

# INVESTIGATING OFFICERS' PERCEPTIONS OF ADULT EDUCATORS WITHIN THE SOUTH AFRICAN POLICE SERVICE DETECTIVE ACADEMY

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**Abstract:** The purpose of this article was to explore investigating officers' views of police instructors' competencies, attitude and preferred classroom techniques employed within the South African Police Service (SAPS) Detective Academy, as well as the teaching and learning techniques detectives felt would enhance their learning. For simplicity, the term "investigating officer" or "detective" will be used interchangeably in this article. The research population for this research consisted of 20 005 Police Act Personnel (detectives) and a stratified sample of 1 920 members was identified to respond to, inter alia, police instructors teaching styles, competencies, attitude and student preferred learning styles. The sample realisation was 1 198, or 62,4% of the original sample. The respondents were deployed at community service centres (police stations) in the nine Provinces of South Africa, including Head Office in Gauteng Province. The stratified random sampling technique was used and the population at the stations was divided into male/female and non-commissioned officers (NCOs) and commissioned officers (COs), as the strata. NCOs are those members with the rank of Constable up to Inspector. COs are those members with the rank of Captain up to Senior Superintendent. Directors were excluded from the study because their limited numbers would compromise their anonymity.

The researcher viewed the sample to be representative of those SAPS and other members

stationed at police stations in the nine Provinces where the research was conducted. Their perceptions would represent a fair reflection of factors affecting performance of general detectives at station level. Based on the research population, the researcher viewed the sample to be representative of those SAPS and other members stationed at police stations in the nine Provinces where the research was conducted. Eighteen (18) fieldworkers were trained and distributed the questionnaire in the provinces.

The arguments and findings set out in this article demonstrate that SAPS instructors preferred the use of andragogy over pedagogy. The responses analysed also revealed that instructors taught detectives through methods similar to those employed in teaching children. As a consequence, based on the findings, it seems as if to a certain extent, the SAPS instructors have not yet transformed their teaching methods to adapt with the demands placed by dynamics moved with the times as they still foster an environment where the focus of training is yet to be aligned with 21<sup>st</sup> century best practices. The results also show detectives felt they learn best with instructors who were hands on problem solving, open minded and more experienced. It is envisaged that this research will go a long way in assisting SAPS and other law enforcement agencies to implement best practices that would focus on methods that improve adult learning within SAPS Detective Academy.

**Keywords:** Adult, classroom, detective, perception, instructors

## INTRODUCTION

Some of the biggest challenges facing the police instructors or educators are how to facilitate optimal functioning, inspire confidence, promote knowledge retention, and elicit and sustain lifelong learning among matured or adult police officers who against all odds are determined to acquire or improve their knowledge, skills and experience for the betterment of firstly themselves and secondly for the benefits of the organization. Massoni (2009, pp. 1-5) points out that although adult learners are more mature and focused than their younger counterparts, barriers against participation in learning require educators to have certain skills to maintain adult learner motivation in the classroom. This concept also has an impact on the Field Training Officer (FTO)/trainee relationship. The FTO's need to have the skills that will keep the trainee focused on the task and be able to tailor their training style to meet the learning style of the recruit.

## BACKGROUND AND RATIONALE

The original study emanated from informal discussions held between the researcher and some of his former colleagues within the SAPS Detective Service, amongst others regarding detective training and police instructors teaching styles and the linkages with detectives' performance. During these discussions it was discerned that perceptions about detective training, instructors' methods of teaching and how detectives respond to the crime of fraud at station level differed vastly among members of all salary levels within the SAPS. The common understanding amongst police officials regarding detective training linked to performance was broadly based primarily on various opinion surveys conducted; in other words, they were perception based (Shaw, 1996; Altbeker, 1998a, 1998b, 1998c; Mistry, 2000, Ntuli & Bruce, 2001, Altbeker, 2003; Schönteich, 2003, Minnaar, 2008, Scheepers, 2008). In this regard, several detectives at the stations where this research was conducted commented that the research will throw in some new light into understanding what factors contributed to amongst others, the reasons for the perceived detectives' poor work and if the styles of teaching employed has an impact on detectives to yield anticipated results, namely competent police officials equipped to transfer knowledge into practical at their respective stations in the nine provinces of South Africa. Amongst others, it was one of the objectives of the original study that only when the abovementioned shortcomings were highlighted through research findings, the findings and recommendations made would go a long way filling the gaps with regard to

