance of trainees at Hammaskraal Academy. For example, one of the reasons is the inability to adjust in time to the new environment in the academy. This view about the environment is reflected in the following quotes:

“We perform very badly on Criminal, which is the first module presented, and it is because, by that time, we are still trying to acclimatise with the environment” (participant 2).

“I did not do well in the first two modules because I was worried about how things are going at home with my family in my absence, but after two weeks when I realised they were coping, I started to do well as I did not worry anymore” (participant 3).

“It was difficult in the beginning because I did not know anyone even if I did not understand something there was no one to help, but after some time I had people who would assist me whenever I missed out on something” (participant 7).

These findings further support previous research conducted by Petersen, Louw and Dumont (2009) who revealed in their study that adjustment to University life is a significant predictor of academic success. Students who adjust well in time are more likely to succeed in their studies than those who do not adjust in time or who fail to adjust at all. As a result, some of the universities have developed special programmes that are tailor-made to assist new students in campuses to adjust and familiarise themselves with the new environment. Nevertheless, it is clear that some of the Detective trainees did not adjust very well in the academy, and that has impacted negatively on their studies.

Furthermore, this study also found that the level of education is also the contributing factor for the trainees not to complete the programme successfully. This is demonstrated in the following quotes:

“Some of the trainees are old police officers who were employed back then when people could join the police because they are big and strong, or they could run or play soccer well. Matric was not a requirement” (participant 4).

“We still have police officers from Namibia who was absorbed by the former regime to help follow the foot tracks of the people who were regarded as terrorists and some of those people cannot read and write” (participant 5).

“Some of the learners find it difficult to cope with the standard at which this course is pitched because they only have grade 10 as their highest qualification” (participant 4).

Independent Online News (2018) reported that members of Parliament were shocked to realise that there are still members of the SAPS who could not read or write. This was revealed by the Deputy National Commissioner Fannie Masemola who also indicated that he has ordered that an audit be conducted to establish the extent of this problem. Some of the Detective trainees who did not do well in the programme attributed their poor performance to their low level of education, which is an external factor according to the theory of attribution. If this factor remains stable, it means that they will continue to perform wrongly given a second chance unless there are measures that are put in place to assist Detective trainees with low levels of education for them to improve their performance in the programme.

The participants also highlighted another contributing factor for poor academic performance related to the unfriendly learning environment. For instance, Trainees are not allowed to leave the academy between 07:30 and 16:00. Furthermore, they are not allowed to have visitors from outside of the academy. The following quotes support this finding:

“It does not feel good to be controlled like a small child. The academy does not realise that we are adults who are capable of looking after ourselves. Why can’t they give us total freedom like all other institutions of higher learning?” (participant 2).

“We are treated like children in the academy we are told when to eat when to go home when to study, how to move from one point to the next this is not good” (participant 1).

“The academy has got its orders which sometimes are in conflict with adult needs e.g. learners are not allowed to have their phones in class, and they are in class the whole day, which means for the better part of the day they will not have their phones, while they left their responsibilities with other people at home who should constantly update them with the developments” (participant 5).

“The South African Police Service is a semi-military organisation which operates through orders and instructions. As a result, some orders govern the trainees when they are attending the learning intervention at the academy, and if one can be found to have disregarded the orders, he or she may be taken through disciplinary procedures which may lead to dismissal. The trainees are expected to dress in uniform every day during the programme and as the detective trainees, they do not like to be forced to wear a uniform because they see themselves as detectives and the detectives in the South African Police Service are not compelled to wear a uniform. They are also expected to march from point A to point B in the academy, which is again a problem to the trainees” (Participant 4).

According to the above quotes, the environment in the Academy is not conducive for learning. If the environment is not friendly for the learners to learn, usually they leave the institution according to the theory of Retention. That cannot happen with the Detective trainees in Hammanskraal Academy because they are duty-bound to study and they are also receiving their monthly salaries while attending the programme. If

one can decide to leave the programme, this could lead to a disciplinary hearing which may lead to dismissal from the service.

Moreover, Merriam, Caffarella, Baumgartner, (1993) indicated that with the studies conducted to examine whether intelligence decline with age it was discovered that intelligence does not decline with age instead, Hallam (1996) noted that the ability to comprehend new information improves with age. This means that according to these studies, age does influence learning. However, it is not always negative. Jarvis (1997) also found that marital status also has some significant effect on the learner's academic performance in that it may enhance academic focus since marital status may be a sign of stability and maturity. Ndlovu and Moyo (2013) found that learning styles and age play a significant role in influencing the academic performance of the learners.

Lemmer and Dekker, (1993) alluded that Teacher's expectations on the learners' performance and the abilities can serve to influence their performance positively in line with the expectation. Learners tend to conform to the expectation of the teacher. They are more likely to achieve high marks when they believe in their capabilities and do not feel anxious about the whole process of learning.

4.3.5 CONSEQUENCES OF POOR ACADEMIC PERFORMANCE ON DETECTIVE TRAINEES

They also mentioned that when one is not performing well enough in class, some of the learners see him/her as stupid and at times they even start teasing him/her and they no longer take him seriously in class. It is also difficult for them to give feedback to the loved ones at home about their performance in the academy. When it is time to return to work, the station commander that recommended you for the course wants feedback on how things unfolded and the progress made. On the other hand, you lose respect from your colleagues if they know that you have failed. Subsequently, everybody around you is a failure. The following statements by respondents support this:

“Since my children knew I am going to the academy to study they are curious to find out how I am performing in class, and it is a challenge because I cannot tell them I failed, I am scared I will not be able to encourage them in their studies because they

may think it is okay to fail, so I tell them I passed because they see me as a role model” (participant 5).

“The trainees are affected by many directions if they fail the course. First, they may have to come back to the academy if they still have the desire to be in the detective service. Coming back does not guarantee that the learner will be successful. They also need to give feedback to the commander who sent them to the course, which sometimes makes the trainee lose the respect and trust from the management of the station” (Participant 10).

“Well, since I was small, I never failed anything, I felt embarrassed, I was embarrassed. I had to go...now you are sitting in class names are readout, and they come to you because you are the last one the others have passed. Now you start to think about the family at the home they are expecting you to perform since they know you never disappoint. I asked myself, how do I tell my family I did not make it? I started to be under pressure unnecessarily” (Participant 7).

Najimi, Sharifirad, Amini and Meftagh (2013) posits that one of the major problems of the higher education centres is the student’s academic failure which not only affects the student, but it also becomes a waste of current expenditure and time. Najimi et al. (2013) further explain that academic failure also generates mental-psychological, social and family problems for the student. This is an answer to the question that was asked earlier why some of the students arrive at the academy as non-alcohol drinkers but eventually turn into drunkards. Studies have shown that people with academic failures are more likely to use drugs and alcohol, which may, at some point, lead to addiction Najimi et al. (2013). Considering the above, academic failure should be addressed with the sensitivity it deserves because it is not only a problem of the individual learner and the family concerned. Rather, it becomes a societal problem in future.

Winch (2015) alluded that failure is always a demoralising and upsetting experience and a person cannot always have control over the difficult things that happen in life, but one can always have total control on how to react to such things. Failure can make the mind to believe the things that are not true. As a result, it is significant to learn to respond to failure in a more psychologically adaptive way so that the effects of failure cannot paralyse and limit one’s success in life.

Brunstein and Gollwitzer (1996) say that the effect of failure on subsequent performance has been an issue of debate among motivation researchers and personality psychologists for some time. This debate has been worsened by the observation that although experiences with failure mostly undermine subsequent performance, they are also at times found to stimulate it. Failure has detrimental effects, but at times it can encourage people to work harder to achieve especially those people who look back and identify the cause for failure. It was also found that people with low self-efficacy would be severely affected by the failure, whereas people with high levels of self-efficacy are more likely to persist until they get the task right.

