KEY ASPECTS OF QUALITY ASSURANCE IN THE TEACHING AND TRAINING OF THE SOUTH AFRICAN POLICE SERVICE IN THE NORTHERN CAPE

by

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DECLARATION

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I, John Motsamai Modise declare that: **Key aspects of quality assurance in the teaching and training of the South African Police Services in the Northern Cape** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at another university.

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SIGNATURE   DATE
(MR MJ MODISE)

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DEDICATION

This work is dedicated to my late beloved parents, Mother Lenah "Pulane" "Spokes Mashiane" Modise and Father Sacks "Langman" Modise, for the legacy they left me of pure excellence, tenacious living, sharpened intellect and spiritual devotion. Also to my brother Matthews "Pitso" Shuping, Mirriam "Bella" Shuping, Johannes Jenamiso" Tata" Modise and Virginia "Gabalape" Modise, Tseleng Modise, Manikie Modise, Phasha Modise and Chepo Modise for being always there in time of need.

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"Thank you God for transforming the lives of ordinary people, guided by the practicing of the great teacher's philosophy of washing the disciples' feet."

ABSTRACT

Title of treatise: **KEY ASPECTS OF QUALITY ASSURANCE IN THE TEACHING AND TRAINING OF THE SOUTH AFRICAN POLICE SERVICE IN THE NORTHERN CAPE**

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It is imperative to have quality assurance processes in place in division training to provide quality training to enable members of the South African Police Service (SAPS) to provide quality services to communities within their area of jurisdiction.

The aim of the study was to determine the presence of and the need for implementation of effective quality assurance processes in education and training in the South African Police Service (SAPS).

The concepts *quality* and *quality assurance* were explained in the literature review.

Questionnaires were completed by the trainers in the South African Police Service (SAPS) at various training centers in the Northern Cape Province.

The researcher advocates to promote and enhance quality assurance in education and training programmes in the South African Police Service (SAPS). Therefore, it is recommended that quality assurance programmes be introduced based on total quality management system for continuous improvement which can provide any training programme with a set of "tools" to meet and exceed the present needs and expectations of the adult learners in the South African Police Service (SAPS) context.

KEY TERMS

1. Quality
2. Quality assurance
3. Quality training
4. Training
5. In-service training
6. Quality management system
7. Total management
8. Quality improvement
9. Standards
10. Quality movement

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LIST OF ABBREVIATIONS AND ACRONYMS

ETQAs	Education and Training Quality Assurance
ETDQAD	Education, Training and Development Quality Assurance Division
ISO	International Organisations Standards
NQF	National Qualification Framework
NTB	National Training Board
QCA	Qualification Authority
SAQA	South African Qualification Authority
SETA	Sector Education and Training Authority
SSC	Sector skills Councils
SSDA	Sector Skills Development Agency
TQM	Total Qualification Management
SAPS	South African Police Service
INSET	In service Education and Training
CSC	Community Service Commander
AASD	American Association of School Administrators
IQMS	Integrated Quality Management System
NC	Northern Cape
QIM	Quality Improvement Model
SAPS	South African police service
UNISA	University of South Africa

CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.   INTRODUCTION

Although quality assurance has recently become one of the most debated issues in the education and training arena, both nationally and internationally, a thorough literature review revealed that no previous scientific research could be found on quality assurance in education and training in division training in the South African Police Service (SAPS). This is one of the factors that has motivated the researcher to examine this area so as to make a valuable contribution to the existing body of knowledge in the general field of education and training with specific reference to adult learning.

Quality assurance in education and training programmes, including adult literacy, currently occurs within the framework of the South African Qualifications Authority (SAQA) and the **National Qualification Framework** (NQF) in South Africa. Providers, though, do develop a robust internal quality - assurance process that suits their situations. This leads to change in the role of national bodies such as Education and Training Quality Authorities (ETQAs) and Sectoral Education and Training Authorities (SETAs) that seek to ensure that the standards set are complied with and that excellence conduces to the external validation of the institutional quality assurance process. In the area of quality assurance in education and training programmes, Education, Training and Development Quality Assurance Divisions Setas (ETDQAD Setas) have been put in place in terms of the Skills Development Act (Act 97 of 1998). The ETDQAD Setas is mainly responsible for:

- Ensuring that an effective quality assurance system and infrastructure are in place to provide support to organisations in implementing education and training in the SAPS; and
- Establishing and maintaining a high level of education and training, and   quality

- learning and assessment within the new skills development environment (The Star 2003:20).

The purpose of this chapter is therefore to outline the research problem as well as the circumstances that led to the formulation of the research argument. The research problem, aims and objectives that informed and guided this research are captured in this chapter, including the research methodology and clarification of terms as used in this research.

1.2   MOTIVATION FOR THE STUDY

Training programmes are normally put in place without provision to evaluate them to aid success and eliminate failures. Laird (1985:265) notes that billions are spent to explore innovations and only a few thousands to see what training programmes are worth. Although the claims are from old sources, they (training programmes) are still a reality. Training managers, according to Laird (1985:265), imply that the focus is mainly on implementation of training programmes and inadequate attention is paid to quality assurance practices, procedures and policies that assure that programmes are of high quality. The focus therefore is on acquisition and implementation of training programmes while quality-assurance practices and procedures are neglected.

According to (Fisher 1993:403) training evaluation is often done negligently or not at all. Education, in this context, refers to the diligent investigation of programme characteristics and merits in order to assess the effectiveness of projects in order to optimise their outcomes, efficiency and quality (Fink 1995:2). Evaluation is used in the quality-assurance process to promote and enhance quality in the education and training programmes of the SAPS. Evaluation is also closely related to quality assessment, which Morley (2003:17) defines as the process that involves auditing mechanisms and systems for quality management at every stage of production. The purpose of the present work is to interrogate the regulatory mechanisms through which quality is assured and enhanced.

Fisher (1993:403) claims that managers tend to proceed from a blanket assumption that training will work. Similarly, Beardwell and Holden (1994:351) remark that quality assurance in the training strategy is of utmost importance, but is the step that is often most neglected or least adequately carried out, thus prompting the question entertained here, namely whether there are effective quality-assurance processes in place in the education and training programmes of the SAPS to ensure continuous improvement.

The effectiveness of the quality-assurance process in education and training programmes cannot be guaranteed according to Rothwell and Kazanas (1994:465), who give the following reasons for evaluation:

- It sheds light on problems of all kinds, whether stemming from a lack of individual knowledge or skills, or from other causes.

- It makes people accountable for activities undertaken to develop human resources.

- It points out results of human resources development activities, demonstrating how well they are working.

- It stimulates improvement generally through feedback which stimulates additional plans and actions.

The above-mentioned reasons for evaluating training programmes can be used at SAPS training division to enhance the quality   process.

It was against this background that the researcher realised the need to conduct this study in order to improve the quality of training in the SAPS.

1.3 BRIEF MOTIVATION FOR RESEARCH IN EDUCATION MANAGEMENT

The adoption of the National Qualifications Framework (NQF), which is the framework for transforming education and training, brought with it the integration of education and training which are interdependent and closely related; hence, there is a fine line between the two concepts (Erasmus 2003:21). It is with this in mind that the research under review is conducted to establish the extent to which quality-assurance processes are effective in promoting and enhancing quality in education and training programmes for in-service and specialised training in the SAPS. Biech (1994:36) holds that quality assurance processes are a series of steps that provide opportunities for continuous improvement and produce a result when combined; also that the initiation and facilitation of the quality process is a management process (Flanagan 2000:310).

1.4 RESEARCH RATIONALE

The researcher has been involved in in-service and specialised training as a facilitator and a training and development manager in the SAPS for fourteen years. During that time the researcher noticed that the quality of training programmes is normally judged on how many adult students (learners) have been taken through the training programmes at how low a unit cost (train one person). Normally, the focus is mainly on meeting targets and deadlines for political correctness. The researcher believes, however, that preoccupation with the gathering of statistics or the provision of numbers is meant to feed only short-term bureaucratic demands. The worst part of it is that the adult learners find themselves being certified with little gain in knowledge and expertise since they cannot effectively demonstrate their newly acquired competencies in the practical field. The government stance in this regard is confirmed by the Constitution of the Republic of South Africa 1996:14 which states that everyone has the right to basic education, including adult basic education, and that any organisations has the right to establish and maintain, at its own expense, independent education institutions that maintain standards that are not inferior to standards at comparable public education

institutions. The gathered statistics are often measures that do not encourage any focus on long-term quality enhancement conduces to achieving the objectives of the organisation. Barnett (1994 in Tam & Maureen: 1999:5) states that it is futile to believe that any attempt to measure the quality of an educational process by means of numerical performance indicators will be successful.

Gaither (1998:5) asseverates that quality assurance must be integral to the programme or institution concerned, whereas accreditation, quality audit and assessment are generally carried out by external bodies. As a result, quality assurance should be initiated internally, and should be maintained and enhanced through professional commitment and not through quality legislation as quoted by Jackson (2000:97). Quality monitoring procedures that are imposed from the outside are likely to be seen as regulations to be reluctantly complied with and evaded where possible. Quality is better assured if those who deliver education and training have a sense of ownership of the quality assurance procedures (Tam & Maureen 1999:6).

1.5   RESEARCH PROBLEM

White (2005:70) defines a research problem as an issue that may arise from theory, literature, current social and political issues,' practical situations or personal experiences, thus creating a need to conduct research. The background of this research reveals that quality assurance in teaching and training programmes in the South African Police Service (SAPS) is either being ignored or being neglected. Training managers normally assume that education and training will definitely work without quality assurance processes in place. In view of the scenario presented above, the focus / Thrush of the study will be based on the following main question:

- To what extent are internally developed quality-assurance processes in the South African Police Service (SAPS) effective in the promotion and enhancement of quality in education and training programmes?

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With regard to the research question presented above, it is postulated that the development of effective quality assurance processes and their effective implementation in education and training and programmes in South African Police service can assist in achieving continuous improvement.

1.6   RESEARCH AIM

According to Denscombe (2002:26-27**)** and Welman and Kruger (2001:19), there could be different purposes for doing research. The aim of the research under review was to determine the presence of and possible need for the implementation of effective quality assurance processes in education and training in the South African Police Service; hence the research objectives (aims) can be formulated as follows:

- To draw on international best-practice principles in the area of quality assurance through the process of benchmarking.

- To assess whether there are effective quality-assurance processes in place for the benefit of in-service and specialised training operations offered by the SAPS.

- To determine whether SAPS personnel who are directly concerned with in-service and specialised training offered by the SAPS is familiar with the said best-practice principles and processes.

- To assess the need for quality-assurance processes for in-service and specialized training operations offered by the SAPS.

- To draw up guidelines for the implementation of effective in-service quality assurance processes and specialised training operations offered by the SAPS.

The question of quality is pertinent to all activities that are training related, as it is intended to improve the training standard of the training centres.

1.7   KEY THEORETICAL CONCEPTS

It is vitally important in any research dissertation that the readers of such a document are fully informed about the terminology used to ensure that they have a background understanding of the topic at issue. Terminology should be defined in an operational way in the sense that the definitions must be given as they are used in relation to the researcher's project (Leedy 1997:60). The key theoretical concepts are discussed now below.

1.7.1   Quality

Quality has become an international and controversial issue that is interpreted differently by different individuals and institutions. It has become a concept that people confidently talk about when marketing or selling their products or services both in business and in education and training environments. When faced with questions on the definition of quality in a particular context it turns out quality is multifaceted and more elusive than seems to be in general discussion. The connotations given to the concept in the corporate world confirm that quality is viewed from different perspectives, and out of those perspectives different definitions emerge. The following definitions are commonly used in the corporate world:

- Conformity to specifications: A product or service that meets the design specifications is a quality product or service (Gaither 1998:8).

- Fit for use: A product or service that satisfies the customer's expectations is a quality product or service (Gaither 1998:8).

- Achievement of mission and goals: An organisation that achieves its goal is a quality organisation (Gaither 1998:8).

1.7.2   Quality assurance

Bradley (1993:23) regards quality assurance in the education and training environment as simple and non-bureaucratic procedures that are meant to promote good teaching and good learning. He further maintains that it has nothing to do with quality assurance committees encouraging individual-students / trainees or staff and managers. A practical example is a situation where competent and well-trained trainees are expected to render quality service to their demotivated customers in a poorly resourced training environment. Quality learning in such an environment and with trainees in such a state is practically impossible until the morale of the trainees has been boosted and the environment has been adequately resourced. This is the reason why Flanagan (2000:210) advises that in aspiring to world-class standards of quality, the focus should not be on product alone, but on processes too, otherwise it will be difficult to establish what is working or not working in the system (Flanagan 2000:210).

Burke (2000:219) considers that quality assurance subsists in planned and systematic activities that are implemented within the framework of a quality system to inspire confidence that the project complies with the relevant quality standards. Quality assurance is the process by which the quality-improvement process itself is confirmed. Verkleij (1999:85) states that quality assurance is particularly significant because of:

- The public character of most quality assurance procedures.

- The combination of the improvement aims linked with a number of other aims, such as accountability, funding, validation / accreditation and information to stakeholders, as well as aims defined on different system levels. It is evident from the above definitions that quality assurance processes are normally associated with a variety of forms of review, inspection, approval and testing.

  Quality-assurance approaches can be either external and imposed, or generated internally in an attempt to ensure that customer (community) needs

and wants are being met. If quality assurance is done effectively it gives sufficient feedback and involves some form of control. Jonathan (2000:46) states that quality assurance is differentiated into four components:

- Everyone in the institution has a responsibility to maintain the quality of a product or service.

- Everyone in the institution has a responsibility to enhance the quality of the product or service.

- Everyone in the institution understands, takes and uses ownership of the systems, which are in place to maintain and enhance quality.

- The institution satisfies itself that it has effective structures and mechanisms in place so that continual quality improvement can be guaranteed.

According to the researcher, quality assurance therefore includes checking that quality control mechanisms, processes, techniques and activities are in place, are being used and are effective. It requires actions generate within the institution or programme and may involve an external body or bodies.

1.7.3   Quality training

Quality depends in principle on the formulation of the mission statements of various institutions and organisations. According to Letuka (2000:115) quality training addresses the needs of trainees, meets the objectives set for programmes and results in the development and empowerment of trainees.

1.7.4   Training

According to Davis and Davis (1998:40-54) training is the process through which skills are developed, information is provided and attitudes are nurtured in order to help individuals to become more efficient in their work. Thus, training comes in as a solution to deficient performance delivered by employees or when there is a need to change the way things have been done. In addition, Gravett (2001:ix) argues that training can be perceived as a systematic development of skills patterns required by teachers in order to reach a required level of competency or to operate differently and effectively in the execution of routine clarity tasks. Training is pivotal, as it can change people's skills and attitudes to their own advantage. In-service training is therefore vital as a means that facilitators and the SAPS can use to pass on knowledge and skills to trainees.

According to Edmund (2001:372) training is the process of changing the skills, attitudes, and knowledge of employees to improve competence. It is a planned process, usually involving a series of stages of incremental improvements. It takes two main forms:

(i)   In-service training comprising instruction at the workplace. Usually trainees observe tasks, are guided through them by experts, and then have to apply what they have learned in practice.

(ii)   Training that is provided away from the workplace although still in the premises (Edmund 2001:372). On the other hand, the Dictionary of Education (1999:273) defines training as a process using a wide range of techniques to modify attitude, knowledge and skills to achieve effective performance of a particular task or set of tasks. Training must obviously be aimed at a specific result. It must focus on enhancing the skills and abilities required to perform the job; it must be measureable; and it must make a real contribution to improving both goal achievement and the internal efficiency of the organisation. In this research the concept of training refers to a training programme aimed at equipping trainees

with competencies that will enable them to perform their duties effectively in the workplace.

1.7.5   In-service training

In-service training in South Africa used to be regarded as a form of practical training offered as short courses or as longer formalised programmes aimed at upgrading the skills and qualifications, and sometimes the salaries, of unqualified or underqualified teachers. However, new policy tends to reconceptualise In-service and specialised training (INSET) as an ongoing professional development of teachers (Mothatha 2000:85). This definition links up with the training that is done outside the classroom in the form of seminars and workshops. Teachers ("trainers") are developed and capacitated during these workshops. According to Bagwandeen and Louw (1993:19), including Eraut (1995:621) the definition of in-service training referred to as INSET, depends on its plan and design, (that is to say, the nature of in - service training depends largely on the reason why it is offered).

1.7.6   Quality management system

The term "quality management system" means the combination of processes used to ensure achievement of a required degree of excellence. A Quality Management System (QMS) is the sum of the activities and information an organisation uses to enable it to deliver better service more consistently and cost-effectively, thus ensuring that they meet and exceed the present and future needs and expectations of the organisation, customers and beneficiaries (SAQA 2001:6).

1.7.7   Total quality management

Total quality management (TQM) is primarily concerned with continuous improvement, which includes methods for leading and organising with a view to achieving quality, strategic planning, customer care, human-resource development, and structural problem

solving. In addition, TQM is essentially about commitment to the success of the institution or organisation; about preventing mistakes and eliminating poor quality; and about people development (Blandford 2000:25-27).

Chizmar (2000:1) indicates that TQM in the learning and teaching processes refer to a collaborative and holistic implementation of ideas derived from the industrial TQM model. In this context TQM is thus a philosophy that focuses attention on the management functions that transform learning.

1.7.8 Quality improvement

Kerzner (2001:36) argues that TQM approaches for continues improvement were established to improve quality leadership, respond to goals and minimize quality. Thus it becomes essentially important in the TQM models to continuously improve culture change as the need for new trends arises in an organization. Training centres to adapt to ongoing changes as needs are arising because change is inevitable and an ongoing process in the new millennium. Quality improvement is one of the key elements of quality management that indicates that striving for excellence and achieving best practice is a continuous improvement process. It is a structured approach that involves all staff, using performance indicators to identify and act on selected areas in order to address/improve all processes in order to meet and sometimes even exceed customer expectations (Liston 1999:159).