influence how teaching and learning will be conducted within SAPS Detective Service environment.

## LITERATURE REVIEW

### Theory and practice

Brand and Peak as cited by Marion (1998, pp. 54-79) argue that it has become increasingly important for police training to be assessed, and to determine the propriety, adequacy, discernability and utility of the curriculum. A review of literature indicates that findings by researchers and academics have differing views thus to some extent are unable to find common ground regarding the appropriate curriculum, study programme format and requirements for instructors that comprise effective police training (Satterfield, 1985; 1986; Trautman, 1986; Bintliff, 1993; Berg, 1994; Feltes, 2002, Vodde, 2011).

The teacher is the manager of the learning environment and determines learning objectives, develops activities to meet these objectives, and decides on evaluative criteria (Conti as cited by McCoy, 2006, pp. 77-91). Usually student evaluation will include some type of norm-referenced or criterion-referenced testing that provides the measurable means to indicate fulfilment of course objectives. The teacher-centred approach is widely used in law enforcement education and training. In the learner-centred classroom, it is the learner and the learner's needs that are most important. The learner-centred approach assumes that learners are proactive, are self-directed and self-motivated, and have unlimited potential to develop. The teacher is a facilitator who tries to meet individual needs as perceived by the students. The teacher serves more on a level equal with the student, acts as a resource, and trusts learners to pursue their own educational goals (Conti as cited by McCoy, 2006, pp. 77-91).

Curriculum is based on problems and actual situations within a student's own life and not on a predetermined course with specific information to be absorbed. Evaluation is not as formal as with the teacher-centred style, but is accomplished more through self-evaluation and constructive, informal feedback from the teacher. The adult education literature supports the collaborative approach to teaching as the most effective means of teaching adults (Conti in McCoy, 2006, pp. 77-91). Ortmeier as cited by McCoy (2006, pp. 77-91) argues that while traditional law enforcement education and training programs do a good job of developing technical and procedural skills, police training does little to promote the acquisition of essential, non-technical competencies such as problem solving, judgment, and leadership. This view leads to assumptions about law enforcement practice. First, a community receives the

style of law enforcement service it supports, and this essential support is dependent on a positive police image. Second, the police public image is dependent upon the public's confidence in the integrity and good judgment of individual police officers as well as the officers' interaction and relationship with the public. Third, police behaviour is determined by pre-service and in-service training in college classrooms, police academies, and field training. Finally, curricula at the college-level, in criminal justice programs, in police academies, and in field training programs need to focus on communications, human relations, critical thinking, problem solving, and leadership skills essential to success in law enforcement today (Ortmeier as cited by McCoy, 2006, pp. 77-91). To effectively train today's law enforcement officers, there must be a move away from the traditional philosophy of education in which the teacher feeds knowledge to a dependant learner and then the learner is expected to reproduce the knowledge in some clearly observable behavioural outcome (Ramirez as cited by McCoy, 2006, pp. 77-91).

#### **Qualities of good instructors**

Marion (1998, pp. 54-79) asserts that police course instructors vary in terms of the time they spend teaching, the quality of the information presented and their age and experience levels. Most academies use a large number of instructors who teach depending on their schedules and availability (Satterfield, 1985). They are typically chosen based on their knowledge, their instruction techniques (being able to communicate effectively), instruction skills (the ability to stimulate curiosity, to arouse interest and motivate), personal qualities (friendliness, maturity, enthusiasm, confidence, high self-esteem) and planned instruction plans (Trautman, 1986; Chuda, 1995). Too often police instructors are chosen based on their experience, not on their ability to teach (Trautman, 1986).