4.4 SUMMARY OF THE CHAPTER

Many factors contribute to the underperformance of learners in the institutions of learning. These factors include the ability of a learner to be able to identify the cause of poor performance. Studies have indicated that the sooner the learner can identify the exact cause of his underperformance and start working towards rectifying the cause the better because such a learner is in the right direction towards improving his performance in future studies.

CHAPTER 5

LIMITATIONS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The current study was conducted to understand the experiences of individual detective trainees about poor academic performance in Hammaskraal academy. Although the study was conducted very well, some challenges were experienced by the researcher. Hence, this chapter presents the limitations of the study. The recommendations and the concluding remarks of the study are also discussed in this chapter.

5.2 LIMITATIONS OF THE STUDY

The first limitation of this study is that only ten participants were interviewed, six of them were detective trainees that failed the programme and four of them were trainers with more than five years' experience as trainers in the academy. Therefore, I have heard the views of six trainees who did not complete the programme and the views of all the trainees who completed the programme were excluded in the study. Although this might not be the limitation as it has to do with inclusion and exclusion criteria of the study. However, it would have added more value in my study if I had the perspective of the detective trainees that completed the programme and qualified as detectives. Furthermore, the sample of this study was limited to detective trainees in Hammaskraal academy, and the results may not be generalised to other police academies, especially those presenting basic police development learning programme. Namely Tshwane and Chatsworth academies. Literature that was reviewed was more general and related to schools, colleges and universities, and had to be integrated and aligned to police detective academy.

5.3 RECOMMENDATIONS

The following are the recommendations on how the performance of the trainees may be improved in the academy:

5.3.1 VIEWS OF THE PARTICIPANTS

Participants indicated that the programme should be extended by three to four weeks. This will allow trainees space to write at least more than one formative assessment in preparation for the summative assessment. It will also provide the trainees with the

opportunity to have at least two or three days to prepare for the summative assessment after the presentation of summative assessment modules is completed. Increasing the number of weeks of the programme will also necessitate that the number of intakes is reduced to two per annum, which will also provide the opportunity for the evaluation of each programme and the time to tighten the loose ends, to ensure quality product always.

5.3.2 FACILITATORS

The number of the facilitators should be increased to at least two if not three per class, to allow them to co-facilitate during the presentation. This will also enhance the facilitation skills of the newly appointed facilitators. The facilitators should also be allowed to operate like other institutions of learning, whereby they will not be compelled to stand the whole day presenting in one classroom. The number of hours the facilitators and the trainees spend in class should be reduced from eight to at least six per day. This will enhance the quality of learning in the academy and may improve the quality of the product

5.3.3 RESOURCES

Resources must be made available to assist the transfer of learning to take place without any difficulties. All the classes must have at least a computer and a data projector. They must also have a serviceable air conditioner to cool the classrooms, especially in summer as temperature sometimes reach the highs of 35 degrees some days. The library must have enough books and computers with internet for research purposes. The library should operate until 20:00 hours during weekdays and 13:00 hours on weekends. Comfortable chairs

5.3.4 RESEARCH

This study was conducted through a qualitative approach and the focus on the academic performance of the detective trainees attending the Resolving of Crime Learning Programme in Hammanskraal academy. The participants in this study were handpicked because of their knowledge and experience about the phenomenon under study. Further research may be conducted to investigate the academic performance of the detectives in other Institutions of learning like the University of South Africa and the Tshwane University of Technology. This research may follow the quantitative

approach to accommodate as many views of the participants as possible through questionnaires and surveys.

5.4 CONCLUDING REMARKS

Detectives are the people who must ensure that perpetrators of crime face the full might of the law. They are bound to conduct a proper investigation which should be able to assist the courts to arrive at a justifiable conclusion. They are also exposed to traumatic incidents. For example, a person has been shot at and killed. The detective must examine the body and be able to identify all the wounds inflicted on the body and keep such a record in his investigation diary. There is need to improve the academic performance of detective trainees in Hammanskraal academy with the hope that if the performance of the detective trainees in the academy can be improved to a satisfactory level the conviction rate will improve and the crime levels will drop. This would also improve the number of competent detectives in South Africa.

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APPENDIX 1

CONSENT FORM

DEPARTMENT OF PSYCHOLOGY

Ref/ Verw: Mr FZ Simelane
Cell nr: 0710184041
Tell nr: 012 429 4438
Fax: N/A
Email: simelfz@unisa.ac.za

20 October 2016

Researcher: Victor Letsoalo (MA in Research Psychology student)

University of South Africa

Dear Participant

My name is Victor Letsoalo, and I am researching the poor academic performance of detective trainees in Hammaskraal Academy. Participation is voluntary, and you are requested to take part in an interview which will be recorded. The interview will last between 45 minutes and an hour, and there might be a need for a follow-up interview. You may discontinue the interview at any point or skip questions that you do not feel comfortable to answer.

All information is strictly confidential and will only be used for research purposes. Data that may be reported in scientific journals and my dissertation will not include any personal information which could identify you as a participant in this study.

Thank you for your cooperation

Yours sincerely

Victor Letsoalo

I _____ certify that I have read the consent form and volunteer to participate in this research study.

Signed _____ at _____ (Place) on _____ (Date)

APPENDIX 2
INTERVIEW SCHEDULE

Trainee Detectives' Poor Academic Performance: A Case Study of Hammanskraal Academy in Pretoria, South Africa

Researcher name: Mr Victor Letsoalo

Date:

Biographical Information

Participant name.....

Gender..... /Male/Female.....

Age.....

Learner/Facilitator.....

Questions

1. What are the challenges faced by trainee detectives in the academy?
2. What are the challenges faced by the trainee detectives in class?
3. What are the challenges faced by the facilitators at the academy?
4. What are the challenges faced by the facilitators in class?
5. What are the challenges of staying for 15 weeks away from your family?
6. What are the possible psychological factors contributing to the high failure of criminal law in the academy?
7. What causes detective trainees to fail criminal law?
8. What are the advantages of completing the Roc course?
9. What are the disadvantages of not completing the course successfully?
10. To what extent do the learners who failed become affected by the whole situation
11. What can be done to improve the situation?

APPENDIX 3

ETHICAL CLEARANCE

Ref. No: PERC-16072



Ethical Clearance for M/D students: Research on human participants

The Ethics Committee of the Department of Psychology at Unisa has evaluated this research proposal for a Higher Degree in Psychology in light of appropriate ethical requirements, with special reference to the requirements of the Code of Conduct for Psychologists of the HPCSA and the Unisa Policy on Research Ethics.

Student Name: Victor M Letsoalo

Student no. 31965644

Supervisor: Mr F Z Simelane

Affiliation: Dept. of Psychology, Unisa

Title of project:

Possible Psychological Factors Contributing to High Failure of Criminal Law by Detective Trainees: A Case Study of Hammanskraal Academy.

The proposal was evaluated for adherence to appropriate ethical standards as required by the Psychology Department of Unisa. The application was approved by the Ethics Committee of the Department of Psychology on the understanding that –

- All ethical requirements regarding informed consent, the right to withdraw from the study, the protection of participants' privacy and the confidentiality of the information will be met to the satisfaction of the supervisor;
- Clearance is to be obtained from the academic institution from which the participants are to be drawn, and all conditions and procedures regarding access to students for research purposes that may be required by this institutions are to be met;
- If further counseling is required in some cases, the participants will be referred to appropriate counseling services.