1.7.9 Standards

National educational standards should serve as guidelines for schools to maintain reasonable standards and to improve the standard of their education and training, as assessment based on generally accepted standards will serve as an important incentive for improvement and for enhancing the quality of education and training. Standards can be used by institutions as basis for self-evaluation and quality improvement, and they are an indispensable tool in the service of external assessment and accreditation

(WFME Task Force 2000). Harvey and Mason (1995:25) assert that standards are often discussed in higher education, but seldom defined. Standards are particularly relevant in three areas: namely as academic standards, standards of competence, and service standards (Harvey & Mason 1995:25; Strydom & Lategan 1996:40).

According to the above-mentioned authors academic standards are applied to measure the student's ability, assessed by whatever means, to meet specified levels of academic attainment or more precisely, the ability of students to meet the requirements set as prospective outcomes of a programme of study. This usually requires demonstration of knowledge and understanding. Standards of competence are intended to measure specific levels of ability that are demonstrated as a range of competencies which may include general, transferable skills required by employers, skills required for induction into a profession, and academic (higher-level) abilities, skills and aptitudes.

In the context of professional education, standards of competence refer to the ability of the practitioner to apply specific skills and abilities according to occupational or professional criteria (Harvey & Mason 1995:26). Service standards are measures devised to assess identified elements of the service or facilities provided. Such standards may include maximum class size, frequency of personal tutorials, availability of information on complaint procedures, and library services (Strydom & Lategan 1996: 40). Standards for accreditation of an education and training programme involve all three of these areas (*cf.* Bezuidenhout 2002:35).

1.7.10 Quality movement

Quality movement began as a result of the desire of Edwards Deming, an American statistician, to permit the economic system to maintain its edge in a growing global market. The successes of quality movement in education begin with its relationship to key players affecting the educational system. The quality movement concentrates its efforts and energies on school governance, curriculum design, instructional practices, and student's outcomes. Educational organisations throughout the country are

recreating their work process, systems of human interaction, mission statements, and their long-term vision and strategies (Deming 1986:6).

1.8   RESEARCH DESIGN AND APPROACHES

1.8.1   Research design

While Mouton (2001:55) regards a research design as a blueprint or detailed plan to be pursued in conducting specific research, Babbie (1998:89) regards a research design as a mechanism to plan scientific inquiry. Qualitative and quantitative approaches have been combined in this study to overcome the problem of method enslavement, that is, research steered unduly by method; also to prioritise the type of data needed, and to formulate the research question. According to Mouton (1996:156) the application of this combined approach is known as triangulation, which refers to the use of a variety of methods and techniques of data collection in a single study. Leedy (1993:142) is of the opinion that a combined qualitative and quantitative approach can be used to good advantage to present a full and complete overview. The research is critical based on an empirical study involving triangulation, and qualitative and quantitative methods are used to collect information and data.

Triangulation offers a number of advantages. It can capture a more complete, holistic and contextual portrayal of the units under study. The combination of research methods increases the validity and reliability of the study and may uncover some unique variance - but may have been missed - by applying a method that may be crucial for the development of a career development map.

The reason why the researcher adopted this approach is to infuse greater confidence in these findings, particularly from the researcher's point of view. It allows researchers to be more confident of the results. This is the overall strength of the multimethod design. It may also help to uncover the deviant or off-quadrant dimension of a phenomenon. Combined methods can also lead to a synthesis or integration of theories. Finally

triangulation may also serve as the critical test, by virtue of its comprehensiveness, for competing theories. Quantitative and qualitative methods are used in this study to complement and corroborate one another. The researcher maintains that the quantitative method (use of questionnaire) reliability provides the opinions and views of the respondents. The rationale for combined use of the qualitative and quantitative methods is to create an interactive process. The qualitative method helps with quantification (i.e. assigning numerical values). The data from the combined method enable tentative conclusions to be drawn in regard to the research questions, and also help in developing the comparative table. The quantitative method will help the researcher to understand how the subjects make sense of their lives and what significance the research attaches to their daily lives. Secondly, semi-structured interviews will be used to explore, in more depth, the findings gained from the focus groups, and to achieve triangulation. An attempt was made by Leedy (1993), as quoted by De Vos (1998:15), to differentiate the two approaches by stating that:

- Qualitative research methods deal with data that are mainly verbal.
- Quantitative research methods deal with data that are mainly numerical.

Through conducting multiple research methods the researcher has to confront the tensions between different theoretical perspectives while simultaneously considering the relationship between the data sets produced by the different methods.

1.8.2   Qualitative approach

The qualitative approach comprises a combined method, involving an interactive, naturalistic approach to its subject matter. This means qualitative researchers study things in their natural settings (Creswell 1998:15). The researcher therefore wished to obtain practical answers to the problem from those involved in training. Qualitative research is exploratory, and the researcher sought to listen to the participants and build up a picture based on their ideas and personal experiences (Creswell 1994:24). Furthermore, the topic needed to be explored because of the need to present a detailed

view of it and enhance the validity of their interpretations by drawing on the experiences of those most involved in the research setting itself (Creswell 1998:17-18). Leedy and Ormrod (2005:133) state that all qualitative approaches have two elements in common, the first being their focus on phenomena that occur in natural settings as they appear in the real world; the second being the fact that they would involve study the relevant phenomena in all their complexity. This approach is used because the respondents will be describing their daily experiences relating to their immediate working environment.

1.8.3   Quantitative approach

In the quantitative part of the study the interview schedule consists of closed questions in response to which relevant and pertinent information was elicited, such as age and number of years worked at training. De Vos, Strydom, Fouche and Delport (2002:138) worked out formulas from which prospective (quantitatively oriented) researchers can select or develop one that suits their specific research goals and objectives. Leedy and Ormrod (2005:179) state that this type of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations between two or more phenomena. They (Leedy and Ormrod) continue by saying that in every case, descriptive research examines a situation as it is. A descriptive method is therefore used for this research topic. Simple random sampling was used at every training centre that was involved in the study.

According to Schwandt (1997:140) the site of a study is chosen on the basis of a combination of criteria including availability, accessibility and theoretical interest. Choosing the site is part of the research demarcation, ruled most importantly by the need to ensure that the site will provide a variety of information from which important general deductions can be made. In the present instance the research was conducted in the Northern Cape simply because no training institutions besides those included in the study exist there, hence the study results could be extrapolated to represent the entire Northern Cape.

1.9   TARGET POPULATION

Mouton (1996:134) describes a 'population' as a collection of objects, events or individuals having some common characteristics that the researcher is interested in for the purpose of conducting a study. The population targeted for the study under review comprised trainers at the various training institutions in the Northern Cape because they are responsible for training in that province. Welman and Kruger (2001:3) state that a target population is chosen according to the study objective and may include individuals, groups or organisations. The target population for the present study comprises police officials from various training institutions in the province. The researcher is of the opinion that the chosen target population is representative of the greater population as a whole because the members are all police officials who have received the same basic training, administer the same laws, and are recruited according to the same guidelines. The whole population was drawn from the five training centres in the province (see table 5.1 for the participating five training centres) 105 questionnaires were distributed, of which 103 were completed and returned by the participants, (ie. an excellent response rate of 99%).

1.9.1   Population statistics and proportional of language and religious groupings

The Northern Cape is one of the nine provinces of the Republic of South Africa. It covers by far the largest territory of all the provinces, being more than ten times the size of Gauteng, its high-end counterpart, or thrice the size of the Federal German Republic. It covers 29.7% of South Africa's land surface at 361830 km5 (Gauteng 1.4% or 17 010 square km5) (Stats SA-2000:4). The Northern Cape is bounded by the Atlantic Ocean on the west and by Namibia and Botswana to the north-west. It is fringed by the Swartberg mountain range on its southern border with the Western Cape Province in the Calvinia district.

According to the official census of 2000 the population of the Northern Cape had

reached 840 000 by the date of the census. This population comprised a sizeable coloured component (435 000), followed by blacks (279 000), whites (112 000) and people of Indian extraction (2 300). Minor cultural groups also occur in scattered settlements throughout the province. These comprise mostly the Nama, San, Khoi, Xu! and Kwe communities. The language most widely spoken by all groups in the province is Afrikaans, followed by Setswana at 20% isiXhosa (6.3%), English (a distant fourth at 2.4%) and to a negligible extent, isiZulu. About 70% of the population is urbanised while the rest is rural (Stats SA-2000:4). According to the census of 2000 the dominant religion professed by all groups in the province is Christianity, followed by a smattering of African traditionalism, Islam, Hindu and some obscure sects. Principal towns of the Northern Cape include: Kimberley, Kuruman, Upington, De Aar, Calvinia and Springbok. These towns also happen to be district capitals. (Stats SA-2000:4).

1.10   DATA COLLECTION

According to Creswell (2003:217) this strategy usually integrates the results of the two methods during the interpretation phase. The following data collection methods were used in this study:

- Literature study
- Questionnaire

The researcher requested permission in writing from the Provincial Commissioner (reference 0478879-6 dated 19 December 2008) to conduct the study at Unisa (University of South Africa). A copy of the official approved letter is attached as ANNEXURE A.

1.10.1 Literature study

The importance and value of a literature study is apparent from the statement made by Mouton (2001:180): "A comprehensive and well-integrated literature review is essential

to any study." Creswell (2003:27) states that literature reviews 'guide' researchers to limit the scope and to convey to readers the importance of studying a topic. A literature review is integral to the research process, and its aim is to contribute to a clearer understanding of the nature and meaning of the problem that has been identified. It provides substantially better insight into the dimensions and complexity of the problem (Mouton 2001:187).

1.10.2 Questionnaires

White (2005:126-127) defines a questionnaires as an instrument with open or closed questions or statements to which a respondent must react, that it is a quantitative data collection tool which is normally distributed to large numbers of respondents. A questionnaire is a useful tool to gather information. Johnson (1994:37) has to say about a questionnaire:

- It is generally regarded as a reliable instrument to collect data.

- It is an economically viable way of collecting data for both the researcher and subjects.
- It can help subjects by focusing their attention on significant items.

Wireman (1996:176-177) supports the use of questionnaire for the following reasons:

- Confidentiality of the respondents is guaranteed which will provide more honest and reliable responses.
- The absence of the researcher's personal bias will elicit more truthful responses.
- A large target population can be reached with minimum effort.

A closed question is presented with a range of specific responses from which to choose (Neuman 2000:260). Each respondent has to respond to questions following numbers

on an equal-interval scale:

- Strongly disagree
- Disagree
- Partially disagree
- Partially agree
- Agree
- Strongly agree

The following graphic representation describes how the questions were to be answered in the structural questionnaire: "Indicate the extent to which you agree or disagree with each of the following statements using the six-point scale." Questions were constructed with due consideration of public perceptions. The scale was central to the study as the results from a semantic differential tell a researcher how one person perceives different concepts or how different people view the same concept (Neuman 1997:165).

1.11   DATA ANALYSIS

Qualitative and quantitative data analysis were undertaken because of the combined approach adopted in conducting the study. The researcher systematically organised data into salient themes and patterns, bringing meaning to the themes by telling a coherent story, and writing it all up so that others could read what he had learned. The collected data will be analysed and interpreted. The data analysis procedure consist o the data collection methods described above in the study and a section address validity and reliability. The data analysis spiral from Leedy and Ormrod (2005:151) was adopted to guarantee that all data were captured accurately and common trends and patterns were identified. Analysis is done to have the collected data well organised and summarised. The researcher will attached an annexure to explain the purpose and objective of the study to the participants. The data were sampled by a statistician from the University of South Africa. The researcher ensured that the data were valid and reliable and that the training managers were properly trained; moreover sporadic spot

checks were done to ensure validity and reliability.   (For example visiting the training centre's on days they were completing the questionnaire).

1.12   METHODS USED TO ENSURE VALIDITY AND RELIABILITY

1.12.1 Validity

According to Delamont (1992:158) validity is verified by checking with participants to see if they recognise the validity of the analysis being developed and whether it forms part of qualitative studies. During and after the data analysis, the researcher approached the respondents to verify whether the analysis represented their responses to both the questionnaire and the interview questions. White (2005:202) urges that logical validity depends on the logic of the research framework, which can be attained:

- By gathering data until theoretical saturation has been reached. In other words, data gathering should continue until new affirmative or alternative contrasting information is obtained.

- By comparing data with a review to indicate differences and similarities in the data, that is, to search for the negative or extreme data.

External validity relates to the results of the research. Thus the researcher should give an accurate description of the research process, reasons for the choice of methods, the circumstances under which, and the context in which the research was conducted. The researcher should also describe the research situation and context so that others can ascertain whether and to what extent the research results are valid or can be useful in their own situation (White 2005:202). These considerations are addressed in the study to ensure validity.

1.12.2 Reliability

Reliability generally relates to data collection methods and techniques (Denscombe 2002:100). The researcher has described the process of data collection and analysis as well as sampling. A disciplined approach was adopted (Bouma 1993:14) to ensure that the research findings were reported accurately.

According to Schumacher and Millan (1993:386) reliability refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participants' meaning from the data. The reliability of research findings is bound to be influenced by relationships and the rapport between the researcher and the participants.

1.13   ETHICAL CONSIDERATIONS

The researcher deferred at all times to the code of ethics prescribed at Unisa (UNISA 2007). The researcher also adhered to the ethical code of conduct as stipulated in Articles 70 and 71 of the Police (Act 58 of 1998) and paid due deference to the rights, needs, values and desires of all respondents in accordance with the Constitution of the Republic of South Africa (Act 108 of 1996). The names and identities of all respondents will be kept private and confidential. The participants are also informed that they could withdraw from the project whenever they wanted.

When the researcher collects information consent were obtain from respondents. The researcher must consider the relevance and usefulness of the research he is undertaking. In this study the researcher presented the officially approved letters to participants in the interviews. The research participants were anonymous to:

- Adhere to high technical standards whilst conducting the research.
- Indicate the limits of the research findings and the methodological constraints that determine the validity of findings.

- Report the findings fully and not misrepresent results in any way.
- Explain the research methodology and analytic techniques accurately and exhaustively.
- Acknowledge limitations, omissions and deficiencies of the study.
- Pay due deference to ethical issues in presenting the sources.
- Accurately present content, accurately copied/quoted from sources.
- Scrupulously avoid changing, falsifying or fabricating any data as this is regarded as a serious transgression of the scientific code of ethics.

In consideration of the possibility of any such problem the researcher took steps to ensure that all ethical issues would be dealt with effectively and conclusively.

Leedy and Ormrod (2005:101) state that whenever human beings are the focus of research, one must look closely at the ethical implications of what one is proposing to do, and that most ethical issues in research fall into one of four categories, namely, protection from harm, informed concern, the right to privacy, and honesty with professional colleagues.

1.14 PROGRAMME OF INVESTIGATION

In accordance with Mnyaka (2006:7) this section serves to indicate what the researcher intends to discuss in each of the six chapters comprising this study, namely introductory orientation as well as the literature survey, suggested quality management model, research design, data gathering and data findings, recommendations, proceedings from the research results.

Chapter one: Introduction and background of the study

The theme of the study problem, statement of aims and significance of the study under review are set out in chapter one, which provides comprehensive background, the context for the research, the motivation for the research, the nature of the research

problem investigated and the methods to be employed to collect data. This is meant to provide a clear picture of the research. The purpose of this chapter is therefore to outline the research problem as well as the circumstances that encouraged this research. The aim and objectives that informed and guided this research are captured in this chapter; and at the same time the research methodology, the definition and clarification of terms used in this research, and the plan of the whole research are discussed.

Chapter two: A survey of literature concerning quality assurance in education

Chapter two covers the origin of quality, the reasons why it has become an essential theme in management thinking, and the philosophy of quality assurance. The purpose of the chapter is to show how the quality movement influences training management. Contribution made by this quality movement to the principles currently applied in management thinking with a view to ensuring customer satisfaction in education and training.

Chapter three: A suggested model for the implementation of quality management in training

Chapter three provides detailed coverage of the history of the SAPS, an overview of the Northern Cape Province and a detailed explanation of quality and quality management models. A model for the implementation of total quality management in training is presented in this chapter, together with reasons for devising the model and an explanation of its importance.

Chapter four: A research methodology or research design

Chapter four provides a detailed discussion of qualitative and quantitative research design. In addition, it presents a detailed discussion of the data-collection methods employed for this study. The importance of the correct scientific approach in any research project cannot be overemphasised. The research process used in this project

is intended to ensure valid scientific arguments and findings. The following issues will be discussed in this chapter: research design, population sample, data collection and data analysis. The intention of chapter four is to provide a descriptive analysis of the research approach that will be applied in this study in order to achieve the study objectives. The various research approaches, research design, research methods, data gathering techniques, data analysis, ethical measures, and measures taken to ensure the trustworthiness of the findings of this study will be reviewed.

Chapter five: Data gathering

Chapter five covers analysis and interpretation of the collected data regarding the research problem, as well as interpretation of the research results.