Rauch (1992, pp. 1-58) reflecting on the South African Police culture, argues that its culture will only be affected if training is incorporated into the routine of ordinary police work, and is seen as a continuous and useful process. Basic training is the most important point of socialisation of the recruit into the organisation, but it alone cannot change the organisational culture unless the organisation itself changes. It is strongly argued that within police culture there exists a strong bond among members with significant camaraderie and trust (Reiner, 2000; Reuss-Ianni, 1984; Wood, 1997). Rauch (1992, pp. 1-58) points out that large amounts of money are being spent on the police training institutions in South Africa, with little strategic development aimed at incorporating training experiences into police work at police stations. It seems that the current investment in

training will not achieve the desired rewards unless this imbalance is rectified (Rauch (1992, pp. 1-58).

A research has shown that knowledge learning for future police work is critical for quality performance. Consequently, police academies no longer place emphasis primarily on weapons training, driving and physical skills. Rather, they place a growing emphasis on academic areas (Rauch, 1992, Rauch as cited by Jagwanth, Schwikkard & Grant, 1994; Berg, 1994). Further, research indicates that the academic or classroom portions of police training now make up the majority of academy hours. There are some "field" exercises, but most of the training takes place in a classroom setting. This is important because future officers must obtain the knowledge that is necessary to perform the duties of the peace officer. The academic portion of the academy can be, and is, rigorous. Volumes of information are presented very quickly. Those students who are not used to similar academic requirements can get lost quickly or are not able to learn the information required (Satterfield as cited by Marion, 1998, pp. 54-79).

Marion (1998, pp. 54-79) asserts that police academies generally use examinations to ensure that recruits have assimilated the course material. In most cases, there are both written examinations and practical application exercises (Satterfield, 1985; Chuda, 1995). The second type of learning identified by Trautman as cited by Marion (1998:54-79) is skill learning, where recruits learn a skill by repetition until it becomes almost second nature. Through repeating and practising the skill, the recruit can perform it by habit. Often this requires hands-on training in the field or in simulated situations (Peak as cited by Marion, 1998, pp. 54-79). Many skills have been identified in the literature as essential for police training. These skills must be taught by academy instructors to train effective law enforcement officers (Marion, 1998, pp. 54-79).

Walker as cited by Marion (1998, pp. 54-79) points out that the benefits of a college degree on the policing profession are still under debate. It is argued that police officers with college educations communicate better with the public, write better reports, perform more effectively, receive fewer citizen complaints, show more initiative in performing police tasks, are more professional, use discretion more wisely, are more likely to be promoted, are better decision makers, show more sensitivity to racial and ethnic groups, have fewer disciplinary problems and have a greater knowledge of procedures, functions and principles of the job (Carter, Sapp & Stephens, 1989; Baker, 1995; Trautman, 1986). Researchers argue that that there will always be a brain drain especially for college educated police as they are more likely to leave

policing, question orders, become bored, expect promotions more frequently and request reassignment more frequently (Carter *et al.*, 1989, p.172).

Delattre (1984, pp.54-79) is of the view that being a college graduate does not guarantee a person will be a hard worker, dedicated or have better character than one who is not college educated (Delattre, 1984, pp.54-79). However, Berg (1994, p. 106) argues that education (rather than training) may have a major impact on the profession. The distinction between the two is described by Berg (1994, p. 106) that training is learning the ropes to some process or procedure, or learning through example or explicit instruction. "...Education is understanding how, why and with what alternatives a process operates. Training is obviously important, but education is being recognized as equally important" (Berg, 1994, p. 106). From this, Berg argues that a college degree is important in police work. Berg further argues that "one can expect the future for police education to hold high academic, training and performance standards. Police work is fast becoming recognised as a skilled occupation of competitively educated, technically sophisticated, empathic and humane people" (Berg, 1994, p. 106). However, Merriam and Caffarella argue "whether one needs to perform in order for learning to have occurred or whether all human behaviour is learned" (Merriam and Caffarella, 1999, p. 249).