Signed:

A handwritten signature in purple ink, appearing to read "M Papaikononou".

Prof. M Papaikononou


[For the Ethics Committee]

[Department of Psychology, Unisa

Date: 2016-11-07

APPENDIX 4

EDITING CERTIFICATE



C Woudberg

Language Practitioner

cwoudberg@gmail.com | +27 74 338 7289

To whom this may concern:

I hereby confirm that I have completed the language and technical editing of research assignment titled **Poor Academic Performance on the individual Detective Trainees in Hammaskraal Academy in Pretoria, South Africa** by Victor Mogale Letsoalo. My involvement was restricted to language usage, spelling, completeness and consistency, referencing style and general technical formatting. I did no structural re-writing of the content and did not influence the academic content in any way.

Kind regards,

Christelle Woudberg

ND Language Practice

Member of the South African Translators'Institute

Interview A10

R: good morning ma'am, how are you?

P: good morning, how are you?

R: im good. Let me start by thanking you by making yourself available for this interview. Like I have indicated to you earlier that I am Victor Letsoalo and I am busy with my masters degree and the topic for my research is Psychological factors possibly affecting or contributing to the below average performance of criminal law in this academy by the detective trainees. So since you are one of the trainees in this academy, you are going to be one of the people I am going to be interviewing. So I appreciate your availability. Like I have indicated, everything that will be discussed in this interview is confidential; there is strictly nothing that will be published at a later stage of this research regarding your names or nothing that may reveal your identity. So if you are ready I have....i am going to start with that actual interview. Are you ready?

P: yes, I am ready

R: ok, thanks very much. May you please tell me about yourself?

P: my name is Shaums, I am currently employed at the directorate for DBCI. We are investigating serious crimes of national....that has an impact on the country as a whole

R: yes

P: I started working in the police force in...1994

R: ok

P: I have been in various offices but I currently find myself investigating cases

R: ok

P: now the reason why I became a police official was...it's actually funny. My reason are stability

R: alright

P: when I first joined people asked me 'why the police?' I said, well, I will be having job security; everything is there. If you don't make trouble you stay, all right. So those were my major, my primary reasons. But as the years went on I found it to be interesting and it give me satisfaction, so in the long run it worked out

R: ok

P: I think I must inform you my highest qualification is....currently I am also working on my masters in Forensic Investigation

R: alright

P: and at this age, I found myself very old because I am 49. And with the life that we are living I still have one kid that I cater for within this study. So I understand how you came about with this but its education am I right?

R: yes, yes, yes. Thank you very much. So if you are to tell me....where do you come from?

P: i....are we talking about earlier years? Later years or currently?

R: you can just start from anywhere

P: from anywhere?

R: yes

P: alright, I....when I started at the police station I worked in crime prevention those were my....Im an operational person but I started at the police stations working first at the charge office also having to do with cases when they are registered and so on. Then I went over to crime prevention duties then I went to, I was externally deployed. After that, I started working at the DBCI as an investigator

R: ok. So if you were to tell me in terms of provinces....which provinces have you been working for and main police stations

P: I started my career in the Free State, Thabong Police Stations. At that stage, it was a presidential police station, so you were always in the limelight as a station. And then, in 2011 I started working in the DBCI

R: oh, ok. DBCI which province?

P: Gauteng

R: oh ok. So you are based here in Pretoria?

P: yes, obviously head office

R: alright. Thanks very much. Now tell me about your selection to come to attend the course, how have you been selected?

P: I started in the investigation environment but at that stage I did not have any training courses and I was bugging my commander, 'let me go, let me go' because I started in 2011 July and then I attended

the course January 2012, that I when I started. But it was a matter of, I saw my colleagues, they are strong in the investigation field they now what is going on. Although they guided me, I still felt that I needed to be trained so that I can stand on my own two feet knowing what is expected and so on. As I said, I am operational. So becoming a detective was basically I got a promotion, that was the basis. But you know when you apply for a post, you look for a call or the key responsibilities of what is supposed to be done. And from my experience in the past, you working closely with detectives because when cases are opened, there is always a detective that will come and ask what is going on. So there I found that I am quite interested in the detective environment. So when I was promoted here I saw now that there is a greater need....and I don't know....i was bugging him.....'I need to go, I need to go. You want me to produce work, now let me go'. Well the course I attended was at SAPS academy then it was Hammanskraal but in Hammanskraal they concentrate on detective training so the course I come to was solving of crime. And the course was six weeks

R: in Hammanskraal? Not the fifteen weeks that I know?

P: fifteen weeks?

R: fifteen weeks

P: I'll make it sixteen not six, I'll make it sixteen because that last week little week is so short that it is part of that one, yeah sorry

R: ok, alright

P: well I started the course and I was a little out of my depth because people on the course they were already advanced, they were doing this for a long time and I just came into the environment. So it was very challenging having to sit with people in the class that has got so much knowledge in comparison to me. So you sit there....i mean in the beginning as well the other challenge is, you start with the course after all the administration has been done, now you need to start talking how things are done and as a facilitator allowed group discussions does work and all that, I was always the one who didn't know what was going on. So that I found was very very difficult. The other thing also; although you were there for that period it was not long enough because the work was very cramped. Now the people in my class at that time could handle it easier than me, as I said it was a new playing field for me. The period I feel, if they could extend it a little bit it would be nice. Also the challenge is, now you need to go back to the station, you have your work place; that is now the other thing. Getting cases, it is easy to get these simple cases, theft and so on but at that time they wanted an inquest, now an inquest you don't get so often so that was the other challenge that I had

R: ok

P: now as far as I know there were 20 modules that we did

R: yes

P: but my difficult difficult problem was criminal law

R: yes

P: I arrived here, now from college days you have information, you learnt already. I myself studied so already I had a qualification then and I came in....

R: if I may ask, what qualification did you have then?

P: at that time, I had my degree in policing

R: ok

P: at that time I had my degree, so what I did.....the module was not that difficult but with my knowledge you can actually say I was a little bit arrogant in the sense that I came and I did not do study, I didn't study because I knew from that time I remember these things. Now my memory is not very poor, I have a good memory but I found myself in a predicament because I didn't study so obviously I failed criminal law, so that was a challenge. Criminal law was not that difficult but you know, that was my reason I failed it

R: you feel like you did not do enough

P: no, I didn't do anything. I went to class, after 4 the time was mine then I did other things. So yeah, the night before the only thing I did was just I scanned through the book, I went to write and that is the thing. But the module, what I found difficult about the module is, it wasn't that difficult but it was that lack of my commitment towards that module. Also if you start on a module that is now new, it was not that old and they ask questions like uhm....impossibility

R: yes

P: now you have an understanding about impossibility but in actual fact you need to explain it step by step

R: yes

P: you understand?

R: yes

P: but I did not go step by step because training was given, I didn't commit, do you understand. So then we talk about things like where, what do you do, what is, examples for instance. We had this example, the person is standing in front of a window and somebody is shooting. Now I could not express myself properly there because as I said I did not prepare myself there. The little things like that.....well; now you sit in the assessment centre and you asking yourself, why didn't I study. It was difficult; I created my own difficulty in that specific module

R: ok. So from where you are sitting now, what can you say is a contributing factor other than lack of commitment from the learner from herself or himself that leads to this high failure rate in criminal law in the academy?