Chapter six: Presentation and analysis of study

A summary of the findings and recommendations is presented in chapter six. The purpose of the chapter is to make recommendations based on the findings and to provide some themes that can be explored in further research. The research programme is represented diagrammatically in Figure 1.1 below.
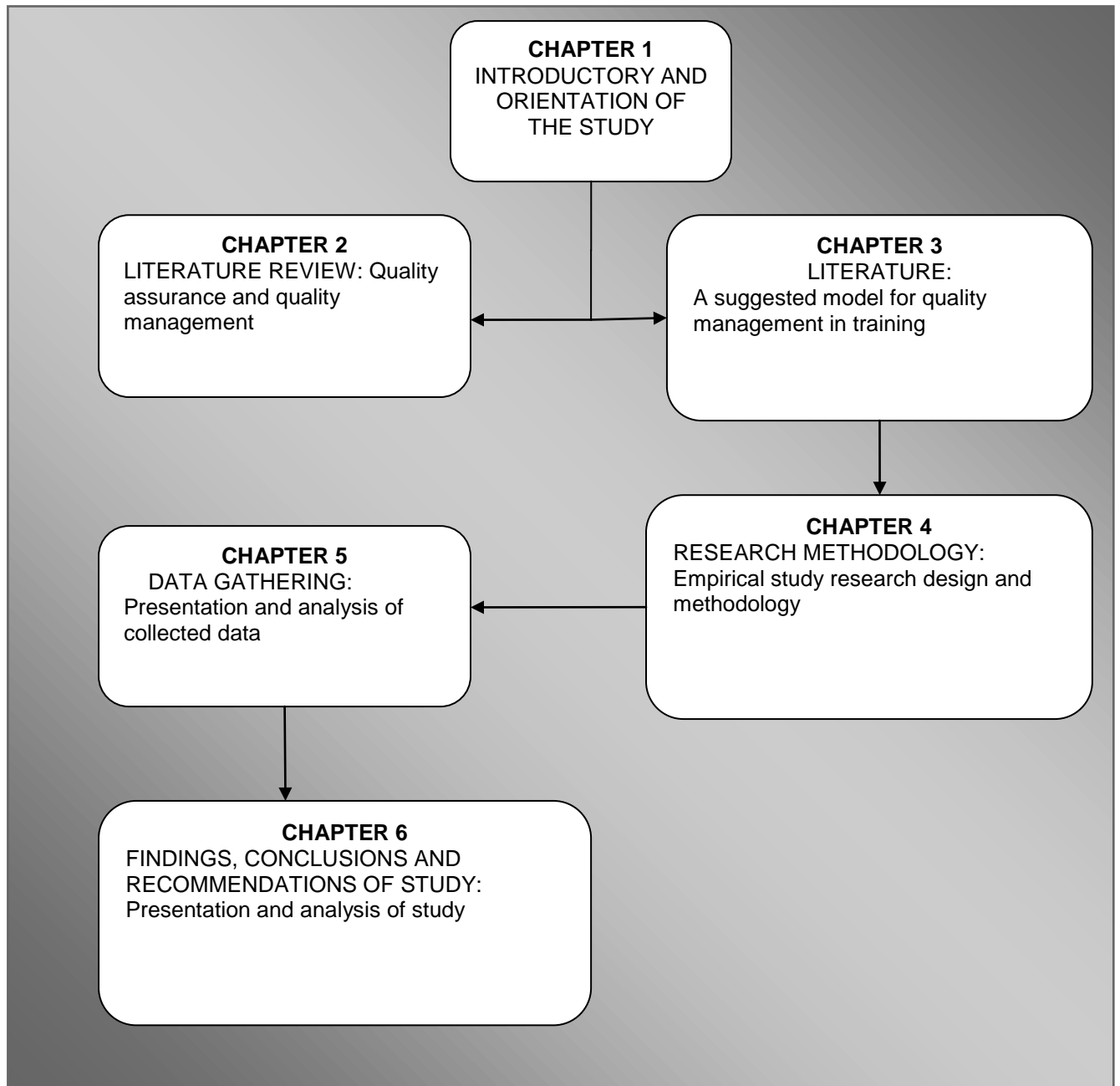
Figure 1.1: Research programme

1.15. CONCLUSION

In chapter one the researcher has given an explicit overview of the research problem, the aims and objectives that informed and guided this research, including a description of the research methodology and the definition of key terms. As background to chapter

two it is important to note that quality assurance mechanisms in essence seek to promote and enhance quality. Therefore chapter two is devoted to elucidatory discussion of the concept of quality and quality assurance in division training. This in essence, and the possibility of further enhancing QA, will form the subject of chapter two as it surveys the literature on quality and quality assurance.

CHAPTER 2

LITERATURE REVIEW: THE DRIVE TO PROMOTE QUALITY ASSURANCE IN EDUCATION AND TRAINING

"Quality … you know what it is, yet you don't know what it is. But that's self-contradictory. But some things are better than others, that is, they have more quality. But when you try to say what the quality is, apart from the things that have it, it all goes poof! There's nothing to talk about. But if you can't say what Quality is, how do you know what it is, or how do you know that it even exists? If no one knows what it is, then for all practical purposes it doesn't exist at all. But for all practical purposes it really does exist. What else are grades based on? Why else would people pay fortunes for some things and throw others in the trash pile? Obviously some things are better than others … but what's the "bitterness"? … So round and round you go, spinning mental wheels and nowhere finding anyplace to get traction. What the hell is Quality? What is it?" (Pirsig 1999:184).

2.1 INTRODUCTION

Chapter two seeks to examine the origin of quality assurance and the reasons why it has become an essential theme in management thinking since the 1940s (Beckford 1998:3). The purpose of the chapter is to show how quality and quality assurance influence the management of education and training. The crucial contribution made by quality assurance and the principles used at present in management thinking about customer satisfaction in education and training has prompted its selection as topic of the study. Quality assurance in education and training, including adult literacy, currently occurs within the framework of the South African Qualifications Authority (SAQA) and the NQF in South Africa. Providers, though, develop a robust internal quality assurance process that suits their situation. This leads to change in the role of national bodies such as Education and Training Quality Authorities (ETQAs) and Sectoral Education and Training Authorities (SETAs) that seek to ensure that the standards set are satisfied and that excellence procedures lead to the external validation of the institutional quality

assurance process. In the area of quality assurance in education and training, Education, Training and Development Quality Assurance Divisions Setas (ETDQAD Setas) have been put in place in terms of the Skills Development Act (Act 97 of 1998). They are mainly responsible for:

- Ensuring that an effective quality assurance system and infrastructure are in place to provide support to organisations in implementing education and training;
- Establishing and maintaining a high level of education and training, quality learning, and assessment within the new skills development environment.

2.2   CRITICAL VIEW

The researcher's critical view derives from his experience as a police official over a period of eighteen (18) years, five (5) years as a training facilitator, six (6) years as a training centre manager and currently as the provincial section head provisioning responsible for the training needs of the police work force in the Northern Cape. It has become evident in recent years that quality assurance has had a great influence on education and training programmes in terms of quality improvement processes. Different quality rationales that emanated from quality assurance have a variety of best-practice principles to offer, as demonstrated by Chapter 2, section 2.7. These rationales also provide a clear indication that there is no single quality assurance system that provides all the answers or solutions. Consequently best practices can be drawn from each quality assurance rationale that can be integrated and applied in education.

Moreover some best practices advocated by these rationales, such as teamwork, partnership, training, continuous improvement, planning and similar issues are confirmed to be very important in the promotion and enhancement of quality in adult literacy, as revealed in the results of the empirical investigation. However, it is emphasised that quality is a far more complex concept in education and training than it is in industry, and as a result, industrial quality assurance systems cannot easily be

applied to education and training. Quality assurance emphasises continuous improvement, concentrates on making processes better, extends the mindset, involves feedback, emphasises team-work and requires a vision. Firstly, the entire quality assurance field is the proof that industrial quality assurance processes can be effective in quality improvement efforts in education management if customised and implemented appropriately. There is documented evidence, as shown in this chapter that these quality assurance processes are flexible and can be adapted to any situation to yield excellent results. Moreover, quality assurance processes have the best-practices principle to offer. The literature review in Chapter 2 reveals that the trainees (adult learners / students) are "customers" whose needs have to be satisfied. However, the researcher believes that they are not the only customers in education and training programmes. The trainers are customers as well, whose needs should be satisfied by management, so that they (trainers) can be motivated to serve their customers (trainees) with distinction and contribute to the improvement and enhancement of quality training.

2.3   AN OVERVIEW OF QUALITY AND QUALITY ASSURANCE IN EDUCATION

In his work Christopher Ball (1985) rightly asks: "What the hell is quality?" In trade and industry, it is easy to define the quality of a product or service. Finding and solving a problem after a non-conformance has occurred is not an effective route towards eliminating the root cause of a problem. Continuous and lasting improvement in quality can only be achieved by directing organisational efforts towards planning and preventing problems that may occur at source. This concept leads to the third stage of quality management development, which is quality assurance: "All those planned and systematic actions necessary to provide adequate confidence that a product or service will satisfy given requirements for quality" (BS.4778: Part 1 1987; ISO-8402 1986). Therefore, more emphasis is placed on advanced quality planning, improving the design of the product, process and services, improving control over the process, and involving and motivating people.

2.4   HISTORICAL OVERVIEW OF QUALITY

It should be noted at the outset that a history of the concept of quality alone does not provide an adequate explanation of its meaning. It is therefore imperative to examine it from a variety of perspectives. It is essential to note that since the 1984s quality has been a major concern worldwide, especially in the business world. Moreover, it has been at the top of educational policy makers' list of priorities, and improving quality is probably the most important task education institutions are faced with today (Sallis 1997:1). It is important to understand the history and philosophy of quality with a view to informing and influencing the management of adult literacy to best advantage.

Today, organisations exist in a dynamic global village, which is technologically advanced, competitive and replete with quality products and services that come into existence as a result of competent workers with a quality education and training background. It is therefore clear that the long-term future of training and its ability to deliver quality services and products depends on effective development of human resources. Management writers have written extensively about effective ways of enhancing quality in programmes, projects and institutions. Surprisingly, some managers in education and training departments pay little or no attention to quality assurance when implemented in training programmes (Fisher *et al*. 1993:403). One major reason for this, according to (Fisher *et al*. 1993:403), is the assumption made by managers that training will definitely work and succeed. According to Erasmus and Van Dyk (1996:157) the mere fact of its implementation is a guarantee that cautions that it is necessary to evaluate (i.e. to control quality) education and training in any enterprise, not only to determine the individual has benefited from training. Bramley (1991:20) supports this view, stating that evaluation should be required for any organisational activity that represents a significant investment of funds.

2.5 NOTION OF QUALITY

2.5.1 Controversial nature of the concept of quality

In the past a university education was seen as synonymous with high academic standards. Universities were assumed to be highly selective, enrolling only the cream of the crop, so to speak. Staff were assumed to be true scholars involved in high level research, and their social and intellectual prestige and standing went unchallenged. The traditional concept of quality is associated with the notion of distinctiveness; it is not something judged against a set of criteria, but it is exclusive (Trow 1999:14). Today entry is no longer highly selective, and many higher education teachers are not active scholars or scientists. Core disciplines are "more likely to be defined in terms of vocational relevance than academic integrity or affinity, the traditional arts and sciences have lost ground to the applied sciences, social and technical" (Scott 1998:51). Thus, it is hardly surprising that questions are raised about the 'quality' of higher education - quality can no longer be assumed to be inherent in higher education. The question can be asked: What then is quality? Ashcroft (2003:8-11) describes quality as:

- Measurement of volume.
- Means to ensure minimum standards.
- A means of ranking excellence.
- A means of improvement.

Pirsig (1999:206) states in his seminal work that there is such a thing as quality, but as soon as you try to define it "something goes haywire". Later on he says: "Quality exists, whether it's defined or not'' (Pirsig 1999:216). Answers to the question of how to define it range from initial resignation in the sense that when one tries to define it, "it all goes poof!" (Pirsig 1999:184) to more definitive answers such as given by Harvey and Green (1993:11-27), who define quality as exceptional, as perfection or consistency, as fitness for purpose, as value for money, and as transformation (Ashcroft 2003:12). In order to gain a better understanding of the standards and rubrics that will constitute the final

outcome of this study a brief description of these notions of quality and quality assurance is given. Quality as excellence (cf. Harvey & Green 1993:12) represents two notions, namely excellence in relation to standards and excellence as 'zero defects'. In relation to standards quality may be seen in terms of high standards, an elitist view where quality is only attainable in limited circumstances. This quality is about excelling in input and output. For example, an institution which admits only the best students, and provides them with the best resources, will naturally excel, implying that quality output is a function of quality input.

The notion of quality as excellence from the viewpoint of zero defects refers to excellence in terms of "conformance to specification" (which is predefined and measurable) (Harvey & Green 1993:15). Excellence now becomes perfection, getting it right first time. The question arises whether this is attainable in higher education? Higher education is not about delivering specifications in a near perfect way, it is about developing the student, which involves constant engagement with 'specifications', a process of reworking and reconceptualising (Harvey & Green 1993:16). Quality as fitness for purpose in higher education refers in essence to an institution doing what it purports to do – mission orientation and consumer orientation (Westerheijden, Brennan & Maassen 1994:16). The role of quality assurance is to determine whether the institution is achieving the purposes it set for itself in its mission statement. According to Harvey and Green (1993:19) quality assurance is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered. Jonathan (2000:46) states that although a conclusive definition of quality remains elusive, the generally accepted usage in higher education is that of 'fitness for purpose', which sees quality in terms of fulfilling customer requirements, expectations, needs and desires. In higher education this is based on an institution's ability to fulfil its mission, aims and objectives, and to deliver a quality programme of study, that is, a programme which will ensure that students achieve specific standards and fulfil the changing needs of society (fitness for purpose) (Kistan 1999:125).

Quality as value for money refers to accountability in that institutions are expected to be accountable to their funders and the users of their services (Harvey & Green 1993:22). The transformation view of quality is rooted in the notion of qualitative change. Education is an ongoing process of transformation of the participant, be it student or researcher (Harvey & Green 1993:24). In South Africa the Higher Education Quality Committee (HEQC) Founding Document (Marock 2000:14) states that the HEQC's framework for quality assurance is based on quality as:

- Fitness for purpose in the context of mission differentiation of institutions within a national framework;
- Value for money, judged not only in terms of labour market responsiveness or cost recovery, but also in relation to the full range of higher education purposes set out in the White Paper on Education of 1997;
- Transformation in the sense of developing the personal capabilities of individual learners, as well as advancing the agenda for social change.

Even though it is clear that quality has always been important in higher education, there is a clear difference between what has been called traditional quality control and the new approaches to quality evaluation, or quality assurance, as described above. Of particular importance is that the role of external interest in the quality of higher education has increased markedly, for various reasons (cf. introduction).

In conclusion, therefore, it may be said that quality assurance is self-evidently centred on quality. Kohler (2003:315) maintains that whatever is understood by quality, assuring quality means, by definition, that there is a notion of the existence of and the quest for quality, a willingness to provide quality, a concept of quality, of the maintenance, enhancement and monitoring of quality. Thus quality assurance is a matter of awareness of and commitment to quality, that is, a quality culture; and it is a matter of techniques involving processes, procedures and tools designed and utilised to achieve quality.

2.5.2 Quality is excellence

Excellence is often confused with high quality standards, especially in academic and training environments. The exceptional view perceives quality as something special, distinctive, something that exceeds very high standards and conforms a set of required standards (Harvey & Knight 1996:1-2). Those who promote this view assume that their programmes are of high quality without adducing evidence of benchmarks against which quality can be measured. The notion of quality as excellence from the viewpoint of zero defects refers to excellence in terms of "conformance to specification" (which is predefined and measurable) (Harvey and Green 1993:15).

2.5.3 Quality is exceptional

The exceptional view perceives quality as something special, distinctive, something that exceeds very high standards and passes a set of required standards (Harvev & Knight 1996:1-2). This notion corresponds with the objective pursued in this study; the standards approach to quality implies that quality is improved if standards are raised – the higher the level of the standard that is met, the higher the quality. The current overriding object of assurance practice in higher education is to maintain and improve standards. (cf. Harvey & Green 1993:13). However, serious concerns about this notion are raised by Harvey & Green (1993:15).

2.5.4 Quality is value for money

Quality as value for money refers to accountability; institutions are expected to be accountable to their funders and the users of their services (Harvey & Green 1993:22). The transformation view of quality is rooted in the notion of education entailing qualitative change, which is an ongoing process of transformation experienced by the participant, be it student or researcher (Harvey & Green 1993:24). Quality in the context of 'value for money' is viewed in terms of return on investment. If the outcome can be achieved at a lower cost, or a better outcome can be achieved at the same cost, the

customer has a quality product or service (Strydom 1997:206). This approach may be misleading, because it views the performance of any programme or institution from the financial perspective alone, and ignores the rest. The complexity of management in organisation today requires that performance should be viewed from multiple perspectives, namely those of the customer, of internal processes, of innovation and learning, and of financial considerations, in order to have a balanced picture (Kaplan & Norton 1992:72). This approach guards against developing and improving one area of the programme or organisation at the expense of others.

2.5.5 Quality as fitness for purpose

This approach sees quality deriving its proper meaning from the purpose of the product or service. Juran defines quality as "fit for purpose" and maintains that the basic quality mission is to develop programmes and services that meet the needs of the user (Arcaro 1995:5). Deming shares this view because he believes that quality should be customer driven, and the customer is the user of the product or service. This assertion may imply that if an activity is carried out according to the design, then the result is a quality product or service. According to Moodie (1986b:1-8) 'fitness for purpose' may be misleading, especially where issues of 'whose purpose' and 'whose' fitness are concerned.

2.5.6 Quality as transformation

Quality is inevitably associated with change. In the education and training sense, transformation simply refers to the general empowerment of learners since they are multifaceted beings. Change in education is evident, for example, in the acquisition of literacy. Learners who have gone through such a transformation process are better prepared for the world of work and are likely to make tangible contributions in a teaching establishment. For example, they are likely to become lecturers. (Moodie 1986:10).

The most definitive criterion that must be met by a teaching and learning organisation is that it must integrate work with learning, and must inspire its employees to seek quality, excellence and continuous improvement (Longworth & Davies 1996:76), According to Meyer (2003:297), the change effected by continuous improvement requires the acquisition and application of knowledge, skills and values.

2.6 STANDARDS AND THEIR RELATIONSHIP TO QUALITY

Contrary to popular belief, standards and quality, though clearly related, are not synonymous. In simpler terms, maintaining appropriate high standards leads to the realisation of quality. For example, it is practically impossible to attain a product or service of high quality in the absence of high standards. Standards are defined by Strydom 1997:206) as specified and usually measurable outcome indicators, which are used for comparative purposes. In education and training, standards refer to:

- Academic standards.

- Standards of competence.

- Service standards.

Quality and standards are also controversial concepts and are often used imprecisely. The concepts (quality and standards) mean different things to different people and organisations, and legislating them will be a grave mistake that may cause confusion in education and training. Brennan *et al.* (1997:9) advise that the dispute about terminology concerning standards is also a dispute about values, and about the power of one interest group to impose its values on others. Quality and standards in literacy have already been legislated through SAQA and NQF in South Africa.

2.6.1 Academic standards

Academic standards are set as benchmark against which to measure attainment/ non-attainment of a specific academic competence. In the teaching and learning environment this refers to the learner's ability to fulfil the requirements of the programme of study, in whatever way (Mosia 2001:76) In this case (study under review) learners are required to demonstrate the knowledge and understanding required in the teaching-learning situation.