### Competency-based assessment

Howard as cited by Potgieter and van der Merwe (2002, pp. 60-66) is of the view that competency-based assessment is a specific assessment methodology that draws largely from assessment centred technology, from which many new techniques for innovative practice, such as the use of simulations as samples of behaviour, have evolved. Potgieter and van der Merwe further assert that competency-based assessments are somewhat different to the full assessment centre, in that they are more streamlined (fewer methods of observation), less time consuming (normally no longer than a few hours in duration) and usually do not involve multiple observers. However, competency-based assessment does provide a standardised set of activities that allow a judgement or prediction of human behaviour relevant to work in a particular context and may be group or individually oriented. While not a comprehensive list, the following are some of the methods of assessment (Schultz & Schultz as cited by Potgieter & van der Merwe, 2002, pp. 60-66) that are specifically applicable to selection situations: (a) *In case studies* a complex problem, of the kind faced daily in that specific job, is presented to the candidates. They are then expected to familiarise themselves thoroughly with the case and could also

be required to find additional relevant information. At a later stage each candidate must be prepared to advance and discuss an interpretation of, and solution to, the problem. The purpose of the case study method is to, *inter alia*, teach participants the ability to analyse and criticise their own assumptions and interpretations. (b) *In-basket exercises* present each applicant with an in-basket such as that found on virtually every office desk. It contains the typical problems, questions and directives related to the specific job. The applicants must process this material in a fixed period of time; that is, they must demonstrate how they would handle such questions and problems on the job. (c) *Job sample tests/Skills tests* are work samples that may include practical or pen and paper tests in which the applicant performs a task that forms a critical aspect of the job. The candidate is expected to be able to demonstrate competence in certain areas, since this provides evidence of his or her ability to carry out work to the required standard. These are often used to measure the extent of knowledge and may be to measure constructs such as conceptual reasoning or as a complement to a practical observation. (d) *Direct Observation* is where an assessment practitioner observes a person carrying out a particular task or work activity in a controlled or uncontrolled situation, making a formal or informal record of the observations (Aiken as cited by Potgieter & van der Merwe, 2002: 60-66). The observation may be complemented by questions. This may include supervisor evaluations, practice /professional/ internship or industrial experience. (e) *Oral and written tests* may be used as an adjunct to a practical test or where the person does not have sufficient literacy ability to deal with written questions or in circumstances where knowledge needs to be assessed by itself, unrelated to specific performance. (f) *Portfolios* are useful for assessing skills achieved in the past and are largely the responsibility of the person being assessed. These include log books, referees and records of achievements. The use of portfolios is a major method employed in the workplace assessment context. This is also known as *evidence of prior learning*. (g) *Projects and assignments* may be used to assess ability to complete a task as an individual or in a working group. (h) *Questioning and demonstration* is a process where the abovementioned observation consists of a structured practical demonstration followed by administration of a set of questions relating to the process, behaviour and finished product of the person being assessed. Questioning techniques are especially useful in problem-based assessment. (i) *Simulation exercises* normally take the form of a *role play* during which an actual job, employee, customer and workplace situation is simulated - usually one where interpersonal skills and behaviours are critical. The

candidate therefore must demonstrate his or her ability (by acting out or playing the role) to deal with an interpersonal situation which frequently occurs in the job (Turner, 1992).

The role-play is a popular technique which is versatile and applicable for a variety of purposes (Balli, 2002, pp. 14-15). The *role-plays* used in competency-based assessment are usually structured, in that the developers of the role-play have predetermined the goals of the session, the responses of the role-player and the dimension to be assessed. The intention is to ascertain how the person being assessed might react under real job conditions and pressures. Computer and on-line simulations are emerging as a popular and time effective option, as the person being assessed is no longer geographically bound to a certain area.