P: so contributing factors, beside that fact that people are not committed, I mean you go away from your family for how long and all of us think it's a walk in the park. Another contributing factors, because we are so laxed could be personal circumstances. I found myself in a position where I had problems at home

R: ok

P: somebody in the family passed away and I had to go away to attend to the funeral, so that is one of the personal challenges. Another thing that could also be.....uhm....you know, a team is formed and you have that personalities that do not get along, you understand

R: ok, ok

P: but also sometimes, a contributing factor is the presenter, and you as the learner do not connect really. It could be because you think you know more than the presenter because you have been there for so long. So those are all the little things that I feel could be contributing to people failing, do you understand

R: so if I hear you well you are saying sometimes you find it difficult to click with the people you are with in class

P: that is personality clashes

R: yes

P: because in a class of 25, you have the strong personalities

R: yes

P: now those strong personalities, they are normally the people that are fighting, if I call it 'fighting', because I want to prove my point and you want to prove your point. At the end of the day, you know;

and some of the people are very strong, where others, they push through then you get others that withdraw, so at the end of the day those group discussions they do not come over successfully in some cases because now you are sitting with these two personalities. I want to make my point, I want to make my point, at the end of the day, the group is suffering

R: ok, thanks very much. The next question, after realising that you did not do well in criminal law, are there any other means that maybe you employed to help you make it?

P: well, it was a wakeup call. You don't go to a course to fail, you go to a course to go and finish positively you pass. Now, what I did I realise is a problem and I started involving myself with the library where I did, I went through that a week after the assessment and I put time and effort in. I did a lot of research to get into the ground now where I can now say safely, well I am here now, I have now caught up. The other thing that was also a very very positive thing was, we had this one trainer we used to call her Warrant Office Ncebengu, she was very very committed. She gave remedial training all the time, if you feel that you are a little behind you are always invited, 'come lets go'. So there in essence she made a positive impact because besides the research I did myself, reading the book trying to understand getting on the comfortable level, she also presented classes. And then remedial training obviously and then writing the remedial, so those are the things that helped to remedy the situation

R: alright. So the fact that you didn't finish the course successfully obviously didn't not sit well with you

P: mhm

R: how did that really affect you?

P: well, since I was small I never failed anything, I felt embarrassed, I was embarrassed. I had to go.....now you are sitting in class names are read out and they come to you because you are the last one, the others have passed. So I was quite embarrassed, I was really embarrassed. Now normally you sit, your family is at home and they expecting you, you need to perform. I was embarrassed, how do I call my family, I didn't make it. They were also disappointed obviously because they know that this person always achieves, now what went wrong; questions came 'why didn't you'. So that was pressure unnecessarily

R: alright, and did it in a way affect your performance at work and how did you relate the message to your commander and the colleagues at work?

P: as embarrassed as I was, I never went back and told them 'listen, I didn't make it the first time'. Really, I was embarrassed. How it affected my work is then I realised I am here to learn and I took

everything from there, I put my arrogance here at the back and I became a small child where I sit in class and I was like a sponge, I sucked in everything. Back at the workplace, I performed because I learnt my lesson and then I took in everything. When I went away from the academy, I then had the tools with me to be able to do a proper job

R: ok, so was there any form of assistance? Maybe from your learner support in the academy or something like that to help you cope?

P: learner affairs I did not visit, only when I had my personal challenge about what I mentioned previously that I had to go home. But uhm...I, there was....people had assistance, social workers came in and they spoke with the people, the ones that wanted to go but I never went there. Those facilities were available, yes, but I never consulted them in that regard

R: ok. So what are your plans for the future from where you are now?

P: well uhm, the problem here is because I did not complete it successfully; my aim is to get into the programme again and to redo it. Sometimes you are given the option to only do that section that you did not successfully complete. But my personal opinion is that I would rather do the course afresh, knowledge gained is your weapon, nobody can take that knowledge that you have gained. I have learnt my lesson; I go back and do everything with extreme eagerness

R: do you think you will do things differently from where you are now, going back if you were given a second chance?

P: yes! Yes! yes! I will definitely. What I am thing, sometimes you get so involved with outside influences that you concentrate too much on what going on at home. As I said I have a daughter and obviously the father and she, they were at home. Phoning every day, you hear this when wrong, that went wrong. I will definitely focus on the work. What I am saying is, life goes on, those problems at home will pop up; problems in the class, strong personalities, those things will pop up. Problems that you experience here at the academy they will pop up but me, myself has made the decision, focus, focus, try and put those other things that are not very important which won't make a difference in my achievement here. Put them aside and leave them on the backburner just concentrate on what I am supposed to do here. So there I will definitely not make the same mistake

R: alright. So how does this below average performance affect the academy as a whole?

P: my opinion is obviously, we have a parliamentary committee that sits down; the police needs to give their results. Our training here has a direct effect on what is going to happen with the portfolio committee in parliament. The fact that, I myself, brought the pass rate down is a problem because

now when the minister makes his speeches he always refers to this section of government or that section of government and the impact. Now we coming to the budget speech they always say there is not enough money for training, there is not enough money for this; there is not enough for this. There is enough money if we all make an effort in progressing and not remaining where we are, do you understand. So the impact of what is given back will then be more positive in that regard

R: ok, I do get you. So how does this affect the performance, the general performance of the detectives outside the academy?

P: are you now talking about passing or failing?

R: I'm talking about this failing

P: the failing means you leave here, you did not gain all the knowledge you came for. Now you are going outside, you are not able to do a proper investigation based on the fact that you came to learn but what you were taught it was, we call it you learn to forget. So you learn to forget, you go outside and this knowledge you don't take it with you. So now you get outside, you did not do well, you did not do well, still you leave and you go and investigate. So the investigations that you will be doing won't be proper. If I say proper, it won't be done thoroughly which will then lead to a conviction at the end of the day. So now you go outside and you think let me take a short cut because I don't know what to do and those short cuts are bring the conviction rates down because cases are thrown out because the detectives don't do their work the way it was supposed to be done

R: ok. So there is a direct link between what is happening in the academy and the conviction rate outside?

P: yes, definitely. As I said, you come you are taught, you leave, you forgot what you are taught

R: you miss some of the important aspects

P: yes, you miss some of the information based on factors. So the link is there, what you are taught at the academy you need to be able to grasp and take outside to be able to be able to do a successful job outside but there is a definite link

R: so what do you think the SAPS must do in order to ensure that people, who come to the course, do finish the course successfully?

P: the SAPS, what they must do is....the SAPS can do their job. They can facilitate but the member still needs to come to the party. So it's not a single person's responsibility, both need to come together. But the SAPS in my opinion or in my personal experience was in order for us to finish the course successfully, we need more time because the time span is not enough for all the work. Now those 20

modules, you need to have enough time to go over them. What I found, crime scene investigation, yes, we had to go out and there was a crime scene set up

R: yes

P: alright, now you come into the crime scene and the crime scene is set up but the area of the crime scene is not big enough. What we did at that time, we had a room. Now in that room you had your role players and you also needed to have an assessor in there, do you understand

R: yes, yes

P: so the scene was set up but moving now, you talking about your ways of searching but the area of the way you needed to employ those searching efforts was too small to be able to do it effectively. So personally the SAPS can implement resources to be able to fill that gap, do you understand what I am saying. Now you have an area, but now you have to do your grid searching, you have a small small area to do grid

R: it does not allow for grid

P: it doesn't allow you to do the grid. Where the spiral it is the preferred method in that environment. So the SAPS, in my personal opinion can put a little bit more of resources into ensuring that we are exposed to all the searching methods, do you understand. But besides the fact that they need to up their resources, the learners also need to give their commitment to that and not look only at the negative and the negative would be like say for instance we don't have a large enough circle to do a crime investigation. Now you stand there as a learner and say 'oh this small space' and you become negative already, do you understand. So what I am trying to say is SAPS needs to bring in more resources, learners need to commit themselves more to what is available. So it's a joint venture

R: ok. Now just I would like to thank you very much for making yourself available for this interview. Do you have any questions that you want to ask me?