Brennan *et al*. (1997:115) note that academic standards should focus on the successive stages comprising the educational process and the relationship between those stages, such as inputs, processes and outputs. Educational inputs would normally refer to entry characteristics of learners, as well as the quality of the teaching they receive. Mosia (2001:77) adds that educational-process standards might relate to the learning experience and progress made with the content and organisation of the curriculum. The educational output standards, on the other hand, are defined by the inputs and processes, and determined by the knowledge, skills and or understanding acquired by the learners. However, Brennan *et al.* (1997:114) note that the debate about academic standards cannot be separated from broader debates about roles and responsibilities in institutional quality assurance.

2.6.2 Standards of competence

Standards of competence measure specified levels of demonstrable ability in a range of competencies. These skills may be portable and required by employers in a range for orientation into a profession. Standards of competence may overlap with academic standards when high-level skills and abilities are identified as intrinsic to competence, as in professional education where, for example, reflection and ability may be an element in the adjudication for an award (Harvey & Knight 1996:16).

2.6.3 Service standards

According to Harvey in Strydom 1997:208), service standards in higher education equate to consumer standards, for example where adult literacy is concerned. Service standards are defined as measures devised to assess identified elements of the service or facilities provided. Such standards may include turnaround times for assessing the learner's work, maximum class sizes, availability of information on complaints procedures, et cetera (Mosia 2001:78).

2.7   TOTAL QUALITY MANAGEMENT (TQM): AN OVERVIEW

These days the most progressive organisations are embarking on a journey towards TQM. The question arises: What is TQM? According to BS.4778: Part 2 (1991) it is:

> "A management philosophy embracing all activities through which the needs and expectations of the customer and the community, and the objectives of the organisation are satisfied in the most efficient and cost effective way by maximizing the potential of all employees in a continuing drive for improvement."

Quality leadership is required for quality plans to succeed (Du Toit 2002:68; Tata, 2004:3). Any model for a quality system will focus in some way on leadership and people. Cobb (2003:54) points out that many organisations purposing to implement TQM, have failed. The leaders of institutions have a significant role to play in establishing unity of purpose and creating and maintaining the internal environment in which people can become fully involved in achieving the institution's strategic goals. The development and clear communication of a vision and mission for the institution is a first step in creating an environment that fosters quality. The vision must be based on shared values and input from all levels within the organization. It should be clear what the institution stands for and what it aims to achieve. This forms the basis for a quality

policy, which clearly states the commitment of senior management, as well as the institution's quality goals (Du Toit 2002:67).

TQM originated during the 1930s with theorists such as Edward Deming. The system was put into practice by Japanese industry after World War II. The success of the Japanese in manufacturing quality products caused many American companies to investigate TQM and eventually embrace it. There are various reasons why public institutions such as science councils, education institutions and parastatals have adopted TQM, the main one being the increasing demand for accountability from governments and public alike. TQM inherently involves a paradigm shift: "quality" is no longer defined by the "provider" but by the "customer" (community members). It is important to keep in mind that TQM has no theoretical underpinning – it is essentially pragmatic in nature. It fits in well with the systems approach, as it assumes that most problems are systemic rather than caused by human error.

Although there is no single definition of TQM, a number of generic elements can be found in most approaches, which the researcher adjusts to the sustainable service delivery functions:

- Constant improvement: There should be constant review of customers' needs and constant attempts to improve the quality of the product or service offered (e.g. training and content).
- Customer-driven definitions of quality and the "quality chain": Implying that the needs of the community will impact on quality).
- Community organisations' involvement in quality: Proposing a systems approach to integrate delivery of quality service that creates an enabling environment.
- Management commitment: Management is responsible for setting and sourcing quality policy, providing motivation through leadership, and equipping people to achieve quality.
- Teamwork.

- Built-in quality: Instead of final-stage quality control, TQM builds quality at each stage of the process.

- Statistical techniques: These are used to help measure, amongst other things, content and service demand-and-supply needs.

- Organisational culture: The structure of an organisation should support quality improvement rather than inhibit it.

In the West, the four best-known quality management experts, and arguably the most influential, are all Americans: Crosby (1979), Deming (1982), Feigenbaum (1983) and Juran (1988). Because of the considerable influence which these four men have had in the development of TQM in organisations throughout the world, their writings are explored here, albeit in brief. These summaries have been selected from Butterfield (1986), (Cullen (1987), Fine (1985) and Main (1986). Reference will be to the philosophies of Edward Deming, Philip Crosby, Joseph Juran and Armand Feigenbaum. The object behind this is to link their crucial contributions to quality assurance to the process of developing adult literacy. These philosophies further provide more insight into the central theme of this research, which is 'quality'.

2.7.1   Philip Crosby

This perspective sees quality as conformance to requirements. These requirements are determined by the needs of customers. The perspective puts too much emphasis on the fact that perfection is the standard that performance should strive for by means of continuous improvement, and that performance without any defects is a possibility and a reality, which can be both achieved and measured. Crosby believes "It is always cheaper to do it right first time."

Since inspection is a costly exercise, Crosby notes that quality needs to be built into a product or service from the outset by striving to prevent errors and thus avoid spending money on trying to rectify them (Crosby 1996:8). Crosby does not believe in the existence of a quality problem. It can be assumed that he means that quality problems

do not just occur, but are the result of poor management and neglecting to do things right from the beginning. Hence, he maintains that quality problems do not create themselves or exist as entities separate from the management process (Crosby 1984:3). Management is the leading component in the strategic processes that enhance quality systems. Should anything go wrong, management are liable, just as they would be entitled to credit if there are no defects in performance. Crosby defines quality as conformance to requirements which he includes in his fourteen-step quality improvement programme (Crosby 1979:39).

Crosby's fourteen-step quality improvement programme	
Step 1	Management commitment
Step 2	Quality improvement team
Step 3	Quality measurement
Step 4	Cost of quality evaluation
Step 5	Quality awareness
Step 6	Corrective action
Step 7	Establish an *ad hoc* committee for the zero-defects programme
Step 8	Supervise training
Step 9	Zero-defects day
Step 10	Goal-setting
Step 11	Error cause removal
Step 12	Recognition
Step 13	Quality councils
Step 14	Do it over again

Source: (Dale, 1994:15) Table 2.1: Crosby's fourteen-step quality improvement programme

Crosby's approach is based on four absolutes of quality management:

- Quality means conformance.
- It is always cheaper to do the job right the first time.
- The only performance indicator is the cost of quality.
- The only performance standard is zero defects (Dale 1994:15).

Crosby does not accept the concept of optimal quality because he believes that higher quality always reduces costs. Cost of quality is used as a tool to help achieve that goal. In terms of employee roles, Crosby allocates a moderate amount of responsibility to the quality professional. (Dale 1994:15). Furthermore, he emphasises the important role that "top management" has to play. One way that Crosby (1979:39) measures quality achievement is with a matrix, the quality management maturity grid, and the hourly paid work force have a role limited to reporting problems to management which charts the management stages, passing from ignorance to enlightenment. Another contributor is Deming with his philosophy on TQM.

2.7.2   Edward Deming

Edward Deming devised a business philosophy known as total quality management (TQM), which has been enthusiastically embraced worldwide. This philosophy helped to lift Japanese industry to achieve world–class quality standards. TQM is based on the belief that change for the better occurs through dedication to continuous improvement and constancy of purpose shared by everyone in the organisation (Flanagan 2000:310).

Deming believes that the quality of the process influences the quality process is a management responsibility. This could therefore suggest that poor management of the quality process results in a poor quality of product or service, and vice versa. Three principles can be derived from Deming's approach, the first being that management plays an important role in the quality process. It either leads to the realisation of a quality product or service, or causes quality problems through poor management. The second

belief that quality improvement should be a continuous exercise in quality management should be systematically planned and must be done on an *ad hoc* basis, as in many quality initiatives.

Deming's hypothesis is that quality improves productivity and competitive position. He defines quality in terms of quality of design, quality of conformance and quality of the sales and services function. Deming aims to improve quality and productivity in the belief that employment security should reside in the long-term survival of the institution to the effect that its long-term competitive position is improved. Deming advocates measurement of quality by direct statistical measures of manufacturing performance against specification. While all production processes exhibit variation, the goal of quality improvement is to reduce variation. Deming's fourteen–point approach is highly statistical. Not surprisingly, therefore, he believes that every employee should be trained in statistical quality techniques (Deming 1986:45).

NUMBER	Deming's fourteen points for management
1	Create constancy of purpose towards improvement of product and service, with the aim to become competitive, stay in business and provide jobs.
2	Adopt the new philosophy – we are in a new economic age. Western management must awaken to the challenge, learn their responsibilities and take on leadership for future change.
3	Cease dependence on inspection to achieve quality. Eliminate the need for mass inspection by building quality into the product in the first place.
4	End the practice of awarding business on the basis of price tag. Instead, minimise total cost. Move towards a single supplier for any one item in order to cultivate a long-term relationship of loyalty and trust.

5	Improve constantly and forever the system of production and service, to improve quality and productivity, and thus constantly decrease costs.
6	Institute training on the job.
7	Institute leadership (see point 12 below): the aim of supervision should be to help people, machines and gadgets to do a better job. Supervision of management, as well as supervision of production workers, need management overhaul.
8	Drive out fear, so that everyone may work effectively for the company.
9	Break down barriers between departments. People in research, design, sales and production must work as a team forestalls problems that may be encountered when using a service.
10	Eliminate slogans, exhortations and targets for the work force that call for zero defects and new levels of productivity. Exhortations only create adversarial relationships, as most of the causes of deficient quality and low productivity are systemic, beyond the power of the work force.
11	(a) Eliminate work standards (quotas) on the factory floor; substitute leadership instead. (b) Substitute leadership for management by objectives, by numbers and by numerical goals.
12	Remove barriers that rob the hourly worker of his or her right to pride of workmanship. The responsibility of supervisors must be changed from sheer numbers to quality.
13	Institute a vigorous programme of education and self-improvement.
14	Put everybody in the company to work to accomplish the transformation. The transformation is everybody's job.

Table 2.2: Deming's fourteen-points for management

Deming's view (1986:45) is that quality management and improvement are the responsibility of all the firm's employees: top management must adopt the 'new religion' of quality, lead the push for improvement and be involved in all stages of the programme. Hourly paid workers should be trained and encouraged to prevent defects and improve quality, and be given challenging, rewarding jobs. Quality professionals should educate other managers in statistical techniques and concentrate on improving the methods of defect prevention. Finally, statisticians should consult with all areas of the company. Another prominent proponent of TQM theorist is Feigenbaum.

2.7.3   Armand Feigenbaum

Feigenbaum defines quality as 'best for customer use'. He believes that the fundamental aspect of quality improvement in the organisation is the involvement of all functions in the process, and that quality should be built into product or service. He further views quality control as: "An effective method for co-ordinating the quality maintenance and quality improvement efforts of the various groups in an organization so as to enable production at the most economical levels, which allows for full customer satisfaction" (Beckford 1998:87).

Feigenbaum (1983:34) was General Electric's worldwide chief of manufacturing operations for a decade until the late 1960s. He was president of the engineering consultancy firm, General Systems Co., which designs and installs operational systems in corporations around the world. He was also Chairman of the International Academy of Quality (Dale 1994:17). Feigenbaum does not try so much to create managerial awareness of quality as to help a plant or company design its own system. To him, quality is a way of managing a business organisation. Significant quality improvement can only be achieved in a company if its entire work force is involved, which means that all concerned must thoroughly understand what management is trying to do. Firefighting of quality problems has to be replaced with a very clear, customer-oriented quality management process, which people can understand and commit themselves to. Senior management understanding of the issues surrounding quality improvement and

commitment to incorporating quality into their management practice is crucial to the successful installation of Feigenbaum's total quality system (1983). They must abandon short-term motivational programmes, which yield no lasting improvement. Management must also realise that quality does not only mean that customer problems have to be fixed faster. Quality leadership is essential to a company's success in the market–place. Feigenbaum (1983:34) takes a very serious financial view of quality management. He believes that the effective installation and management of a quality improvement process represents the best return-on-investment opportunity for many companies in today's competitive environment. Feigenbaum's major contribution to the subject of cost of quality was the realisation that quality costs must be categorised if they are to be managed. He identified three major categories: appraisal costs, prevention costs and failure costs (Feigenbaum 1956). Total quality cost is the sum of these costs. According to Feigenbaum (1956) the goal of quality improvement is to reduce the total cost of quality from the often quoted 25-30 per cent of sales or cost of operations to as low a percentage as possible. Therefore, developing cost of quality data and tracking it continuously is an integral part of the process. Feigenbaum says (1983:55) that management must commit themselves to the following three criteria:

- Strengthening the quality-improvement process.
- Making sure that quality improvement becomes a habit.
- Managing quality and cost as complementary objectives.

Although Feigenbaum does not espouse fourteen points or steps like Deming or Crosby, his approach clearly proceeds from different premises, namely managerial know-how. Juran is a prominent American writer on TQM systems.

2.7.4   Joseph Juran

Juran views quality in terms of fitness for purpose (Bank 1992:71). Bank suggests that this is a more useful definition than 'conformance to specification' in the sense that an unhealthy product or service could conform to all specifications but still be unsuitable in

practical situations. He identifies the following critical elements in any quality programme:

- Identification of goals and policies for quality.
- Implementation of plans to meet the goals.
- Provision of resources to evaluate progress.
- Enhancing appropriate motivation.

These elements are managerial functions from which it is clear that Juran's work on quality is centred on planning and organisation. Juran's approach is arguably interpreted better by Logothetis (1992:62), whose essential premise is that quality does not happen by accident but has to be planned. Like Deming, Juran believes that top management must lead the organisation's efforts at quality enhancement (Downey *et al.* 1994:14). In virtue of emphasis on the managerial functions of planning, control and improvement as essential for the enhancement of quality, he compiled a nine-step road map to quality (Bendell 1989:9).

JOSEPH JURAN

Step 1: Identify customers.

Step 2: Determine their needs.

Step 3: Translate needs into organisational language.

Step 4: Optimise product features to meet organisational and customer's needs.

Step 5: Develop a product that can respond to those needs.

Step 6: Develop a process that can produce the product.

Step 7: Optimise the process.

Step 8: Ensure that the process can produce the product under operating conditions.

Step 9   Transfer the process to operations.

Table. 2.3: The quality planning road map: Joseph M. Juran (Bechford, 1998:115)

According to Dale (1994:18), Juran has made a greater contribution to the quality management literature than any other quality professional. Like Deming, Juran has influenced the development of quality management in Japanese companies. While Deming provided advice on statistical methods from the late 1940s onward, Juran, focused on the role of senior people in quality management during the mid-1950s. Dale (1994:19) further states that part of Juran's hypothesis is that companies must reduce the cost of quality. This is dramatically different from Deming's approach. Deming ignores the cost of quality, while Juran, like Crosby and Feigenbaum, claims that reducing it is a key objective. A ten-point plan summarises Juran's approach in the table below (Dale 1994:19).

NUMBERS	The Juran method
1	Build awareness of the need and opportunity for improvement.
2	Set goals for improvement.
3	Organise to reach the goals.
4	Provide training.
5	Carry out projects to solve problems.
6	Report progress.
7	Give recognition.
8	Communicate results.
9	Keep the score.
10	Maintain momentum by making annual improvement part of the regular system and processes of the company.

Table 2.4: The Juran method: ten-point plan on quality

Juran (1988) defines quality as 'fitness for use', which he breaks down into quality of design, quality of conformance, availability and field service. The goals of Juran's approach to quality improvement are increased conformance and decreased cost of quality, and annual goals are set in the objective setting phase of the programme. Basically, his programmes comprise three segments:

- A programme to attack sporadic problems.

- A programme to attack chronic problems.

- An annual quality programme in which top management participates to develop or refine policies.

Juran (1988) defines two broad categories of quality management:

- Breakthrough (encouraging the occurrence of good things), which attacks chronic problems.

- Control (preventing the occurrence of bad things), which attacks sporadic problems.

Juran's allocation of responsibility to the work-force is different from Deming's. He places primary responsibility with quality professionals (who serve as consultants to top management and employees). The quality professionals design and develop the programme and do most of the work. While granting the importance of top management's support, Juran (1988) places more of the quality leadership responsibility with middle management and quality professionals. The role of the work force is mainly to be involved in quality improvement teams. Besides the approaches and paradigmatic rationales of these four experts, the Japanese quality management culture is also widely publicised. The work and ideas of a number of Japanese quality experts were published in English during the mid-to-late 1980s (cf. Imani 1986, Ishikawa 1985). A comparative table of particulars outlining the rationales presented by the writers covered above will be given below.

2.8 COMPARISON OF PRE-EMINENT QUALITY RATIONALES

According to the researcher's assessment the rationales at issue (see above) complement rather than contradict each other. Relevant quality assurance mechanisms advocated by these rationales can be adopted and applied effectively to education and training or adult literacy programmes with a view to turning them into quality

programmes. However, it is emphasised by the authors below that 'quality' is a far more complex concept in education than it is in industry, and that industrial quality assurance systems are not readily adapted to education.