(j) *Trainability tests* are practical tests in which the candidate is taught or shown a critical task which is related to the job. The candidate has a chance to practise and must then demonstrate his or her ability to learn the tasks associated with satisfactory performance on the job. Trainability tests therefore measure a person's level of natural aptitude, as well as their existing level of skill (Balli, 2002, pp. 14-15).

Aiken as cited by Potgieter and van der Merwe (2002, pp. 60-66) points out that many of the abovementioned methods can be combined together into a test battery where each test measures different competencies, while permitting comparisons of a person's performance in different areas (Aiken as cited by Potgieter & van der Merwe, 2002, pp. 60-66). Hager and Gonczi as cited by Potgieter & van der Merwe (2002, pp. 60-66) suggest that the criteria to measure the effectiveness of a competency-based assessment are as follows: (a) that the methods are linked to the performance being assessed, (b) that product and process are included in the performance, (c) that performance provides evidence of knowledge, skills and attitudes, and (d) that integrated assessments are used to cover different elements.

## RESEARCH METHOD

A quantitative approach was followed using data triangulation through the use of a variety of sources as outlined hereafter. This approach ensures that the theory is tested in more than one way. The research related to a relatively wide population as the sample of respondents was drawn from the members of the Detective Service from nine Provinces, as well as from Head Office. The research population for this research consisted of 20 005 Police Act Personnel (detectives) and a stratified sample of 1 920 members was identified to respond to, *inter alia*, police instructors teaching styles, competencies, attitude and student preferred learning styles. The sample realisation was 1 198, or 62,4% of the original

sample. The respondents were deployed at community service centres (police stations) in the nine Provinces of South Africa, including Head Office in Gauteng Province. The stratified random sampling technique was used and the population at the stations was divided into male/female and non-commissioned officers (NCOs) and commissioned officers (COs), as the strata. NCOs are those members with the rank of Constable up to Inspector. COs are those members with the rank of Captain up to Senior Superintendent. Directors were excluded from the study because their limited numbers would compromise their anonymity.

The researcher viewed the sample to be representative of those SAPS and other members stationed at police stations in the nine Provinces where the research was conducted. Their perceptions would represent a fair reflection of factors affecting performance of general detectives at station level. Based on the research population, the researcher viewed the sample to be representative of those SAPS and other members stationed at police stations in the nine Provinces where the research was conducted. Eighteen (18) fieldworkers were trained and distributed the questionnaire in the provinces. The following two hypotheses were formulated to indicate the possibility that Academy learning environment might not adequately prepare detectives for the fieldwork and that, if the findings pertaining to these two hypotheses gave an indication to that effect, further research would obviously be required: (a) **Hypothesis 1:** The perceived lack of depth of experienced instructors facilitating detective training can be related to the likelihood and extent of detectives' performance behaviour. (b) **Hypothesis 2:** The perceived inadequate methods of teaching by instructors at the SAPS Detective Academy can be related to the likelihood and extent of detectives' performance behaviour.

## RESULTS

On the issue of the instructors' styles of teaching, attitudes, competencies amongst others, as perceived by the respondents were, *inter alia*, as follows.

### Items pertaining to the evaluation of instructors

(a) *Statement 1: Experienced instructors are involved in training detectives.* Regarding this statement, an overwhelming majority (72.3%) of the respondents agreed to strongly agreed that experienced instructors were involved in training detectives. Twenty one percent (20.7%) of the respondents disagreed to strongly disagreed with the statement. Six percent (6.2%) of the respondents neither agreed nor disagreed with this statement. One percent (0.8%) of the respondents provided no answer to this question. Comments offered by respondents in the open-ended

section of the questionnaire included the following: *"I think more experienced detectives should conduct the course. The modules aren't straight to the point and lots of mistakes have been discovered ... instructors in the Detective Learning Programme (DLP) must have at least 3 years of experience in the field ... instructors must have a background of detective experience ... a specific criteria [sic] should be used to select instructors to be able to improve the quality of training ... DLP facilitators should be more skilled...facilitators not adequately trained. No facilities in the institution ... internal trainers should be trained to fully train the investigators ... trainers should have experience"*.