P: well, I just hope that I in the end gave you what you needed if I answered you properly now. In your personal opinion, did I help you with this?

R: very much, very much. I think you really gave me all the answers I wanted

P: then I wish you all the best

R: thanks very much

P: thank you

END

Interview A11

R: good evening Mr Lefifi, how are you this evening?

P: evening, im alright

R: did you have a good day?

P: yes, I had a good day

R: alright

P: no problems so far

R: ok that good. First of all I would like to thank you for making yourself available for this interview. I'm just going to officially introduce myself to you again. I am Mr Letsoalo, I am a student at Unisa studying Masters in Psychology and then my research topic is with regard to the psychological factors that are contributing to below average performance of detective trainees in Hammanskraal. So I will be interviewing you with regards to this and all the questions that I will be asking and the answers that I will be getting from you are confidential, no information will be divulged to anyone with regard to who this information is coming from and things like that. So you must just be assured that no information will be divulged to anyone except to be used for the purpose of this research study. Right, if you are ready I am going to start with the actual interview. Do you have any question before?

P: no, no questions so far

R: ok, thank you. May you please tell me about yourself?

P: ok, my name is Billy Lefifi. I am a police officer at the South African Police Service; I am residing in Mabopane, which is situated in Pretoria

R: right

P: I am 48 years old, married with two children, a boy and a girl

R: alright

P: I did my matric

R: ok

P: yah

R: in which year?

P: in 1988

R: ok

P: mhm

R: alright

P: then after doing my matric, I joined SAPS in 1989. Presently I am 28 years in the service

R: yoh! Ok!

P: the reason why I joined the police was because I loved being a police officer and I had a passion for it. I called it by that time a calling to me that was the reason why I joined it but presently I am also still enjoying it, being a police officer

R: ok, so if I hear you well, from matric the following year in to the police service

P: that right

R: ok, so you are one of those lucky people who did not struggle with finding a job. Alright, thanks very much Mr Lefifi. Let's talk about this detective training course, how were you selected; to find yourself participating in the programme?

P: ok, I was selected for the detective course because I wanted to; to attend it and I wanted to be a detective. And then I asked my seniors to make provisions for me to attend this course and they did understand and then they selected me and then I was sent for the course

R: Ok and how do you feel about having given the opportunity?

P: I felt good and motivated. I thought it will assist me, this course, and I will learn more in order for me to be able to carry out my duties

R: ok. Can you tell me currently, what are you doing at your station?

P: currently I was working dispo, then I just started in the detectives

R: Oh, ok. So how long have you been in the detective for?

P: it's about six months now

R: alright, ok, thanks very much. Lets talk more about the course itself or let me first check with you, what motivates you to join the detective?

P: it motivates me because you learn a lot and my main reason why I went there, the detective, is because I wanted to help the community in resolving crime which I am capable of doing that

R: ok and the course, how long did you take?

P: the course took about 15 weeks. Took about 15 weeks even though other modules were challenging but it was 15 weeks

R: ok, so what was challenging about the course?

P: yes, some modules were challenging. It needed one to study hard in order to progress, you needed to learn to study after hours

R: ok, so how many modules did you do in the course?

P: the modules were 20, which I did

R: mhm

P: and then out of the whole 20, I didn't have much problem, I only had one problem with criminal law, that's the one that gave me....more challenging

R: ok, what makes criminal law more difficult, if you think?

P: yeah, I think it was more challenging because of it has a lot of definitions. If I can use the word, it had Latin, Latin words which needs one to understand English in his own language in order to understand what is the meaning of those Latin words

R: ok, alright. So after realising that you are struggling with criminal law, what other means did you employ in order to try to make it a point that at the end of the day you are successful

P: I did or tried a few things that can assist me by asking presenters and I consulted also the library for more books I order to understand what was the meaning or other things that I needed to know from the modules, from the other books from the library

R: ok. So from your own perspective, what could be other contributing factors for you not to do well in the academy?

P: the other factors that contributed more especially the academy itself, the academy has its own rules and some rules were difficult to adhere to but we have to adhere to; for an example, you do not have that freedom of doing other things. You have to march as if you are not at school; because I believe what we came here for, we came here to learn

R: ok

P: so we are doing other things, which are done by the basic police officers, which came here for training. And then we do not have visitors. So if you do not have visitors, you will miss home.....and stuff

R: alright, having failed this module, it became clear that you are not going to succeed, even if you do well in other modules. How did this then affect you going forward?

P: yes, it affects me because I needed to finish and pass the whole module. So it will affect me at work because I need to understand what is going on and if I do not understand then it means I have to refer since I still have the module or ask my colleagues or my seniors. And it also affect my family because of.....I came here for 15 weeks which I believe is four months, so they keep on asking especially children. So I could not tell them that I failed, I did not finish. They see me as a role model, so it is difficult for me to tell them what happened. So I have to lie every time. So the reason for not telling them is....as a role model, if you become a failure then they lose trust in you

R: ok

P: so I won't be able to encourage them if they know the truth

R: oh, you feel that it would be difficult to encourage them to do their studies

P: it will be difficult

R: if the father himself does not...

P: did not make it

R: did not make it in one of the programme in life

P: mhm

R: no, that is understandable. So did this also affect you at your work place?

P: yes, it does affect me and it's still affecting me because....you know if you lack somewhere, you need to get an assistance in order to do your work properly. And you find that with some colleagues they will take you somehow. It affects me but I am keeping up with it so...

R: ok

P: I think I will succeed in doing my job but it does affect me

R: and what kind of treatment do you get from you colleagues when they realise that you did not make it or that you did not finish the course successfully?

P: the treatment is the way that...you know when people, they will pretend but I can see there is a difference between the time before I came here and now

R: ok

P: that is the difference. You can see that they are thinking of something but they will not tell you. So it feels me bad also coz I can see what they are thinking, it's just that they cannot tell me

R: ok. Any assistance? Did you get any assistance for you to be able to cope with the facts?

P: yah, I looked at assistance from.....assistance from my seniors and some of the colleagues, even though not all of them to such an extent now, I can see now where I can get assistance and where not to go. So I do get assistance because I can cope

R: so it means you are able to cope with the situation

P: yes I do

R: ok. So since you did not make it in the detective programme, what are you planning to do for the future?

P: for the future, I plan to continue being a detective because I love that job and I believe I can contribute to that. Maybe in the long run I will get a second chance. And presently, I am busy studying the modules since I still have them and then I get encouraged. So I will stay in the detectives even in the future, I believe I will get a second chance and for the second chance if I get it, I will do better than what happened in the last time when I attended the modules

R: what makes you think you can do better in the modules if you are given a second chance?

P: that's what I said, I'm currently busy studying on my own

R: ok

P: I didn't stop since that time

R: oh

P: I didn't stop I continued studying. Where I do not get.....I do not understand, I ask. And then I got phones from my lecturers by then so if I do not understand, I ask. I also still be sitting at libraries to get some clarity, so I will do better if I get a chance because I feel I've learnt, I'm still busy learning. By that time when I do get a second chance, I will be more equipped than before I came here, because when I came here I did not know what was happening and what I was going to study, so I will come prepared

R: ok, alright. So what effect do you think this failure has on the academy itself?