1. Deming's 14 points	2.Juran's 10 points	3. Feigenbaum's 10 benchmarks	1.4 Crosby's 14 elements	1.5 SAQA'S 14 elements
1.1 Create constancy of purpose to improve product and service	2.1 Build awareness of the need and the oppor-tunity for improvement	3.1 Quality is a company-wide process	4.1 Make clear that management is committed to quality	5.1 It must design and targeted at learners and directed at improving their attainment of the necessary standards
1.2 Adopt new philosophy for new economic age by management learning responsibilities and taking leadership for change	2.2 Set goals for improve-ment	3.2 Quality is what the customer says it is	4.2 Form quality improvement teams with senior representatives from each department	5.1 Directly improve the quality of an institution's teaching and learning strategies. This means equality emphasizing the outcome (output) of the educational experience as well as the process of attainment
1.3 Create dependence on inspection to achieve quality; eliminate the need for mass inspection by building quality into the product	2.3 Organise to reach the goals (establish a quality council, identify problems, appoint teams, and designate facilitators	3.3 Quality and cost are a sum, not a difference	4.3 Measure processes to determine where current and potential quality problems lie	5.3 It must be flexible and able to adapt to ever-changing demands and circumstances. This means moving away from rigid structures, procedures and bureaucracies, and designing more responsive, manageable and creative strategies, which devolve quality management and quality assurance responsibilities to a variety of levels, particularly to practitioners
1.4 End giving business on price, instead minimize total cost and move towards single suppliers for items	2.4 Give recognition	3.4 Quality is an ethic	4.4 Establish progress monitoring for the improvement process	5.4 It must give all stakeholders a role in and a sense of ownership of the quality management process. This entails developing a particular and

				inclusive management style, and procedures as well as inculcating democratic and quality culture and practices
1.5 Improve constantly and forever the system of production and service to improve quality and productivity and to decrease cost	2.5 Communi-cate results	3 Quality requires continuous improvement	4.5 Train supervisors to carry out their part of the quality improvement programme actively	5.5 It must involve learners directly and indirectly in the quality management process, creating a feedback loop and a working relationship between stakeholders at all levels and functions in the organisation
1.6 Institute in-service training	2.6 Keep score	3.6 Quality is the most effective, least capital - intensive route to productivity	4.6 Hold a zero-defects day to let everyone realise that there has been a change and to reaffirm management commitment	5.6 It must develop a system of measurement that proves progress and not simply outcome or procedures
1.7 Institute leadership; supervision should be helping to do a better job; overhaul supervision of management and production workers	2.7 Provide training	3.7 Quality requires both individual and team zealots	4.7 Evaluate the cost of quality and explain its use as a management tool	5.7 It must create collaborative partnership, both internal and external involving the provider and the organisation
1.8 Drive out fear so that all may work effectively for the organisation	2.8 Carry out projects to solve problems	3.8 Quality is a way of managing.	4.8 Raise the quality awareness and personal concern of all employees	5.8 It must organize the diversity of delivery and teaching methods within institutions and providers. This entails creating quality systems which integrate standards, and which monitor and secure equivalencies
1.9 Break down barriers between departments; research, design, sales and production must work together to foresee problems in	2.9 Report progress	3.9 Quality and innovation are mutually interdependent	4.9 Take action to correct problems identified through previous steps	It must have an explicit purpose which is negotiated and agreed upon by stakeholders

production and use				
1.10 Eliminate slogans, exhortations and numerical targets of workforce, such as zero defects or new productivity levels. Such exhortations are divisive, as the bulk of the problems belong to the systems	2.10 Maintain momentum by making annual improvement part of the regular systems and process of the company	3.10 Quality is implemented through a total system connected with customer and suppliers	4.10 Encourage individuals to establish improvement goals for themselves and their group	5.10 It must have internal capacity to follow up and improve on assessment and quality assurance results
1.11 Eliminate quotas or work standards, and management by objectives or numerical goals; substitute leadership			4.11 Encourage individuals to communicate to management the obstacles they face in attainment goals	5.11 It must allow self- assessment, peer review and external meta- evaluation capacity
1.12 Remove barriers that rob people of their right to pride or workmanship; and engineering; remove eliminate annual or merit ratings and management by objective			4.12 Recognise and appreciate those who participate	5.12 It must be regular and cyclical. Quality management is an event, but link to continuing process which seeks enhancement and improvement
1.13 Institute a vigorous education and self- improvement programme			4.13 Establish quality councils to communicate on a regular basis	5.13 It must result in a formal and documented analysis which is translated into a clear plan of action for which the institution is accountable
1.14 Put everybody in the company to work to accomplish transformation			4.14 Do it all over again to emphasise that the quality improvement programme never ends	5.14 It must evolve both horizontal and vertical audit, accountability

Table 2.5. Quality assurance models. Kells (1995:18-25), SAQA (2000:10-11), Van der Berghe (1996:10-13), Strydom & Van der Westhuizen (2001:86-91)

2.9 LESSONS LEARNED FROM A COMPARISON OF PRE-EMINENT QUALITY RATIONALES

It can be concluded from the above that quality assurance methods offer useful lessons that can be applied to achieve continuous quality improvement in education and training programmes. The following are important illustrate cases in point:

2.9.1 Quality assurance is customer-driven

Introduce and develop quality assurance in education by first identifying who the client is and what his/ her needs are.

2.9.2 Quality assurance concentrates on making the processes better

Learning is the "chief" process of any educational programme and trainers must understand and try to make it work better all the time: hence - the processes should be tested against the practical realities of meeting trainees' needs.

The main aim should be to ensure that people who provide training programmes are equipped to meet trainees' needs effectively, to which end they should continuously undergo formal in-service training in human learning processes so that the quality of their training can improve.

2.9.3 Quality assurance extends the mindset

Trainers need to have background knowledge of and a positive, empathetic attitude towards trainees so that trainers can reactively take measures to the extent required to ensure that trainees gain the requisite knowledge and skills. Marchese (1991:4) stresses that the promotion of standards involves the inducement of paradigm shifts, restructuring and dramatic change, but unfortunately the commitment of most educational practitioners to promoting quality is unsatisfactory.

2.9.4 Quality assurance requires vision

According to Davidoff and Lazarus (1997:67) a "vision is the flame which lights the organization, which gives its members a sense of pride of unique contribution that training institutions can make." Abolghasemi, Mc Cormick and Conners (1999:80) define it as the image of a desirable future. According to Blendinger and Jones (1989:230) a TQM vision imbues organizational culture with a sense of purpose, indicating what is important and valuable.

Trainers are advised to assess their own teaching activity continuously to be sure that the right things are done and that they are done effectively. Assessing oneself is normally not easy because one is likely to be subjective and therefore to compromise the quality of the programme. This situation can be averted if the trainer can be trained to perform effectively and can be provided with appropriate guidelines.

2.9.5 Quality assurance emphasises teamwork

The promotion and enhancement of quality in education is a collective effort. It is against this background that the trainers should operate as a team and use their expertise to complement one another for the good of the programme as a whole. Instead of competing with one another, team members should collaborate and cooperate. The importance of each member and his contribution to continuous improvement should be recognised and appreciated.

2.10   CONCLUSION

In this chapter a close look was taken at the origin of quality assurance, the controversial nature of quality, the notion of quality, quality standards, seminal quality rationales, quality assurance, and lessons learnt from the comparison of quality rationales and the influence of the quality movement on quality assurance in education and training. All these issues depend on an understanding of the research problem as well as the whole body of research. It has become evident that quality is a controversial

and relative concept that needs to be overhauled. Quality improvement depends on a collective effort, which means that all stakeholders should continuously play a role in the enhancement of quality. It is evident that quality assurance could enrich attempts to promote and enhance the quality of education and training in the South African Police Service.

Chapter 3 will comprise a review of literature on quality assurance in the South African Police Service, with particular reference to the police service in the Northern Cape Province.

CHAPTER 3
A SUGGESTED MODEL FOR THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN TRAINING

3.1   INTRODUCTION

In the previous chapter the objective was to examine the origin of quality and reasons why it became an essential theme in management thinking since the 1940s.The purpose of this chapter is to show how quality and quality management influence management in education and training. The crucial contribution made by quality is the introduction of the principle of customer satisfaction as implemented in corporate business. Similar models have been introduced worldwide. The inspiriting concepts of these models are embedded beliefs and behaviours that are most prominent in high-performing organisations. This concepts are the foundation for integrating key organisational requirements within a result-oriented framework that creates a basis for action and feedback.

Chapter 3 will develop a model for the implementation of total quality management in division training in the South African Police Service. The commitment to introduce total quality management is driven by the findings reported in chapter two on total quality assurance, namely that the constant pursuit of quality as a means to improve customer satisfaction is a primary policy consideration for the SAPS. In the higher education sector, fundamental concepts like visionary leadership, customer driven excellence, people development and involvement, continuous learning, innovation and improvement form the basis of the vision and mission that aims to ensure that not only organisations generally, but more especially higher education institutions, become and remain part of the global village where higher, world-class standards prevail. Training and development of human resources in South African enterprises have been widely neglected over the past few decades (Erasmus & Van Dyk 2003:46). The fruits reaped from not investing in human resources are low productivity, high staff turnover, fear of technological

advancement and an illiterate work force (Erasmus & Van Dyk 1996:25). This argument suggests that well-trained and developed human resources in any enterprise play a valuable role in meeting the new challenges facing South African enterprise and the SAPS in particular. This chapter therefore seeks to:

- Provide background in the South African Police Service.
- Provide the vision, mission, and objective of training, code of conduct and code of ethics of the South African Police Service (Service Delivery).
- Give reasons for conducting the study in the Northern Cape Province.
- Establish quality models for division training in SAPS.

3.2 BACKGROUND OF THE POLICE SERVICE IN THE NORTHERN CAPE PROVINCE

South Africa became an internationally accepted democracy in 1994 when President Nelson Mandela was elected as the first president of the new South Africa, bringing the era of "apartheid" to an end. This new democratic dispensation brought about many changes in the country and also had a substantial impact on policing. Mr. Sidney Mufamadi was appointed as the first Minister for Safety and Security in the new South Africa. Prior to 1995, South Africa was divided into the so-called self-governing states.

The self-governing states, also referred to as "homelands", had independent status but were not widely recognised by the international community. The homelands were designated as follows: Transkei, Bophuthatswana, Venda, Ciskei, Gazankulu, Kangwane, Kwandebele, Kwazulu, Lebowa and Qwaqwa (Organisational Profile: History: South African Police Service ...: On-line).

Each of the ten (10) homelands had its own policing agency, as well as the South African Police Force, bringing the total number of policing agencies in the country to 11 (Organisational Profile : History: South African Police Service ...: On-line). However, with the adoption of the Interim Constitution of the Republic of South Africa in 1993 (Act 200

of 1993), the homelands and former Development Regions were abolished and integrated into a united South Africa (SA, 1993: chapter 1) in 1994. According to chapter 11 of the new Constitution of the Republic of South Africa 1996 (Act 108 of 1996) a single National Police Service was established for South Africa under the executive command and control of a National Commissioner who was appointed by the President. The National Commissioner had the responsibility first and foremost to merge the eleven policing agencies organisationally into a single united South African Police Service. Thereafter, the National Commissioner assumed a second responsibility, which was to align the new Police Service to new legislation, such as the White Paper on Transforming Public Service Delivery (Government Gazette No. 18340: 1997) and the process of transformation in South Africa.

The transformation of the South African Police Force to form the South African Police Service (SAPS) signaled the commitment of the SAPS to ideally ensure equal and accessible service delivery to all communities of South Africa (Interim Constitution of the Republic of South Africa 1993: chapter 14). In the SAPS, service delivery predominantly occurs at the Community Service Centres (CSCs) of police stations. The CSC serves as the front desk of the police station, where community interaction on (service delivery) is most likely to be found (Profile: Division Crime Prevention). Against this background, the need for equal and accessible policing as service to all communities in the face of constraints resulting from pressures of urgent service delivery to the communities.

3.3 EDUCATION, TRAINING AND DEVELOPMENT PHILOSOPHY OF DIVISION TRAINING IN THE SOUTH AFRICAN POLICE SERVICE

3.3.1 The vision of division training in the South African Police Service

According to National Instruction 1-2001 "The vision of division training is to ensure quality education, training and development (ETD) in support of creating a safe and secure environment for all people in South Africa."

3.3.2 The mission statement of division training

The mission of division training is to continuously educate, train and develop police officers in the field of policing by:

- The auditing of skills in the SAPS;
- The determining of ETD needs in the SAPS;
- The facilitation of knowledge management in the SAPS;
- The research, design and development of outcomes-based ETD Solutions;
- The setting and assurance of ETD quality standards;
- The provisioning of basic, advance and specialized ETD solutions;
- The facilitation of mentoring and coaching in the SAPS;
- The facilitation of workplace learning in the SAPS;
- The facilitation of international ETD assistance; and
- The provisioning of tangible ETD management support

The objective of division training is to ensure quality education, training and development in accordance with relevant legislation and standards through:

- Development, maintenance and evaluation of standards;
- Research, development and maintenance of learning programmes;
- The provision and delivery of approved learning programmes;
- Inculcating a culture of life-long learning; and
- The provision of an administrative support capacity within the training division.

In order to achieve the above objective, the aim of division training is to provide personnel with the necessary knowledge, attitudes and skills to perform prescribed functions and duties, as well as to manage and maintain resources in an effective and efficient manner. This will be achieved by providing appropriate high-quality, needs-driven learning opportunities in the most cost-and-time-effective manner - opportunities

aligned to the strategic objectives of the organisation. The Division is therefore committed to ensuring the development of the full potential of each employee in achieving high-quality service delivery.

3.3.3   The code of conduct of the South African Police (SAPS)

The Strategic Plan of the SAPS (2004/2007: ii) sets out the following code of conduct which governs all SAPS employees, enjoining them to deliver a quality service to all communities:

> *"I commit myself to the creation of a safe and secure environment for all the people in South Africa: participating in endeavours to address the root causes of crime in the community; by preventing action which may threaten the safety or security of any community; and by investigating criminal conduct that endangers the safety and security of the community; and by bringing the perpetrators to justice. In realisation of the aforesaid commitment, we shall at all times; uphold the Constitution and the law; be guided by the needs of the community; give full recognition to the needs of the South African Police Service as employer; and cooperate with the community and with government at every level, and with all other related role-players. In order to achieve a safe and secure environment for all the people of South Africa we undertake to render a responsible and effective service of high quality which is accessible to every person, and to continuously strive towards improving this service; utilise all the available resources responsibly, efficiently and cost-effectively to maximise their usefulness; develop our own skills and participate in the development of our fellow members to ensure equal opportunities for all; contribute to the reconstruction and development of, and reconciliation in our country; uphold and protect the fundamental rights of every person; act impartially, courteously, honestly, respectfully, transparently and in an*

accountable manner; exercise the powers conferred upon us in a responsible and controlled manner; and work actively towards preventing any form of corruption and to bring the perpetrators thereof to justice."

Moreover, all SAPS employees are governed by the SAPS vision, mission, value statement and code of conduct which - according to the Strategic Plan of the SAPS (2004/2007: i - ii) - are intended to guide employees in the execution of their duties and the conduct to which employees are required to adhere in performing their duties. The government also recognises that a highly motivated public service with a strong morale and sense of mission is essential to the process of transforming service delivery (SA 1995: 72-73). According to section 15 (1) and section 15 (2) of the White Paper on the Transformation of the Public Service (Government Gazette No. 16838: 1995) the introduction of a code of conduct for the public service, including measures to eliminate corruption and promote a more professional ethos amongst employees at all levels is intended to contribute towards a general climate of honesty, integrity and efficiency in the public service as a whole. The code of conduct also aims to instill in public service employees an ethos of professionalism, a commitment to the concept of serving the people.

3.4   NORTHERN CAPE POLICE SERVICE PROVINCIAL PROFILE

The Provincial Commissioner of the province is Commissioner M.N.Z MBombo, the only female Provincial Commissioner in the country. The province accommodates 83 police stations with Kimberley as the provincial headquarters. The province has 5436 sworn officers, 1655 civilian personnel and a police-to-population ratio of 1:202 (Profile of the Northern Cape: Census 2006). The Northern Cape provincial office comprises an operational division and a support service. The operational division comprises the detective service, crime prevention, protection and security service, and crime intelligence. The support services include human resource management, finance, logistics, communication, evaluation, administration, legal service, training, personnel

service, auxiliary services. The Northern Cape policing offices is divided into five regional offices, namely Kimberly, De Aar, Springbok, Upington and Namaqualand. These are the sites at issue for the present study.

The province is divided into seventeen (17) clusters. A cluster is a group of stations that has been placed under a supervisor to oversee and direct in order to ensure that all station commissioners remain effective and efficient at managing their respective stations within a demarcated cluster. The clusters are: Kimberley, Kuruman, Hartswater, De Aar, Upington, Springbok, Douglas, Colesberg, Port Nolloth, Calvinia, Hopetown, Carnarvon, Kakamas, Prieska, Kathu, Postmasburg. Station commissioners must report to the cluster manager who report to the provincial commissioner, and who reports in turn to the national commissioner (chain of command). The provincial organisational structure will be represented schematically in the figure below (Northern Cape Strategic Plan 2009:3).

There is one police officer for every 12 km² in the Northern Cape compared to the national average (2 735 police officers) of 10/km². The racial composition of the police service does not reflect the province's population demographics. 87% of the police population is black (African, Coloured and Indian). There are 92 police stations of which two stations function as border posts. Service delivery is hampered by various factors, including a lack of human and logistical resources, long distances, and the overlap between provincial and magisterial districts. Statistics South Africa, Census 1996).

SOUTH AFRICAN POLICE SERVICE ORGANISATIONAL STRUCTURE

| **Galeshewe** Douglas Campbell Griekwastad Plooysburg | **Pofadder** Aggeneys Pella Onseepkans | **Port Nolloth** Alexander Bay Kleinzee | **Carnarvon** Van Wyksvlei Loxton | **Hopetown** Strydenberg Van Der Kloof Belmont | **Postmasburg** Lime Acres Daniëlskuil | **Kakamas** Keimoes Kenhardt |

EIGHT HIGH CONTACT CRIME STATIONS

Galeshewe
Kimberley
Roodepan
Rosedale
Upington
Kakamas
Pabalello
Groblershoop

Provincial Commissioner
MNZ Mbombo

Deputy Provincial Commissioner: Operational
KJ Sitole

Deputy Provincial Commissioner: Support
J RIET

Evaluation Services
Crime Intelligence

Crime Prevention
Detective Service

Finance, Administration
Supply Chain Management
Career Management, Personnel Services,
Legal Services, Training
Communication Service, Information &
Systems, Management, Strategic
Management, Efficiency Services

ACCOUNTING STATIONS
Colesberg
Port Nolloth
Pofadder
Hopetown
Carnarvon
Postmasburg
Kakamas
Kathu
Hartswater
Prieska
Kimberley
Springbok
Calvinia
Upington
Kuruman
De Aar
Douglas

Figure 3.1 Northern Cape Operational Plan (2008/2009:5)

3.5 REASONS FOR CONDUCTING THE STUDY IN THE NORTHERN CAPE PROVINCE

Each of South Africa's nine (9) provinces is divided into a number of policing areas. The Northern Cape is one of the nine provinces. It has its own Provincial Police Service that consists of four (4) policing areas. These areas are Namaqualand, Kimberley, De Aar and Gordonia. Each of these areas is divided further into police stations, for example Kimberley, Upington and Kuruman etc.