(b) *Statement 2: Retired detectives should be retained as instructors.* An overwhelming majority (81.8%) of the respondents agreed to strongly agreed that retired detectives should be retained as instructors. Only nine percent (9.0%) of the respondents disagreed to strongly disagreed with the statement. Nine percent (8.7%) of the respondents neither agreed nor disagreed with this statement. One percent (0.5%) of the respondents supplied no answer to the question. A comment offered by one respondent in the open-ended section of the questionnaire was the following: *"Older detectives should be utilized to increase the standard of this course"*.

(c) *Statement 3: Instructors have the ability to impart task-oriented knowledge to detectives.* Responding to this statement, seventy one percent (70.8%) of the respondents agreed to strongly agreed that instructors had the ability to impart task-oriented knowledge to detectives. Sixteen percent (15.9%) of the respondents disagreed to strongly disagreed with the statement. Eleven percent (11.4%) of the respondents neither agreed nor disagreed with this statement. Two percent (1.9%) of the respondents provided no answer to the question. Comments offered by respondents in the open-ended section of the questionnaire included the following: *"The SAPS organisation should at least evaluate the instructors as the investigation is poor at the station level ... the instructors should be trained at institutions like universities or Further Education Training (FET) centres ... train and equip instructors who conduct courses"*.

(d) *Statement 4: Instructors should have legal background as a prerequisite for their appointment.* Fifty five percent (54.6%) of the respondents agreed to strongly agreed that instructors should have legal background as a prerequisite for their appointment. Thirty five percent (34.6%) of the respondents disagreed to strongly disagreed with the statement. Ten percent (9.5%) of the respondents neither agreed nor disagreed with this statement. One percent (1.3%) of the respondents supplied no answer to this question.

(e) *Statement 5: Instructors have positive attitudes towards detectives.* Regarding this statement, seventy eight percent (78.2%) of the respondents agreed to strongly agreed that instructors

had positive attitudes towards detectives. Eleven percent (11.0%) of the respondents disagreed to strongly disagreed with the statement. Ten percent (9.6%) of the respondents neither agreed nor disagreed with this statement. One percent (1.2%) of the respondents provided no answer to this question. A comment offered by one respondent in the open-ended section of the questionnaire was the following: *"The DLP instructors need to change their attitude"*.

(f) *Statement 6: The evaluation of instructors' performance by detectives is a waste of time.* Regarding this statement, only seventeen percent (16.5%) of the respondents agreed to strongly agreed that the evaluation of instructors' performance by detectives was a waste of time. Seventy two percent (71.5%) of the respondents disagreed to strongly disagreed with the statement. Eleven percent (11.2%) of the respondents neither agreed nor disagreed with this statement. One percent (0.8%) of the respondents provided no answer to the question.

(g) *Statement 7: Communication is an essential skill for instructors.* An overwhelming majority (84.3%) of the respondents agreed to strongly agreed that communication was an essential skill for instructors. Only nine percent (9.2%) of the respondents disagreed to strongly disagreed with the statement. Five percent (5.3%) of the respondents neither agreed nor disagreed with this statement. Two percent (1.2%) of the respondents provided no answer to the question. A comment from one respondent also highlighted the importance of communication as follows: *"The detectives should be trained by people with teaching skills and the ability to simplify the study guide and make the learning material interesting"*.