P: its quite an effect on the academy because of, if you come here they believe that you have to do better but they have to get rid of the...some of the contributing factors. If they are raised to understand that you have come here to learn, we need to....our minds need to be relaxed. If we are going to visit our families or maybe they come and visit us they must allow us and give us the freedom not to do.....at the trainees like marching, orders must be changed, not changed but not for the trainees, for the course goers

R: In other words, you are saying that some of the order they must be relaxed

P: yes

R: ok. So how do you think this affect the conviction rated generally in the country?

P: yes its affected because of.....if you are not equipped, very well equipped; even though some its because of our failures or our not being successful in the modules itself, I affected because of.....if we get the rates down then crime will go down. But if we are not able to do it then the crime will be up again

R: ok. So when you left your family, how did your immediate family react to the fact that you were leaving to attend the course?

P: before I left, because they don't know anything about the things that we are doing at work, I had to sit down with them, explain to them how this thing works and how it will help me to do my work then everything was fine. They did understand, that why when I go home without completing the modules then it became a problem to me

R: oh, because you had to inform them about what is going to happen?

P: yah

R: and now you must give feedback

P: I must give feedback, yes of course

R: ok. So going forward, how do you see yourself in the next maybe five years?

P: in the next five years, I still see myself as a police officer. I do my job to the best of my ability and then hopefully still being a detective. But if the opportunity comes its fine I will see what happens by that time but I will still be a police officer, I have not yet thought of leaving the police

R: alright. Is there anything that you think the SAPS must do to ensure that people succeed in this learning programme?

P: yes, as I already said, the course itself the duration is too short

R: ok

P: yah so it is 15 weeks, which is 3 months

R: and a half

P: and a half. So if they can make it four months straight, but I am not saying....im am not sure that will better the results and stuff in order for people to succeed but it is up to a person what he wants. So they need to relax the academy rules and then extend it to four months. Even though.....or atleast they must try it in four months because it's too long, some will get bored, some they pass; so I am not saying that it affects all the people who attended, some they passed some we do not, so I don't know how it will affect the others. I believe the time I was here, if I should have been given more time I could have done better but I take the blame for that

R: ok, I really do understand you. Mr Lefifi do you have any question for me?

P: no, I am satisfied with your questions and all this, so I don't have any questions so far

R: alright. So let me close this by thanking you for availing yourself for this interview and wish you all the best in your endeavours. Thanks very much

P: ok, thanks also

END

Interview B01

R: ok, good evening Mrs Kati, how are you this evening?

P: im good, and how are you?

R: I am also good thanks. Let me start by appreciating your time, availing yourself for this interview. As you know me, I am Letsoalo. I am a registered student at the University of South Africa. I am doing a masters degree in psychology, doing a research project. My topic is about the high possible psychological factors that contribute to high failure rate of criminal law in the detective academy at Hammanskraal. So I will be interviewing you in regards to that and I just want to assure you that everything that we will be discussing and talking about here, your names and everything will be kept

confidential; only the information you be sharing will be kept and used and it will only be used for this research purpose

P: I understand

R: alright, if you are ready, I may start with the actual interview

P: yes, you may start

R: alright, thanks very much. May you please tell me about yourself

P: my name is Nelisiwe Kati

R: ok

P: I am 34 years of age. I was born and bred in KZN, Ntuzuma township where I grew up my entire life. I went to primary school that side and high school. And then from there I finished matric

R: mhm

P: then I was employed with the ambulance services as an instructor there, I was presenting basic ambulance assistance course for paramedics. I worked there for two years

R: ok

P: I have one daughter, I am single, I have four siblings and I still have both parents, they are staying in KZN. Then on my career path, after I have worked two years there at paramedics ambulance services in Durban, then I got the job in SAPS, although it was not one of my preferences. I joined SAPS because my friend applied for me; but when I was at the basic academy doing my basic training, that's where I developed my love for SAPS. I started loving everything about SAPS to the extent that I enquired about the unit and then I discovered that they had the investigation unit for the detective branch and then I was so interested to go work there and see what was happening

R: ok

P: then I applied for referral, which they took me then and there; then I started working for detective

R: in which police station?

P: I worked for detective at Inanda SAPS around 2005 January. So I worked there for five years, then in 2010.....before 2010 in 2009, then I was called to go and attend the detective course at Hammanskraal academy

R: ok

P: as a student

R: alright

P: so I travelled from KZN to Hammanskraal where I attended the course and the course was for three and a half months and it consisted of 20 modules

R: ok

P: we were 540 students and then we were 16 platoons. I was in platoon 2 by then and my trainer was Warrant Officer Mokhufu by then

R: ok

P: so the course was presented, I became more interested in knowing the detective stuff. Then I excel there, I come out first position out of 540 trainees and it happened that one of the day our trainer was sick and didn't pitch up at work for two weeks and then we had no one in class coz I think they had a shortage of trainers, I don't know. Then since I was having the experience from paramedics I decided to assist my class because I could teach myself and then I was in par with other classes whereas my fellow colleagues in my class were struggling because we had no one. So I decided to take over, then I presented that module to my fellow colleagues. Then on the Thursday, if I recall it, they sent the captain to come and assist us, it was Captain Koe I believe. He had his class by then but because we were going to write an assessment on Monday; they send him on Thursday to come and assist us. So he came and found me presenting, by then we were doing revision

R: and what module was that?

P: we were doing criminal law

R: ok

P: so when he came, he found out I was busy presenting. Then he introduced himself, then he told us that he is coming to assist us so that we can be ready for the assessment. But my fellow trainees or students, they were the ones that requested him to take a seat and sit there at the corner and then let us continue and then he will come if he sees that we are struggling. Then he respected their wish and he sat down, then I continued facilitating. We were actually doing the revision of everything. Then after that it was during brunch, he took me to the commander, by then it was Bregade Chauke

R: ok

P: he said, here is a trainer, this person we can use on the academy

R: ok

P: then I told Bregade that I am from KZN and I still have to go back home and sort out some stuff. Then I will come back when I am ready. Which he agreed and he said I must leave my CV. I leave my CV then I went back home. While I was at home, I felt now that it was time to go back to Hammanskraal and present this detective course. That I how the love of presenting became a reality to me. Then I filed for a lateral transfer, I went to Hammanskraal in 2010 the following year

R: yes

P: where I started to present the detective course or the resolving of crime. Then I was taken to two different classes to observe because I was new. Two of the facilitators were already there, which I learnt many a lot of things before I was given my own class, maybe after 6 months, after four intakes. Then I was given my class where I just ran with my own class. I was always forever there

R: ok

P: then I presented ROC from 2010 up until date. So I would say that probably I have +/- eight years presenting, resolving of crime and I am enjoying myself there in every way I can think of

R: alright

P: I furthered my studies. I have got a Btech degree in policing which I completed it in 2012 with the University of Tshwane , Tshwane University of Technology that were I have done my qualification; Btech degree in Policing

R: and what exactly do you do in the academy?

P: in the academy, I work as a facilitator. Whereby I facilitate in class, when I say I facilitate I mean I present all the law modules, from module one up to twenty that we are using for law

R: ok

P: I also set the formative assessment and assess the learners on the modules that I presented. And I also invigilate when they write the formative assessment. Then I am also working as an assessor, I assess their script after they wrote the assessment; remember we invigilate first then we assess. Then I manage their absenteeism in class, I manage their class register, the class attendance register. I also manage that they all have pocket books, they write in them on and off duty and everything that we did for the day. When they come for the first time, I will partake in welcoming them and then giving them the places to sleep and familiarising them with the area and environment. And then I also assist in conducting the parades when there are parades. Also I assist to take them to extra classes if

possible, if I can see the need. And then I also assist in presenting the modules for those who didn't make it maybe they will do revision or reassessment, we conduct classes for those people who are going to write reassessment. That is more or less what I do in the academy at the moment

R: ok, thank you. And as a presenter what are the challenges that you come across in the daily roles that you do in the academy?