The reason for selecting the Northern Cape Province is that this study will contribute towards addressing the need that was identified by the Northern Cape Pocket excellence project. The project was initiated under the leadership of Ms TM Madikani (MPL), Member of the Executive Council (MEC) for Safety and Liaison. The project earmark Northern Cape as a Province in which to identify and develop key pocket of excellence for policing in South Africa, and to position it to achieve a fully democratic policing system operating in a fully democratic society. As mentioned, the researcher is a police officer of eighteen (18) years' experience and therefore the researcher works daily in the practical police "reality" (operational field). The potential academic value envisaged for this study is that it could give division training some indication of the progress made towards the realising the objectives of the training currently presented by the entity.

Figure 3.2: Map of the Northern Cape - Census (2000:2)

3.6   BRIEF OVERVIEW OF THE NORTHERN CAPE PROVINCE

The Northern Cape is geographically the largest province in South Africa. It covers 361 830 km², which amounts to 32% of the surface area of South Africa. The province has six administrative regions. The Northern Cape is one of the nine provinces of the Republic of South Africa. It has by far the biggest land mass of all the provinces, being more than ten times the size of Gauteng and three times the size of the new Federal German Republic. The Northern Cape is bounded by the Atlantic Ocean on the west, and by Namibia and Botswana to the north-west and north respectively. It is fringed by the Swartberg mountain range on its Southern border with the Western Cape Province in the Calvinia district. (Stats SA- 2000:15).

By 2000 the population of the Northern Cape (official census) numbered 840 000, comprising 435 000 coloureds, 279 000 blacks, 112 000 whites and 2 300 Indians. Minor ethnic groups occur in scattered settlements throughout the province (eg. Nama, San, Khoi, Xu! and Kwe). The most widely spoken language in the province is Afrikaans (all racial groups). Setswana takes second position, followed by 20% isiXhosa, then English (6.3%), and finally isiZulu (2.4%). About 70% of the population are urbanised while the rest are rural (Stats SA-2000). By far the greatest majority are at least nominal adherents of Christianity while insignificant numbers account for animism, African traditionalism, Islam, Hindu and other unknown religious affiliations. Major towns of the Northern Cape include: Kimberley, Kuruman, Upington, De Aar, Calvinia and Springbok. These towns also happen to be district capitals of its erstwhile territories (Stats SA-2000:15) (see map of the province below).

Note that government allocates funds to provincial departments like Social Development, Safety and Security and Correctional Services based on the number of people in the province. This impacts negatively on the Northern Cape, as it is the most sparsely settled province in South Africa. The extra costs caused by vast distances are not taken into consideration, which inhibits the capacity and quality of service delivery by government departments in education, policing and health. Below find a map of South

Africa demarcating the Northern Cape:

Figure 3.3: Map of South Africa

3.7   ESTABLISHMENT OF QUALITY MODELS

In education a model is a simplified version of a theory that draws attention to certain features or phenomena. Building theories or models mainly occurs through inductive strategies (Mouton 2001:176:177). Quality models are not new. The first model originated in Japan in the 1950s. Other models were produced in (see list):

- 1950   Total Quality Management (TQM) Model (Chronological sequence)
- 1951   Deming prize - Japan
- 1981   Malcolm Baldrige National Quality Award-USA
- 1988   Australian Quality Award
- 1992   European Foundation quality Award
- 1994   United Kingdom Quality Award
- 1997   South African Excellence Model

This study is concerned with the TQM model (www.saef.co.za 30/4/09).

3.8   FACTORS NECESSITATING THE DEVELOPMENT OF AN IMPLEMENTATION MODEL

The factors which prompted the researcher to develop an implementation model as an imperative are the following:

3.8.1   The White Paper on Education and Training (15 March 1995)

This is the first policy document of the new (ie. post-1994) government. The question of providing quality education was hinted at from the onset. The improvement of quality education and training is essential but quality is required in all spheres of policing (Department of Education 1995:21). The restoration of a culture of teaching, learning and management requires dedicated revitalisation effort and accountability. In the first policy document the then Deputy Minister of Education issued (15 March 1995) the

following message: "The ideal, namely 'excellence in education for all' and the cultivation and liberation of the talent of every young South African is still a long way off but we are on the way (Department of Education 1995:22). This new policy document advocated change of attitude in order to enhance quality performance."

3.8.2 The South African Schools Act (SASA) (Act 84 of 1996)

The preamble to the SASA 1996 states as follows: "This country requires a new national system for schools which will provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people talent and capabilities" (Department of Education 1996:11). It is evident that the Department's vision is that schools should function effectively, which implies that educators and management should make a committed effort to quality service that will produce quality results.

3.9   REASONS TO IMPLEMENT TOTAL QUALITY MANAGEMENT

Research indicates that the implementation of TQM in schools leads to tremendous improvement regarding teambuilding and customer focus because of role players' involvement-educators management learning, the private sector funding and education departments for the provision of services:

- Educators need to get better at everything they do. Educators are all aware that there are many areas in which they can do better for the benefit of our learners.
- Increasing competition compels educators to benchmark our approach, style and product against world-class training centers.
- Educators need to eliminate the need for crisis management (Department of education 2000-2004:7-9).
- Educators can only be successful if they all work together.

- Job satisfaction is only possible if all employees' ideas and contributions are valued, and recognised.
- The process of continuous improvement must be evident in everything we do (Greenwood & Graunt 1994:196).

Furthermore, the learners and educators all want to be associated with quality education and quality performance.

3.10   IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT

When implementing TQM in a training centre, the following key issues should be considered:

- Action is more important than analysis. In other words, if you implement you will be able to understand most concepts when you apply them practically.
- A long-term view is needed. TQM is about attitudes which take time (2-5 years) to develop.
- Piecemeal involvement is doomed. Total involvement of all in the   training centres is needed.
- Those responsible for managing the implementation of TQM must use the appropriate quality processes and techniques (West Burnham 1992:136).

To ensure appropriate elements, appropriately adopted of TQM in training centre's, the researcher deemed it necessary that a model of implementing TQM in training centres be developed to help management teams and educators to implement continuous improvement programmes in the training centers.

3.11   A MODEL FOR TQM IMPLEMENTATION

3.11.1 Introduction

Based on the factors discussed in section 3.10 above, the researcher is persuaded that the development of a model for TQM implementation was necessary. The researcher is of the opinion that this model is of importance for the South African Police Service, which faces significant challenges. Implementation of this model will help training centers and division training in the police to regain their status of being effective training centers. The benefits of a total quality implementation programme can be summarised as shown in the following diagram.
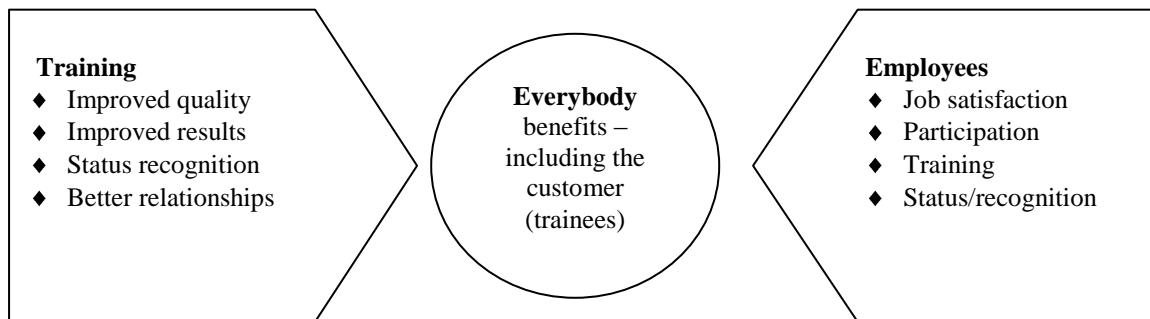
Figure 3.4: Benefits of implementing total quality programme (Collard 1989:100)

3.12   REQUIREMENTS FOR A MODEL

Before the model can be presented, its requirements should be evaluated in critical discussion. A model constitutes a framework of ideas that can be applied to determine how a particular process should work. According to Mouton and Marais (1990:141) a model "provides explanatory elucidatory sketches and the means of making predictions." They further assert that "…models provide a new language game or universe of disclosure within which the phenomenon may be discussed." The Universe Dictionary

defines a model as a tentative framework of ideas describing a mental construct that can be used as a testing device. To implement in-service training programmes deliberate steps can be followed that can be reflected in the form of a flowchart which is easy to follow by all training centres. The implementation process is cyclical and lends itself to continuous evaluation which will ensure its effectiveness and sustainability.

Marsh (1993:103) summarises the requirements for a good model as follows:

- The model needs to attain an educational purpose to conform a critical deliberation process.
- The content of the model must be selected.
- The educational content must be organised.
- Procedures to be followed need to be worked out.
- The model needs to be revised if it does not produce the desired results.
- Implementation of the model should be monitored continuously to ensure its effectiveness.

The researcher fully concurs with the above requirements for a good model as this model is 'simple' and 'straightforward.'