(h) *Statement 8: I find the pace of the instructors too fast.* Regarding this statement, thirty three percent (33.2%) of the respondents agreed to strongly agreed that they found the pace of the instructors too fast. Majority of respondents, fifty one percent (51.0%) disagreed to strongly disagreed with the statement. Fourteen percent (14.0%) of the respondents neither agreed nor disagreed with this statement. Two percent (1.8%) of the respondents provided no answer to this question.

(i) *Statement 9: Instructors have the ability to instil motivation in detectives.* Regarding this statement, an overwhelming majority, seventy three percent (72.5%) of the respondents agreed to strongly agreed that instructors had the ability to instil motivation in detectives. Fourteen percent (16.6%) of the respondents disagreed to strongly disagreed with the statement. Ten percent (10.3%) of the respondents neither agreed nor disagreed with this statement. One percent (0.6%) of the respondents provided no answer to the question.

(j) *Statement 10: Expression of personal opinions is encouraged by instructors.* Responses to this this statement indicated that overwhelming majority, seventy three percent

(73.0%) of the respondents agreed to strongly agreed that expression of personal opinions was encouraged by instructors. Seventeen percent (16.5%) of the respondents disagreed to strongly disagreed with the statement. Ten percent (10.2%) of the respondents neither agreed nor disagreed with this statement. Less than one percent (0.3%) of the respondents provided no answer to this question.

### **Responses to items pertaining to methods of teaching**

(k) *Statement 11: Role plays are done during DLP training.* An overwhelming majority, seventy two percent (72.2%) of the respondents agreed to strongly agreed that role plays were done during DLP training. Twenty percent (20.0%) of the respondents disagreed to strongly disagreed with the statement. Seven percent (7.2%) of the respondents neither agreed nor disagreed with this statement. One percent (0.6%) of the respondents provided no answer to the question.

(l) *Statement 12: Participative forms of learning during DLP training improved my investigation skills.* Regarding this statement, an overwhelming majority, sixty nine percent (68.8%) of the respondents agreed to strongly agreed that participative forms of learning during DLP training improved their investigation skills. Twenty two percent (22.4%) of the respondents disagreed to strongly disagreed with the statement. Eight percent (7.8%) of the respondents neither agreed nor disagreed with this statement. One percent (1.0%) of the respondents provided no answer to the question.

(m) *Statement 13: Teaching aids such as the use of videos are utilised during training.* An overwhelming majority, eighty two percent (81.6%) of the respondents agreed to strongly agreed that teaching aids such as the use of videos were utilised during training. Ten percent (9.9%) of the respondents disagreed to strongly disagreed with the statement. Seven percent (7.4%) of the respondents neither agreed nor disagreed with this statement. One percent (1.1%) of the respondents provided no answer to the question.

(n) *Statement 14: The DLP course assessment tools adequately measure my investigation skills.* Regarding this statement, less than fifty percent (44.1%) of the respondents agreed to strongly agreed that the DLP course assessment tools adequately measured their investigation skills. Forty three percent (43.3%) of the respondents disagreed to strongly disagreed with the statement. Eleven percent (11.3%) of the respondents neither agreed nor disagreed with this statement. One percent (1.3%) of the respondents provided no answer to the question.

(o) *Statement 15: The DLP assessment tools should be outsourced to an external agency.* Responses indicated that forty three percent (43.2%) of the respondents agreed to strongly agreed that the DLP assessment tools should be outsourced to an

external agency. Thirty nine percent (38.9%) of the respondents disagreed to strongly disagreed with the statement. Seventeen percent (17.3%) of the respondents neither agreed nor disagreed with this statement. One percent (0.6%) of the respondents provided no answer to the question. Again, in line with uncertainties pertaining to statement 14, respondents were not sure if the DLP assessment tools should or should not be outsourced to an external agency. Comments expressing opposing opinions were made to this statement, for example: “*The DLP should not be outsourced. Internal trainers should be fully capacitated*”...“*External agency with the intention of competing with international standards ... should be accredited with South African Qualification Authority (SAQA)*”.