P: as a trainer I will say sometimes.....the challenges that I come across I would say is the shortage of trainers when it comes to resolving of crime trainers. If it happens the one trainer booked off sick, now you are compelled to take his or her class and combine it with your class in a confined space and now you are having more than 60 people or 50 people to present to; its become a challenge because it will become chaos and some they cannot concentrate. And then another challenged is that maybe if you are having a lower rank than the people you are presenting to, their focus will be not so good. Some of them they will have attitude towards you, for instance let's say you are a constable and they bring a captain to be your trainee. So a constable as a trainer and the captain....it doesn't sit well with the captain that a constable must come and present to the captain but, there are techniques and ways that you must do to overcome that situation at that time. But it becomes a challenge because that high rank somebody can influence the class to be negative against you

R: ok

P: and then another thing which I think is a challenge is that these trainees are adults, they are no more children, maybe they have been in school ten years ago. So to teach them now and you expect them to write assessment, they have that fever, so it is not easy for them to grab the information knowing exactly that they are going for assessment. They don't know this culture of studying and this new culture now of learning, it's like a totally new environment for them. They end up failing a lot because it's been long for them being at school and they don't know the techniques which they supposed to use so that they can be able to be perform better at a later stage. so I believe they are using wrong techniques because it's been long or maybe they need to be helped somewhere somehow, maybe if we can develop maybe a small module to facilitate to them, to tell them exactly how to study because a person will that I am studying whereas I am reading. Reading from the book as it is, is different from studying, coz when you are studying you must have your study notes and then maybe they must be colourful even though if you are using you book it must be highlighted there and there with colours. But now if you read from the book as it is then it becomes a challenge, there is no ways that you are going to make it in the assessment. And then maybe we must also encourage maybe these people to study in groups or to find a study partner because if a person study alone, if you study alone in your room you will end up sleeping in the bed there. But if you have a partner you will be

talking to someone, while you are talking to that person you can recall when you are writing the assessment what that other person said on whatever question you are discussing at that time. So those are the challenges that we come across especially when you are dealing with adult learning because these people you are training have been in service for a long time and to deal with them is different to dealing with a new recruit

R: so what is the longest time that you may have a person..... having in the programme?

P: im so glad that you touched that point coz from my experience.....this three and a half months is too short for this course. If the course was extended maybe to six months or even more. Imagine, we are presenting 20 modules to the trainees, each module we present criminal law for one week the following week they write the assessment so that time is too short. These people we are introducing them to a new module, which they don't know, and we only give them five days to grab all the information. so I believe the time there is too little, it can be extended maybe per module we say two weeks at least two weeks or a month for one module. We teach them to the extent that they understand the module then do revision on certain days and then make sure they are ready for assessment, then they go and write the assessment. And then another contributing factor, the reassessment now, in our schedule or in our timetable, there is no time allocated for the reassessment. Now you have presented the first module, they have wrote the assessment, the person did not make it.....those who made it and the one who did not make it they must go, we continuing on to the second module

R: yes

P: together with these ones who did not make it and you expect them to come after hours. You teach them after hours now, you prepare them after hours now for reassessment, they still need to study for the other assessment that is going to be written the following week again. And then they are having two assessments at once coz the time is not allocated. Even the time for reassessment now, sometimes they write at 5am in the morning, it's not there on the timetable

R: so.....

P: so it's become a burden, that's why they fail too much because they don't have time, they don't know what to study now. If the person could decide to study for the reassessment he won't study his second assessment. Maybe he will pass the reassessment and fail the second assessment; if he decide to study on the second assessment it will mean he will fail the reassessment, then you are forced to send the person home. Which I think is on the side of the academy now, they do not provide the time for reassessment procedure or process if I may put it that way. The time is too little that's why they

want to accommodate everything in this three and half months, they ended up working after hours, writing five in the morning doing classes in the evening for these people to be ready to write reassessment. Together they still need to study for the module that is still coming; which I think is unfair on the side of the learner and of a trainer as well because the trainer must over work now. You are working at 5 in the morning, you are also working after hours so that these trainees will pass at the end of the day

R: so you are also, if I hear you well, blaming or putting your blame on the programme itself

P: I will say the time, specifically the time. They do all that because of the time, they don't have enough time so they want to fit everything. The programme is good but the timeframe that is given is too little, it does not accommodate every activity that needs to take place within the programme

R: alright, I think I understand you very well, thank you. Ok what modules specifically do you think are a problem in this programme?

P: I will say criminal law

R: mhm

P: the reason why I am saying criminal law because it is the first module

R: ok

P: since it is the first module, they just arrived

R: mhm mhm

P: since they have just arrived they are not used to the environment, everything for them is new, even this learning process thing for them is new. They are still scared, they are even scared of the facilitator there in front, they can't even ask questions

R: ok

P: they don't even know how the questions are going to be set, all they know is that they are going to be assessed on this module and this tends to put pressure on them and then they are only given five days. So this module becomes so difficult that they fail it too much because they don't know what to expect

R: ok

P: and then the second module will be the law of evidence, because the language that is used there is not familiar to them even if some of them worked in the detective environment before but they have never attended court and stuff, so the language that is used is more used in court

R: it more of court language than of police?

P: yes! Court language, which is not normal English, day-to-day English which is for a normal person. So they need to understand those terms before they can understand the content, so now it becomes difficult for them

R: ok

P: so I will say criminal law and law of evidence

R: alright.....

P: so only law of evidence I blame the content itself because it's got those words which are difficult to understand. But only criminal law I will blame that; the content is fine but they are new in the environment, they are not used, they don't know what to expect, they are still scared

R: so what do you suggest that should be done to alleviate that?

P: so for criminal law I think it would be very easy as long as we can take them for first session we have some kind of presentation to them maybe to guide them on what will be expected from them, how they must study, what they must have, highlighters, colour pens, papers and stuff. We encourage them to write their own notes when a trainer is presenting and from the books and for the class test they write from their own hand writing and they write from their own notes using different colour pens and they find a study partner. We teach them at an early stage when they arrive at the college, maybe the first two days we take them for that, we teach them how to study, we show them the difference between reading and studying and the benefits from each. Then maybe after that when they go to criminal law then atleast they have that picture, they will be ready now, they will know exactly what to do and how to take some questions and how to familiarise themselves with the module and stuff

R: how many students do you usually have in class and where do they usually come from? Is it like.....

P: ok, normally in class I will have 30 students

R: mhm

P: and they come from all nine provinces

R: ok

P: meaning; even that one sometimes becomes a problem neh. Because you will find out that there are trainees from Northern Cape

R: yes

P: those trainees speak Afrikaans most of the time even where they are working, their working environments, they write statements in Afrikaans. Now we present this course in English, we expect them to understand English because they are police officials and they have matric that is our requirement for a police to join SAPS. So you find out they have difficulties in understand the language, there is that language barrier

R: ok

P: especially those people coming from the Northern Cape, they fail to understand English, and we present in English and they are supposed to write the assessment in English. Not only them, even some coming from other provinces speaking other languages like Zulus maybe from KZN; you find that communicating in English with them it becomes a big problem or expressing himself or herself in English then it will be difficult for him to write the assessment. Maybe you will find that the person knows the answers but cannot written in English then the language barrier becomes a serious problem

R: ok, so what about the environment itself? Is it conducive enough for learning to take place?