3.13   THE TQM IMPLEMENTATION MODEL

The Total Quality Management (TQM) implementation model follows with explanations as to how this model works in a training situation. The researcher views the model as understandable and easy to follow, making it possible for training units to adopt and adapt it to suit their specific situations.

```
                    ┌──────────────┐      ┌──────────────────┐
  ┌─────────────┐   │Training      │      │ Learners and the │
  │ Quality work│   │climate       │      │ community        │
  └─────────────┘   └──────────────┘      │ perceptions      │
                                          └──────────────────┘

                    ┌──────────────────────┐
                    │ Whole training centre│
                    │ development team     │
                    └──────────────────────┘

                    ┌──────────────────────┐
                    │ Focus for change     │
                    └──────────────────────┘

                    ┌──────────────────────┐
                    │ Vision and mission   │
                    │ statements           │
                    └──────────────────────┘

                    ┌──────────────────────┐
                    │ Management team      │
                    │ commitment           │
                    └──────────────────────┘

                    ┌──────────────────────┐
                    │ Planning             │
                    └──────────────────────┘

  ┌─────────────┐   ┌──────────────┐      ┌──────────────────────┐
  │ Quality team│   │Training      │      │ Implementation       │
  └─────────────┘   │design        │      │ timetable            │
                    └──────────────┘      └──────────────────────┘

                    ┌──────────────────────┐
                    │ Implementation       │
                    └──────────────────────┘

  ┌─────────────┐   ┌──────────────┐      ┌──────────────────────┐
  │ Briefing    │   │Training      │      │ Improvement process  │
  └─────────────┘   └──────────────┘      └──────────────────────┘

                    ┌──────────────────────┐
                    │ Evaluation           │
                    │         ▼            │
                    └──────────────────────┘
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(Adopted from collard 1990:177)
Figure 3.5: Flowchart of the TQM implementation model

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3.13.1 Quality work

The fundamental facts at hand need to be understood. This means that an analysis of the current situation has to be done. The current performance of training centres need to be assessed with due reference to their strength and weaknesses (deficiencies) in terms of work delivered. This assessment is aimed at establishing what is to be changed, and at identifying areas in training which need improvement. Work quality is best improved by educators and learners assessing their own work and then developing and implementing plans to improve it (American Association of School Administrators 1994:227).

3.13.2 Training climate

This has to do with assessing people's attitudes towards training. The following questions arises: What is training climate? How receptive or otherwise are management and educators likely to be to any major change programme? For successful implementation of TQM all concerned must be prepared to change their attitudes to be conducive to achieving training objective. Those implementing TQM need to know that trainees have a considerable range of dynamic needs and expectations and that they need to be convinced that the activities or systems they are exposed to are purposeful (American Association of School Administrators 1994:76).

3.13.3 Vision and mission statements

The change brought about by training must be in line with the vision and mission statements of SAPS training institution, and the change must be integrated into the Training Plan. The formulation of the vision and mission statements will help training units to achieve objectives set for the beginning of each year. The vision and mission statements must have the unqualified and informed support of all involved with training.

The mission is the reason why training institutions exist, while the vision spells out the training institution's commitment to the future.

Vision and mission statements should be prominently displayed throughout the organisation's premises and should be included in documents such as routine targets, reports, newsletters, letterheads and internal communiqués (American Schools Administrators 1994:234). It is essential to review the mission statement regularly to revitalise employee commitment and to employees to check their performance against the mission statement. All stakeholders should subscribe fully and demonstrably to the mission of the institution.

3.13.4   Training management team

Leadership plays a role in the initiation and maintenance of the training improvement process. Apart from commitment, training-management team members must be equipped with the knowledge and skills required to manage a training centre. In-service training courses should be conducted to skill them for the implementation of the TQM process.

Once the training management team have been instructed to initiate change envisaged as training objectives, their commitment needs to be unwavering. They should drive the process by monitoring groups, individuals and task teams assigned to specific tasks. They should "talk and act quality" without reservation and should work as a team, meeting continually to discuss issues and iron out emerging problems.

3.13.5   Planning

Continuous TQM processes designed to achieve goals are planned in consultation with the whole Training Development Team. It must be realised that as a TQM process, planning will be continuous.

3.13.6 Quality team

Members of this team will be chosen from the Training Development Team and it will be charged with the task of facilitating and coordinating the members' activities. They should make quality happen and should process knowledge of TQM (through training), and as part of the process, instill enthusiasm and commitment. They will have authority to make decisions, thereby facilitating the TQM process. The management team will have to monitor the activities of this as well as to ensure that they meet targets and deadlines. Quality teams should be equipped with the following if they are to make a real impact:

- interactive skills (how to initiate, react, and clarify ideas; do brainstorming, and conduct meetings);

- problem-solving skills; and

- knowledge of the quality improvement process (American Association of School Administrators 1994:235).

3.13.7 Training design

Planning must indicate who gets training when, when programme training-centre activities should start and end, and when training will take place. All trainees must get the same training (type, degree and quality) to ensure that they can contribute equally to the well- being of the training centre. Management must budget appropriately for training, providing, for example, for transport where training is done at venues away from the training centre.

3.13.8 Implementation timetable

Commitment to TQM will be shown by drafting an implementation timetable in the planning stage, reflecting tentative dates and targets for meetings and training dates. Training dates must be spread over the whole year as deadlines for the implementation of particular innovations and for awards for excellence, have to be provided in the planning stage.

3.13.9 Implementation

Execution should be initiated as natural strategy to cope with education changes, rather than just another management strategy imported and imposed from the USA. The strategy should be realistic and honest, that is, significant goals must be attainable in a timeframe ensuring real progress at a pace that justifies the effort (eg. inspiring public confidence). Monthly meetings should be scheduled with stakeholders to provide opportunities to identify problems and share ideas for solutions (American Association of School Administrators 1994:219). This calls for collaborative training that empowers all stakeholders to identify problems and implement strategies to solve them.

3.13.10 Briefing

Once the process has been launched, continual briefing is necessary. Members must receive regular feedback from task teams so that they will members know that steady progress is made to schedule, to which end management must provide regular briefing sessions.

3.13.11 Training

Training in various aspects of TQM must be customised to meet training centers' specific needs. Successful TQM implementation clearly depends on thoroughness, duration and pinpoints targeting of programmes. Sustained and thorough training is vital

for implementation. All training of key personnel, including training committee personnel serving on training committees, must include training in problem-solving, team building and quality improvement (American Association of Schools Administrators 1994:218). Sustained improvement is attainable if efforts are well-managed and vigilantly overseen.

3.13.12 Improvement process

Constant oversight is necessary to ensure steady improvement. Gains made should be acknowledged and securely locked in. The following are prerequisites for sustained improvement:

- Leadership and vigilant monitoring of quality of instruction.
- A pervasive and broadly understood instructional focus.
- An orderly, safe climate that promotes teaching and learning.
- Teachers who convey the expectation and inspire confidence that all learners will gain minimum mastery.
- Setting benchmarks for programme evaluation based on leaner's performance (American Association of Schools Administrators 1994:120).

3.13.13 Evaluation

Evaluation of the whole process should be done regularly and the success acknowledged. It must be realised that recognition of contribution and achievement creates momentum for the total quality programme and encourages individuals and groups to seek continuous improvement. If objectives have not been met the whole process has to be repeated until the desired results are obtained. Learners' achievement should be monitored continuously, however, on specially scheduled occasions. The aim of such evaluation should be to help the learner improve on his/her performance. Failure to meet objectives calls for replanning. The abovementioned components of a model can help training to overcome the problem of underperformance and elevate competence achieved by training to levels on par with the best current standards.

3.14   TOOLS TO AID IDENTIFYING AND SOLVING OF PROBLEMS

As part of the implementation process, several tools and techniques can be used to identify and solve problems. The value of TQM is that problems are detected and recorded by means of tools to form a database. This database, comprising records of weeks or months of disciplining, or any other perceived problem, can be used to determine the course of action and display the information to educators and other stakeholders. A programme of action can be developed to deal with the problem (eg. relating to discipline, branding, absenteeism, or failure to do homework). A range of tools (eg, pareto charts, flowcharts, brainstorming etc.) can be used depending on the problem concerned. For instance, plotting disciplinary cases on a chart will reveal when behavioural problems grew sharply and when they diminished. Courses and solutions can then be arrived at and a recurrence of these problems can be prevented. Drawing data samples periodically helps to prevent backsliding into old habits. Total quality transformation exists in the increasing use of a collection of skills and tools to solve problems in the training situation (ASSA 1994:185).

3.15   REASON FOR THE RECOMMENDED MODEL

The model devised for the present study satisfies the criteria for a good model as set out in figure 3.5.   This model does satisfy the requirements of an effective model, and moreover the researcher followed the steps required to develop an effective model.

3.16   CONCLUSION

TQM implementation in training and the development of a TQM-implementation model were discussed in this chapter. A total quality model was recommended for implementation and explanations concerning its components were given. Reasons were given for recommending the model, particularly since the South African education system is still reeling under numerous changes. The model is considered viable in the researcher's review provided that training in some areas precedes implementation.

Continuous improvement goes hand in hand with evaluation. The efficiency of implementation of the model, and its ultimate effectiveness, should be regularly evaluated because continuous feedback is necessary for the benefit of all concerned. Success at each stage should be recognised and celebrated, while in the event of failure the whole process should be revised until the desired outcome is attained.

CHAPTER 4
RESEARCH METHODOLOGY

"Innovation is the backbone for all newness. And newness is the watchword of the new millennium. New products, new services, new brands, and new companies: new approaches, processes and delivery systems" (Kuczmarski *et al.* 2001:xv11).

4.1   INTRODUCTION

When research is conducted it is "geared" towards building a new knowledge base, renewing existing knowledge or even providing existing theories and models. This knowledge base will form a foundation for future studies of similar nature. Likewise the aim of the research under review is to explore the extent to which quality assurance is practiced and needed for in-service and specialised training in the SAPS.

The intention of chapter 4 is to provide a descriptive analysis of the research approach applied to achieve the objectives of this study. In particular, various research approaches, research designs, research methods, data-gathering techniques, data analysis, ethical considerations and measures to ensure trustworthiness of the findings of this study will be discussed and correlated. According to Hagan (1997:14), methodology emanates from the rationale or philosophy underlying the research process, which includes the assumptions and values that inform the rationale and therefore serve as the criteria used to interpret the data.

4.2   RESEARCH PROBLEM AND RESEARCH QUESTION

White (2005:70) defines a research problem as an issue that may arise from theory, literature, current social and political issues, practical situations or personal experiences, thus creating a need to conduct research. The background of this research reveals that quality assurance in training and education programmes in the South African Police Service (SAPS) is either being ignored or being neglected. Training managers normally

assume that education and training will definitely work without quality assurance processes in place. In view of the scenario presented above, the key focus of the study will fall on the following question:

- To what extent are internally developed quality-assurance processes in the South African Police Service (SAPS) effective in the promotion and enhancement of quality in education and training programmes?

With regard to the research question presented above, it is postulated that the development of effective quality assurance processes and their effective implementation in education and training and programmes in South African Police Service (SAPS) can assist in achieving continuous improvement.

4.3   RESEARCH AIM

According to Denscombe (2002:26-27), including Welman and Kruger (2001:19), there could be different possible purposes for doing research. The aim of the research was to explore the presence of and possible need for the implementation of effective quality assurance processes in education and training in South African Police Service, for the present task the researcher concentrated on exploration; hence the research objectives can be formulated as follows:

- As an aid to addressing the research question, to draw on international best-practice principles in the area of quality assurance through the process of benchmarking.
- To assess whether there are effective quality-assurance processes in place for the benefit of in-service and specialised training operations offered by the SAPS.
- To determine whether SAPS personnel who are directly concerned with in-service and specialised training offered by the SAPS is familiar with the said best-practice principles and processes.

- To assess the need for quality-assurance processes for in-service and specialised training operations offered by the SAPS.
- To draw up guidelines for the implementation of effective in-service quality assurance processes and specialised training operations offered by the SAPS.

The question of quality is pertinent to all activities that are training related, as it is intended to improve the training standard of the training centres.

4.4   RESEARCH DESIGN

The research report is crucially informed by the research design, which is a plan to proceed towards and find answers to the researcher's focused questions (Polit & Hungler 1995:652). It therefore includes a restatement of the research problem and specifies how data will be gathered, processed and interpreted with a view to engaging and dealing conclusively with the research problem (Singleton & Straits 1999:91). The empirical design adopted for this research is considered the most suitable way of addressing the research questions since it is the product of knowledge based on extensive and appropriate observation (Maxfield & Babie 1995:4). Moreover, it produces high construct validity and penetrating insights, besides promoting rapport with the research participants (cf. Mouton 2001:150).

An exploratory approach was adopted since the research topic is unprecedented in the SAPS context. The exploratory empirical study was therefore chosen with a view to contributing to the existing body of knowledge in the field of quality assurance in education and training. The researcher is advised though to guard against being influenced by his or her preconceived ideas with regard to the nature and direction of the research. Grinnel (1998:22) remarks that descriptive designs are chosen if "less is known of a topic, and our question will be of a general descriptive nature."

4.5   RESEARCH METHODOLOGY

In all research projects the research methodology is determined by the research question and type of data required (Leedy 1993:139). Accordingly, the researcher adopted both a qualitative and a quantitative approach for the type of data needed to address the research questions. Combining a qualitative with a quantitative approach, which entails the use of a variety of methods and techniques of data collection in a single study is known as triangulation (Mouton 1996:156). This combined method is used to gain a comprehensive overview (cf Leedy 1993:143). The research is therefore conducted through an empirical study with triangulation achieved by combining qualitative and quantitative methods. The combined methods will enhance the validity and reliability of the study and may uncover some unique variance, which may have been overlooked in using a single method.

4.5.1 Research paradigms

Research paradigms are divided in two categories: qualitative and quantitative. These approaches are combined for the purpose of the study under review. The quantitative approach is also known as the traditional, experimental or positivistic approach, while qualitative research, which deals with the complex nature of phenomena, is also referred to as the interpretive, inductive, constructivist, or post-positivist approach (Leedy & Ormrod 2001:101). The use of multiple methods can also lead to a synthesis or integration of theories. Finally triangulation may also serve as the critical test, by virtue of its comprehensiveness, for competing theories. Qualitative and quantitative methods are combined in the present study so that they may complement and corroborate each other.

4.5.2   Qualitative approach

Leedy and Ormrod (2005:133) state that all qualitative approaches have two things in common: They focus on phenomena that occur in natural settings as they appear in the

"real world"; and secondly they involve studying such phenomena in all their complexity. Leedy and Ormrod (2005:133) view that qualitative research studies serve one or more of the following purposes:

(a)   to gain new insight into a particular phenomenon,

(b)   to develop new concepts or theoretical perspectives about the phenomenon under consideration, and

(c)   to discover the problems associated with that phenomenon.

Qualitative research studies also allow the researcher to test the validity of certain assumptions, claims, theories, or generalisations in real-world contexts and provide a means through which a researcher can judge the effectiveness of particular policies (Leedy & Ormrod 2005:134-134). This simply means that qualitative researchers study things in their natural settings (Creswell 1998:15).

4.5.3   Exploratory design

Fox and Long (1990:23) note that according to Turkeys (1977) an exploratory design details the unexpected in the data and assiduously traces that which may exist in education. Identification and exploration of patterns are considered critical to both theory and practice. The design of an exploratory study must be flexible enough to permit the consideration of many different aspects of the phenomenon as emphasis is on the discovery of new ideas and insights. In the present case the researcher explored the experiences of trainers in the decentralised SAPS training establishment.

4.5.4.   Quantitative research

In the quantitative part of the study the interview schedule included closed questions from which relevant information was obtained (eg. age and number of years' service with at Division Training). Leedy and Ormrod (2005:179) view that this type of research involves either identifying the characteristics of an observed phenomenon or exploring

possible correlations between two or more phenomena. They further note that in every case descriptive research examines a situation as it is. A descriptive method has been used for this research. Simple random sampling has been used to cover every training centre involved in the study.

According to Schwandt (1997:140) the site or location of a study (ie. the research demarcation) was chosen on the basis of a combination of criteria, including availability, accessibility and theoretical interest. The demarcation of the area of study is most important in order to ensure that the area of choice will provide a variety of information from which important general inference can be drawn. The research was conducted in the Northern Cape at the training centres in the Province and its results can be extrapolated to the entire Northern Cape.

4.6   POPULATION AND SAMPLE

4.6.1   Population