### **DISCUSSION AND FINDINGS**

The findings pertaining to instructors' qualities and methods of teaching were as follows: (a) The detectives felt that communication is an essential skill for instructors. (b) Retired detectives should be retained as instructors and they should have legal background as a prerequisite for their appointment as an instructor. (c) Instructors show a positive attitude towards detectives. (d) Expression of personal opinions is being encouraged by instructors. (e) Instructors have the ability to instil motivation in detectives and to impart task-orientated knowledge to detectives. (f) The evaluation of instructors by course attendees (detectives) is not a waste of time. (g) Experienced instructors are involved in training detectives.

From the above mentioned findings, it was clear that instructors' emphasis today on matching teaching and learning styles stands in sharp contrast to the traditional scenario of passive listeners attending lectures given by instructors who rarely look up from reading their notes and never engaged learners to stimulate interest by means of practical exercises, discussion and role plays. However, based on the findings from a bigger study (Mofokeng, 2010) it was found that some instructors misunderstood or oversimplified adult learning theory. That is, the instructors preferred teaching aids (lecture, video tapes, PowerPoint slides, and computer assisted instruction) for the sake of variety without considering their appropriateness for achieving the specific training objectives. The general view by some of the respondents believed that instructors needed to be experienced in policing areas when they taught the police trainees' practical skills.

The findings also indicate that the usage of teaching methods within SAPS to a certain extent are effective and appropriate, however, in the case of producing specific types of results under particular circumstances the skills and experience of instructors

are critical to impart those traits to trainees. It is therefore essential that instructors are aware of group dynamics in their classes as there might be learners who may not enjoy certain teaching methodologies as these activities may only reinforce learning for those who enjoy them whilst the rest of the learners might be irritated and thus bored. Findings relating to the hypotheses were as follows: (a) **Hypothesis 1:** The perceived lack of depth of experienced instructors facilitating detective training can be related to the likelihood and extent of detectives' performance behaviour. In the light of the findings, this hypothesis is rejected. (b) **Hypothesis 2:** The perceived inadequate methods of teaching of SAPS Detective Academy can be related to the likelihood and extent of detectives' performance behaviour. In the light of the findings, this hypothesis is rejected.

### CONCLUSION

The arguments and findings set out in this article demonstrate that SAPS instructors preferred the use of andragogy over pedagogy. The responses analysed also revealed that instructors taught detectives through methods similar to those employed in teaching children. As a consequence, based on the findings, it seems as if to a certain extent, the SAPS instructors have not yet transformed their teaching methods to adapt with the demands placed by dynamics moved with the times as they still foster an environment where the focus of training is traditional: the chain of command; rules; regulations; and policy and procedures.

Due to the length of the Detective Learning Programme, it is logical that instructors should stimulate innovation and critical thinking which has been highlighted as the best practice for instilling skills in detectives in the 21<sup>st</sup> century. Instructors can enhance topics within the academy curriculum through self-directed group discussions and active debate within the classroom settings. However, it is not clear to what extent empirical research has been conducted to indicate if this type of environment exists in police training facilities. What goes without saying, however, is that police instructors need to explore different teaching methodologies and develop personal understandings in the academy classroom environment. Officers may benefit from an andragogical approach when imparting many of the skills of detection and prosecution, such as accurate statement taking, public speaking, interpretation of pieces of legislation, interpersonal communication skills, and problem-solving skills as awareness of well cultural diversity. With the advent of democracy in South Africa, the Constitution prescribes that eleven official languages should be spoken, although English is generally considered as the medium of instruction in academic and training facilities.

Therefore, as the South African society is placing great emphasis on its diversity, instructors should encourage learners in small groups to discuss issues of race and diversity and how they should go about taking proper statements that are presented in other languages by complainants. Allowing learners to share their life experiences during the process of group discussion may enable them to overcome issues they encounter at station level.

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