P: the environment its good if I may say so

R: ok

P: the environment is good. Each learner is provided with a room

R: ok

P: and in that room there is a bed, there is a table, a chair, a sink, a wardrobe for every single learner

R: ok

P: and then we've got two sections. We've got a top part far North and the other one on the far South neh, then we used to divide them by maybe say females were kept in the one next to the gate which is North side and the other one would be kept down there which is males in the South. So the place is conducive I think, yeah. Even the trainees they don't complain about the place, the place is fine it's good

R: oh, I hear you saying.....

P: even we provide them with a chair and table in their rooms so that if they want to wake up and study they can wake up and study. The place is.....

R: ok

P: ok

R: alright

P: except for the challenge, for one challenge. We have got a lot a break ins, people coming from outside and breaking into the academy. so now their safety is now compromised and your own life. If maybe this college could be well secured when it comes to fencing, I don't know, maybe they can use electric fence or whatsoever; but the residents, the students, the trainers, their safety is compromised because criminals they come from outside they academy they enter within the academy and then they vandalise the academy. they can even break in the academy and steal student stuff like laptops and valuables and that is all which is a problem. But with the.....how the area was built and its (*inaudible*)

R: alright and what kind of influence does the academy orders have on to the learners themselves?

P: academy order?

R: yes

P: I think academy orders are good for the learners even the learners they welcome them in a positive mood

R: ok

P: but! I will say maybe people who are working in the academy they are not implementing everything that is written there because they don't go visit bungalows now and again. So sometime the students tend to be out of hand doing things which are not supposed to be done in the academy because they are not being monitored accordingly all the time

R: ok, what should happen and what should not happen in the academy, like that which you are monitoring?

P: as academy order are saying, trainees are supposed to date each other whilst they are still in the academy, ok, or let me put it that way; they are not supposed to sleep in one.....they are not supposed to.....

R: visit

P: visit one another whilst they are in the academy. like a male trainee cannot visit a female trainee and sleep in that bed. That is why we provided them with a single bed in their rooms so that they can sleep one person in a room. But now you will find out that now.....because maybe we think that they are adults or what, we tend to ignore that one and don't visit bungalows regularly and you will find

out that some trainees they end up doing that. Which sometimes cause problems and they will end up fighting

R: ok

P: and yeah, they will be problems in the academy because of that. But if we can follow the academy orders and people who are working standby they will make sure that they visit bungalows, 12 midnight maybe they call like roll call or whatsoever then they check these people then it will be fine. The academy order are good but they are not being implemented accordingly all the time but sometimes they are

R: ok, then what do you think can be done to improve the pass rate in the academy generally

P: to improve the pass rate I think all the trainers, if there is no course that is running at that time there is always a gap maybe for two weeks or for a month in between courses. If they can take all the trainers to workshop them in all the modules neh; they identify the people who are good in certain modules. And then they facilitate within themselves with that period of time, because to be a trainer you cannot say that now because you have been a trainer for 10 years you are good in everything or you know everything. For you to listen to someone else you will steal ideas and techniques. So I will encourage that each and every time there is a break in between, we utilise that space to train our trainers

R: ok

P: even if it's in-service training whereby if we don't find someone inside we outsource someone to come and facilitate. For instance like stress management maybe we call social workers or whoever is an expert there. He come and present to the trainers some kind of a workshop so that he....

R: to bring everybody on the same standard?

P: same standard, yes! If I may say so

R: alright, so....

P: and then another thing that I will encourage, as we are all teaching detectives they will go out and work at the stations right?

R: mhm

P: then things at the station they keep on changing now and again

R: ok

P: and if it happens again that we find time in between we allow or we send all our trainers to go work at the station to see what is happening, the exposure. To see what is happening at that time because they will be using old docket whereas already there are introduced new docket

R: ok

P: they will be using old system of registering docket whereas the system has changed in the stations. So maybe two weeks or so in a year the trainer must be sent to the station to work there as a detective for two weeks and come back with relevant information

R: to learn the trends?

P: yes and they will come back and implement what is happening at that time

R: oh, that's great. So as a trainer in class there is maybe a few of your learners that did not succeed in certain modules

P: mhm

R: how does it feel?

P: yoh! That feeling it's....i cannot describe it, it's painful. It's like you as a trainer have failed yourself because once you have two or more than two people failing in your class it means that you did not do justice or that you did not do enough as a trainer, that's what comes to your mind. Even though you have got someone who's got 90 or 98 but by the fact that you will always be judged with the people who have failed in your class. If they are more than five, it means you as a trainer you must also do introspection to check that you have did everything that you had to do. So it becomes painful to you as a person and personally because you go back and check 'where did I go wrong, how this happened, how did so many people failed my class'. Then you will be blaming yourself, it's painful

R: ok. And then how does this effect the academy itself?

P: when we are having a high failure rate?

R: mhm

P: I believe it affects that academy one way or another because there is a budget neh, which is allocated to the academy to train and certain number of people a year. So now if it happen that twenty people in that year they fail and they did not finish the course, it means there was.....we lost a lot of expenditure on those trainees and we didn't get what we were supposed to get at the end meaning that we did not meet the target we were supposed to meet. If we were supposed to train a thousand trainees or thousand students per year then it will mean that we underperformed because twenty did

not make it, we only managed to train 9980 trainees who will go out and work as a detective. So it becomes a negative factor of the academy

R: does this also affect the country?

P: yes, it does affect the country because if now those twenty people fail, remember they were supposed to go out in the stations and investigate crimes, they will go out. They failed, it means now they won't continue investigating those crimes maybe they must be sent to other units and stuff but they cannot investigate because.....even if they can investigate they cannot continue to investigate, they give poor service because they did not pass the course. So it affects that whole country in one way or another in a bigger picture, it affects the whole country. If they do fail it means the number of detectives that are out there working, helping our communities to investigate crime is becoming less with twenty people. And twenty people is a lot because if you check a detective, maybe one detective is to ten people. So now if you lose twenty detective at a station, you lose a lot

R: so as an assessor or facilitator after having the results when you present or give feedback to your class, what is the reaction to those who did not make it?

P: it will depend neh

R: ok

P: there will be the first assessment, you go and give feedback and then some they did not make it, some they will cry yes, some they will feel sad and the mood will change, they won't feel ok. But now I think it has become worse when it's the second assessment where they know now that if they fail they will go home. They will become depressed, they cry a lot and they become traumatised and then the whole mode of the class, not only them are being affected but the whole class now is being affected because they are going to lose a member that they were sharing a class with. So the whole class for the whole day you will not be able to present to the class because all of them will be crying for this individual who is going to leave the academy because they did not make it after reassessment. On the first assessment yah they become sad but they still believe that there is a chance they will make it, but on the second one they become devastated and they go to the extent of killing themselves, that's how serious it is for them

R: and how does it feel as a presenter when you give such a feedback?

P: that's where now you must take off that hat of being a presenter and now you start being a pastor or a social worker, now you cannot cry with them

R: mhm

P: but instead you have to come back and cry and talk to them and you comfort them and show them they right because you need them , you need their focus, you need them to concentrate. But now for the whole day, that day they will never have that concentration maybe the following day after you spoke to them and you counsel them then maybe they will be fine afterwards. It's even worse now if you keep on keeping this person in class. Its better if that person did not make it and you know that you are going to expel the person or the person is going home, the person leaves there and then because now if you keep the person in class. This thing will go on for a long time, the mood of the class the whole class until this person leaves. They are feeling pity for this person, this person will be crying every day and then you are supposed to present and then you are being disturbed

R: ok, alright. Thanks very much for availing yourself for this interview. I really do appreciate your time. But before we close, do you have any question that you would like to ask me?

P: no, I don't have any questions so far

R: alright, then thanks very much for your time

P: thank you

END