According to Grinnel (2001:207-223) sampling is defined as the selection of some units to represent the entire population from which the units were drawn. The population chosen by the researcher for participation in this study comprised police officials serving as trainers at the training centres in the Northern Cape because they were responsible for training in that province. The chosen participants can be seen as representative of the target population because they are all police officials who have received the same basic training, administer the same laws, and are recruited according to the same guidelines. Simple random sampling is the most basic probability sampling technique, as at each draw each unit has the same probability of being chosen for the sample, and every gathering of a group of persons of the same numerical size has an equal probability of being chosen for the sample.

4.7   DATA COLLECTION

In a case study in-depth data collection methods have to be used to capture the core aspects of an issue. This involves multiple sources of relevant information (Fouche 2002:275). Separate quantitative and qualitative methods were used concurrently in this research as a means to offset the weaknesses inherent in either of the quantitative and qualitative methods on their own. According to Creswell (2003:217) this strategy usually integrates the results of the two methods during the interpretation phase. The following data collection methods were used in this study:

- literature
- survey questionnaires

White (2005:89) is of the opinion that triangulation can be seen as a method to combine qualitative and quantitative approaches in research because it "provides a means by

which researchers can test the strength of their interpretations to establish validity and reliability in their research findings." In the study under review a variety of resources was used to achieve triangulation by this combined approached so that the theory would be tested in more than one way. The researcher requested permission in writing from the Provincial Commissioner of the Northern Cape (0478879-6 dated 19 November 2009) to conduct the study with police trainers as subjects. A copy of the letter of approval is attached as ANNEXURE A.

4.7.1 Literature review

An extensive survey was conducted of literature on quality assurance as applied in the present dissertation. Sources consulted included books, abstracts, journals and newspapers. To stress the importance of relevant literature (Borg & Gall 1989) the findings of the literature study will be reflected in chapter two of this research project. Creswell (2003:27) notes that literature reviews help researchers to delimit the scope of enquiry, convey the importance of studying a topic, share with the reader the results of closely related studies, and provide a frame of reference within which to locate matters of immediate concern. A review of literature is integral to the research process, which aims to contribute to a clearer understanding of the nature and meaning of the research problem. It provides substantially better insight into the dimensions and complexity of the problem (Mouton 2001:187).

4.7.2 Questionnaire

The survey approach was adopted for this study because it focuses on a selected sample of subjects and administers a questionnaire to collect data (Schumacher & Millan 1993:36). Surveys are frequently used in pursuing educational topics to describe attitudes, beliefs, opinions and other types of information. In survey research the proportions of a population falling into particular categories of some variable are estimated on the basis of a sample drawn from the population. (Welman & Kruger 1999:93) Surveys can only reflect respondents' opinions. They can also be time-

consuming and their results can be confusing when the wrong research design has been chosen. The survey involves collecting data by interviewing a sample of people selected to accurately represent the target population. Survey questions concern people's behaviour, their attributes, how and where they live, and information about their background.

4.7.2.1 Construction of the questionnaire

The questionnaire used for the study under review mainly comprised closed questions but also included a limited number of open questions. The questionnaire was divided into four sections: section A elicit the personal particulars of respondents; section B comprised 5-scale questions; section C comprised closed questions with 'yes' or 'no' answers; and the open questions were reserved for section D.

4.7.2.2   Questionnaires

White (2005:126-127) defines a questionnaire as an instrument with open or closed questions or statements to which a respondent must react. He says further that it is a quantitative data collection tool which is normally distributed to large numbers of respondents. Weiers (1988:277-299) indicates specific benefits and limitations of questionnaires. The benefits are:

- Cost per questionnaire is relatively low.
- Questionnaire can be given good geographic exposure.
- Analysing questionnaires is relatively simple because of the structured information in the questionnaire and few open questions.

Questions give respondents sufficient time to formulate approprite responses. A closed question states a question and gives the respondent fixed options from which a respondent has to choose (Neuman 2000:260). Each respondent has to respond to questions following numbers on an equal-intervalating scale:

90

1   More than satisfactory

2   Satisfactory

3   Undecided

4   Not satisfactory

5   Not satisfactory at all

The following schedule shows how the questions were to be answered in the structural questionnaire: "Indicate the extent to which you agree or disagree with each of the following statements using the five-point scale." The questions were constructed following the perceptions held by the public. The scale was central to the study as the results from a semantic differential tell a researcher how one person perceives different concepts or how different people view the same concept (Neuman 1997:165).

Open questions were also asked in order for the respondents to express their feelings as well as to expand on ideas. White (2005:130) says that open questions are used for complex questions that cannot be answered in a few simple categories but require more detail and discussion. The questionnaire was divided into two sections. Section A, which dealt with the biographical data; and section B dealt with respondents' practical experience of the content and of the subject. The questionnaire was piloted before it was distributed for completion.   The Questionnaire aim was to investigate the nature of current conditions in adult training within the SAPS; problems which arise in existing situations end ways of needs-assessment of adult training within SAPS.

4.7.4   The advantages and disadvantages of closed questions

4.7.4.1   Advantages

It is advantageous when a substantial amount of information about a subject exists and the response options are relatively well known. An example of the value of closed questions is that the results of the investigation can become available fairly quickly and that the simplicity of the questions and optional responses largely rule out the possibility

of misunderstanding (De Vos 2002:180).

4.7.4.2   Disadvantages

Important information may be missed. It cannot accommodate the variety of possible responses to a subject. To provide for exceptional cases, closed questions must always provide space for an "other" category.

4.8   PILOT STUDY

A pilot study is defined in the Social Work Dictionary (1995:45) as the process where "the research design for the prospective research is tested." De Vos (1998:179) on the other hand defines the pilot study as "the dress rehearsal for the main investigation but on a small scale."

Of the four (4) areas in the Northern Cape, Kimberley has been selected for the pilot study because of its proximity to the researcher's workplace. Participants in the pilot study were selected for conformity to the same criteria as participants in the main investigation. The interview schedule was pilot tested with ten members. The interview of the police members was randomly tested with ten (10) members. The rationale for undertaking a pilot study is to identify possible problems in the research instrument and make the necessary corrections and adjustments before commencing with the actual research.

4.9   LIKERT SCALES

Likert scales usually ask people to indicate whether they agree or disagree with a statement. Using only two choices does, however, create a crude measure and forces distinctions into only two categories. It is usually better to use four to eight categories and a researcher can combine or collapse categories after data are collected. The choices of categories should be evenly balanced, for example "strongly agree", "agree"

with "strongly disagree" and "disagree" (Neuman 1997:159). The researcher utilised five categories. Likert scales are called summated-rating or additive scales because a person's score on the scale is computed by summing the number of responses the person gives (Neuman 1997:159).

A Likert scale measures at the ordinal level because responses indicate only a ranking. The strength of the Likert scale lies in the fact that multiple-indicator measurement is made possible by combining several items. The limitations of the scale are that different combinations of several scale items can yield the same overall score or result, as well as the response set that can be a potential danger. The Integrated research design model developed by the researcher is marked by various reasoning strategies during the different phases of the research. These reasoning strategies are discussed in the following section.

4.10   DATA ANALYSIS

The data-analysis spiral proposed by Leedy and Ormrod (2005:151) was adopted to guarantee that all data were captured accurately and common trends and patterns were identified. Qualitative and quantitative data were analysed according to the researcher's mixed-method approach towards the research project. The collected data were analysed and interpreted. The rationale behind the analysis is to have the collected data well-organised and summarised. An annexure is attached to this report, to explain the purpose and objective of the study to the participants. The data were sampled by a statistician from Unisa who endeavoured to ensure that the data collected were valid and reliable. The researcher had to make sure that the training-centre managers were properly trained, and will ensure validity by doing sporadic spot-checks.

4.11 ESTABLISHING TRUSTWORTHINESS

4.11.1 Objectivity

According to White (2005:200) the viewpoints and experiences of neither the qualitative researcher nor the participant can be ignored. White refers to Keller who is of the opinion that objectivity is only possible if the participant has his say about issues, and that the qualitative researcher should see objects as other people see them. Blumer, according to White (2005:200), says that failure to adopt the popular percentage is the biggest error that the social scientist can commit.

4.11.2 Reliability

Reliability generally relates to data collection methods and techniques (Denscombe 2002:100). The researcher has described the process of data collection and analysis as well as sampling. A disciplined approach was adopted (Bouma 1993:14) to ensure that the research findings were reported accurately. According to Schumacher and Millan (1993:386) reliability refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participants' meaning from the data. The reliability of research findings is bound to be influenced by relationships and the rapport between the researcher and the participants.

4.12 CONCLUSION

The primary aim of this chapter was to provide an overview of the research method used in this study. A qualitative approach as well a quantitative (approaches is used to address the research question. The following methodologies were applied:

Sampling: The probability sampling used for practical reasons included a combination of cluster and convenience sampling.

Data collection: Research questionnaires were distributed to trainers at the various training centres in the province to complete.

Data analysis: The required data had been collected through questionnaires. This had been an exercise meant to complement the literature review and not to duplicate the knowledge already presented in the previous chapters.

Validity and reliability: In regard to the reliability and validity of this research, as of the structured interview designed for the study, steps were taken to eliminate factors that threaten validity and reliability. Both the qualitative and quantitative samples were discussed. A description of the data collection for this project was done under the following subheadings: "Literature study", "Interviews", and "Questionnaires". The data analysis was thoroughly discussed and differentiation was made between the analysis of qualitative and quantitative data. The importance of the study as an academic contribution in the area at issue was also reflected in this chapter.

The next chapter will provide a detailed analysis of collected empirical data.

CHAPTER 5
PRESENTATION AND ANALYSIS OF COLLECTED DATA

5.1   INTRODUCTION

The previous chapter discussed the research design and methodology used for the study. The purpose of the present chapter is to provide a detailed analysis of the responses to the questionnaire regarding quality assurance in division training in the SAPS. To this end data analysis and interpretation of results are presented. According to Kerlinger (1989:125-126), data analysis means categorising, ordering, manipulating and summarising data in order to obtain answers to a research problem. Kerlinger further defines the interpretation of results as drawing inferences about the research objective from the results of the data analysis. Furthermore, from the analysis of data and interpretation of results the researcher obtains meaningful implications that the studied variables have with regard to the research problem.

5.2   SAMPLE

The whole population was drawn from the five training centres in the province (see table 5.1 below for the participating five training centres) 105 questionnaires were distributed, of which 103 were completed and returned by the participants, (ie. an excellent response rate of 99%).

Training centres	Distributed questionnaires	Answered questionnaires
Galeshewe	37	36
Upington	21	21
Springbok	19	21
Kuruman	7	7
De Aar	21	18
Total	105	103

Table 5.1: Distributed questionnaires answered by participants

5.3 RELIABILITY OF THE SCALES

The scales (or dimensions in the survey questionnaires) were tested for reliability by using a statistical technique called item analysis which determined the internal consistency of the measurements, or the degree to which a scale measures consistently every time it is used under the same conditions.

Item analysis produces a Cronbach's Alpha Coefficient which is a measure of the reliability of a tested dimension (a dimension consists of several items that measure a concept). The Cronbach's Alpha Coefficient value is a measure of this internal consistency.

The Cronbach's Alpha Coefficient value is interpreted as follows:
- Cronbach's Alpha Coefficient above 0.8 - good reliability
- Cronbach's Alpha Coefficient between 0.6 and 0.8 - acceptable reliability
- Cronbach's Alpha Coefficient below 0.6 - unacceptable reliability
- Reliability analyses were performed on each of the dimensions in the questionnaire.
- The Cronbach's Alpha coefficients and reliability are reported in the following table

Dimension	Cronbach Alpha	Reliability
Professional competencies	0.91	Good
Human resource development	0.91	Good
Management leadership	0.91	Good
Recruitment and placement of trainees	0.95	Good
Frequency utilisation of quality - assurance systems	0.83	Good
National quality assurance initiatives	0.93	Good

Purpose of the SAPS quality assurance model	0.95	Good
Frequency-utilisation of quality assurance tools	0.98	Good
Essential elements in the promotion and enhancement of quality	0.96	Good

Table5.2: Biographical information

5.4 FINDINGS EMERGING FROM THE EMPIRICAL INVESTIGATION

An analysis of responses is presented so that responses are directed to questions as they appear in sequence in the questionnaires (see below):

5.4.1 Section A: Biographical information

This is personal information that describes the respondents. Knowledge of the respondent's attributes makes it possible for the researcher to draw informed conclusions and assumptions and to make recommendations on the involvement in adult learning.

Q1. Gender of respondents
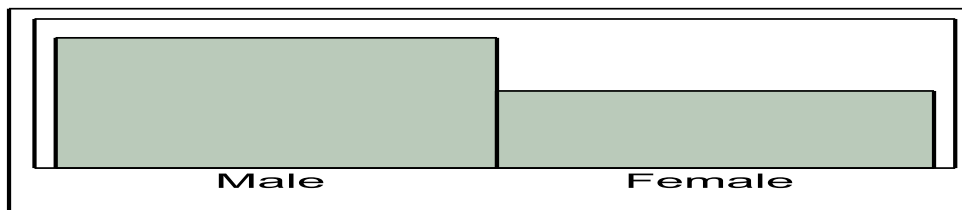
Frequencies

Level	Count	Prob
Male	64	0.62745
Female	**39**	0.37255
Total	103	1.00000

A gender breakdown of respondents show most (64%) are males compared to (38%) females. These proportions are representative for the training centres in the province, which are mainly male dominated. More females should be recruited to improve the gender balance and gain the potential benefit of different female competencies (skills, knowledge and attitudes) that will contribute to quality improvement and enhancement. If the problem of gender representation is not addressed, the possibility arises that adult training may be male-dominated in terms of decision making. The minority female component may feel intimidated.

Q2: In which age group do you fall?
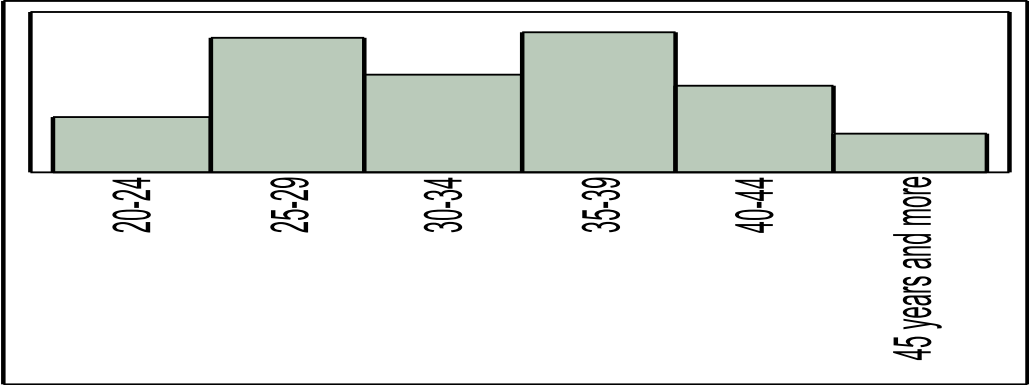
Frequencies

Level	Count	Prob
20-24	10	0.09804
25-29	25	0.24510
30-34	18	0.17647
35-39	26	0.25490
40-44	16	0.15686
45 years and more	8	0.06863
Total	103	1.00000

According to the table the age group 35-39 years represented the highest proportion (25.4%) which means the population as a whole ranged from young to relatively young, Given that the second largest group (24.5%) were 25-29 years old, and the third largest group (17.6%) were 30-34 years old.

Q3: Indicate your highest qualification
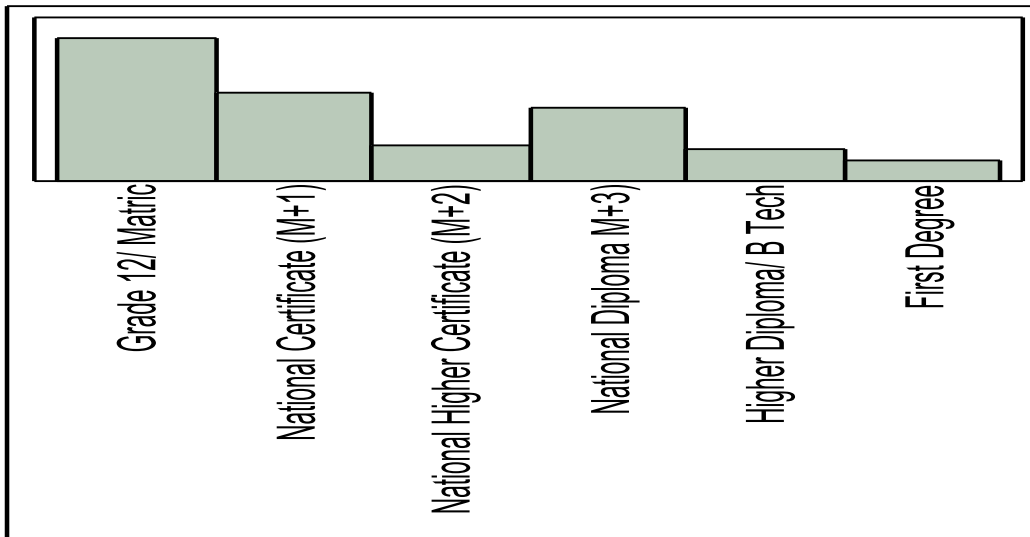
Frequencies

Level	Count	Prob
Male	64	0.62745
Female	39	0.37255
Total	103	1.00000

A large portion of the respondents working at division training (36.3%) only had a Grade 12/ Matric qualification, followed by 22.7% with a national certificate and 18.8% with a national diploma. It is evident from the above table that most trainers need to develop academically to be better trainers.

Q4.1: Policing: In which field/s do you have qualifications?
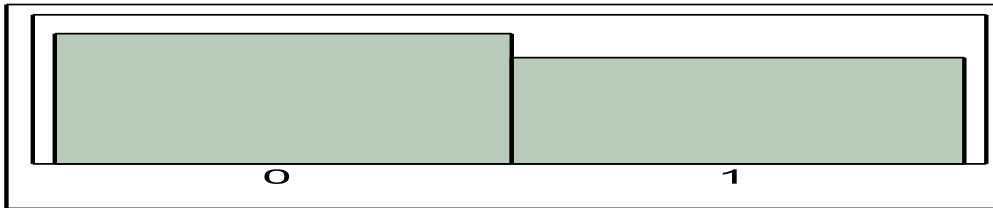
Frequencies

Level	Count	Prob
0	56	0.54902
1	47	0.45098
Total	103	1.00000

According to the responses reflected above 54.9% of the respondents have no qualifications in policing while 45.0% have qualifications in education (teaching). It is good for trainers to equip themselves academically in their fields of specialisation so that they can offer better training to their clientele.

Q5: Number of adult learners in the class
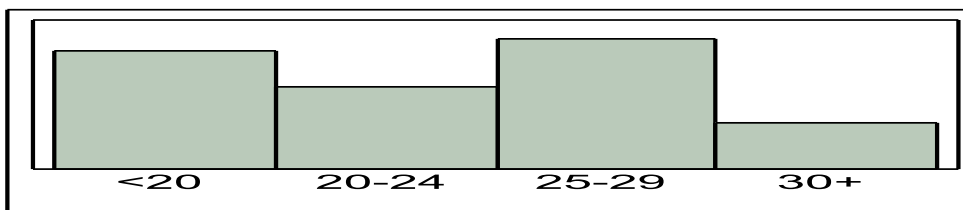
Level	Count	Prob
<20	32	0.31683
20-24	22	0.21782
25-29	35	0.34653
30+	14	0.11881
Total	103	1.00000

Frequencies

Q6: How many years of service do you have in SAPS?
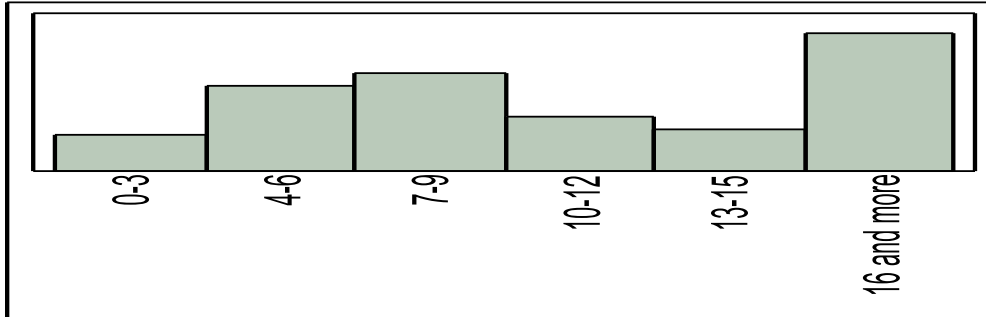
Frequencies

Level	Count	Prob
0-3	8	0.07921
4-6	19	0.18812
7-9	22	0.21782
10-12	12	0.11881
13-15	**11**	0.08911
16 and more	31	0.30693
Total	103	1.00000

It is evident from the responses reflected above that the largest group of trainers (30.6%) had been employed by the SAPS for 16 years and longer, followed by the next largest group (21.7%) with 7-9 years service, and the third group (18.8 %). A clearly significant number of experienced police officers were serving as trainers in division training and were therefore well placed to advise on how to develop their expertise as trainers to a high level of professional excellence.

Q7: **How many years' experience do you have in the training division?**
Frequencies

Level	Count	Prob
0-2 years	15	0.14706
3-4 years	30	0.29412
5-6 years	25	0.24510
7-8 years	13	0.12745
9-10 years	13	0.11765
11 and more	7	0.06863
Total	103	1.00000

According to the above table the respondents tended to have relatively few years of experience as trainers in division training compared to their periods of service in the SAPS. The largest group (29.4%) had 3-4 years of training experience, followed by 24.5% with 5-6 years, and a third group (1.47%) with 0-2 years.

Q8: **What is your position within the SAPS (your rank)?**
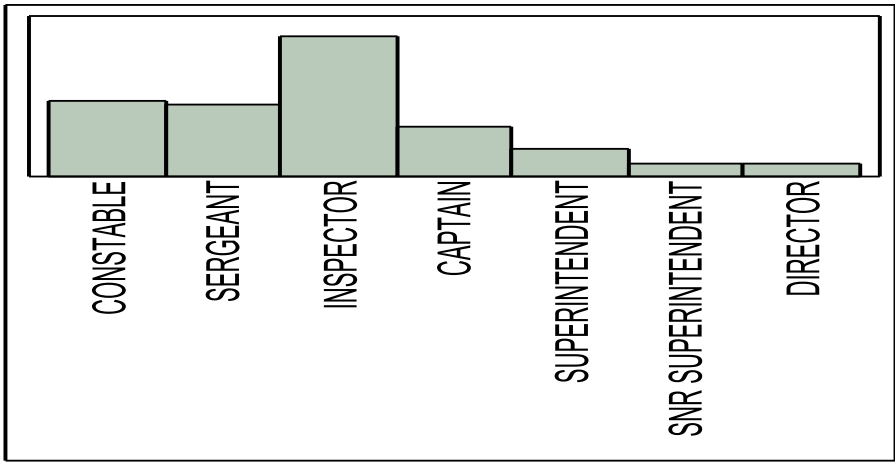
Frequencies

Level	Count	Prob
CONSTABLE	20	0.19608
SERGEANT	19	0.18627
INSPECTOR	37	0.36275
CAPTAIN	13	0.12745
SUPERINTENDENT	7	0.06863
SNR SUPERINTENDENT	4	0.02941
DIRECTOR	3	0.02941
Total	103	1.00000

According to the above table the largest group of officers (36.2%) were inspectors followed by constables (19.6%), and then sergeants (18.6%). Clearly there were significant numbers of inspectors at division training with extensive vast policing experience which they could put to good use for the benefit of the police.

5.4.2   Section B1 - Professional competencies
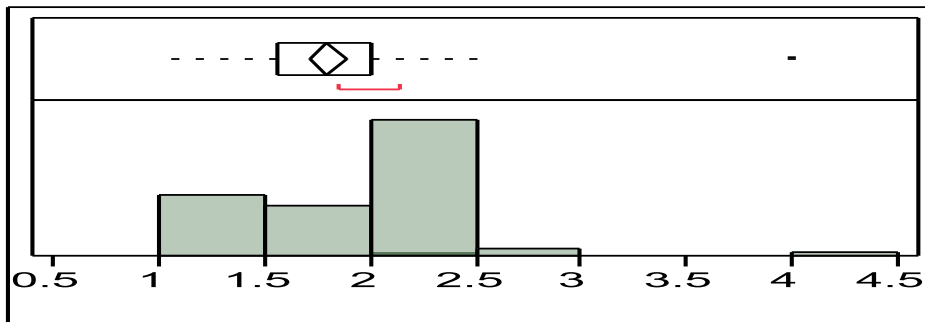
Quantiles

100.0%	maximum	4.0000
99.5%		4.0000
97.5%		2.5714
90.0%		2.2429
75.0%	quartile	2.0000
50.0%	median	2.0000
25.0%	quartile	1.5714
10.0%		1.0429
2.5%		1.0000
0.5%		1.0000
0.0%	minimum	1.0000

Moments

Mean	1.802521
Std Dev	0.4619462
Std Err Mean	0.0457395
Upper 95% Mean	1.8932558
Lower 95% Mean	1.7117862
N	103

The respondents rated their competency according to the following scale: More than Satisfactory (1), Satisfactory (2), Undecided (3), Not satisfactory (4) and Not satisfactory at all (5). The overall mean competency score was calculated as 1.8 (out of 5), representing a "satisfactory view".
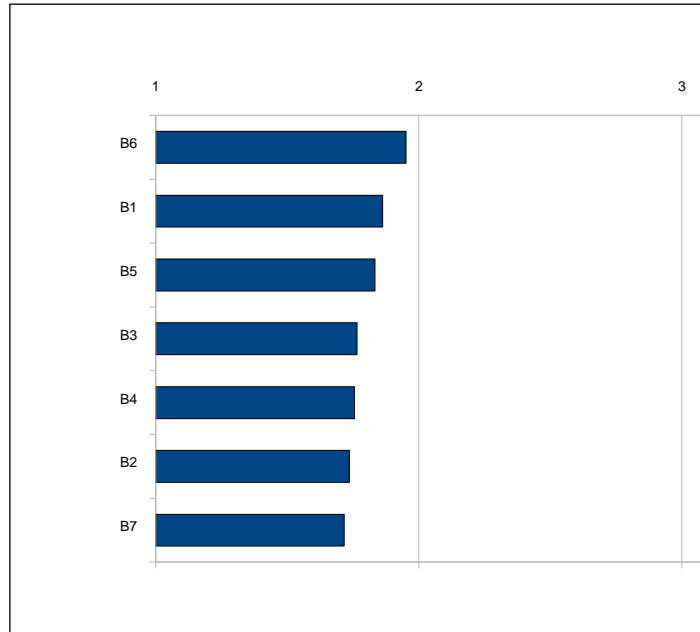
Table 5.3: Professional competency

Participants' average professional competency score was lowest for the item" *B6 - Familiarity with current legislation and developments regarding the provision of adult literacy.*" The majority of respondents reported that they were not familiar with legislation and current developments that influenced the provision of adult learning. This is regrettable because although stakeholders like the SAPS are provided with the crucial market information on education and training requirements and on quality control over education and training programmes at national level, this information is not distributed effectively to the provincial level for the benefit of all members. In this regard it must be mentioned that legislation and current developments that influence the effective provision of adult learning are designed for the purpose of transforming education and training to achieve a level that is comparable with the best in the world.

5.4.3   Section B2 – Human-resource development
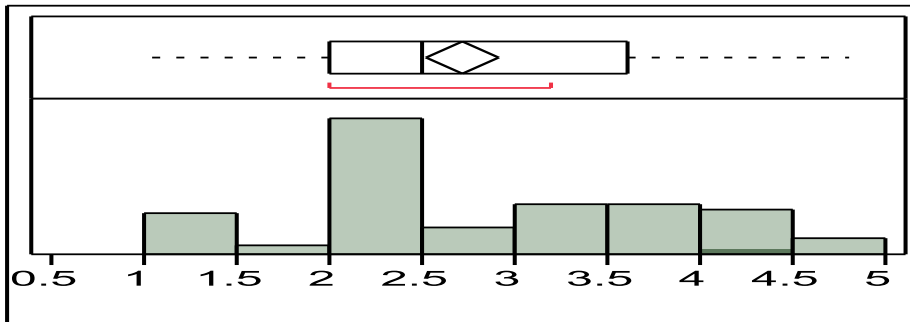
Quantiles

100.0%	maximum	4.8000
99.5%		4.8000
97.5%		4.6850
90.0%		4.2000
75.0%	quartile	3.6000
50.0%	median	2.5000
25.0%	quartile	2.0000
10.0%		1.4000
2.5%		1.0000
0.5%		1.0000
0.0%	minimum	1.0000

Moments

Mean	2.7215686
Std Dev	1.0085405
Std Err Mean	0.0998604
Upper 95% Mean	2.9196648
Lower 95% Mean	2.5234725
N	103

The respondents rated their human resource development to the following scale: More than Satisfactory (1), Satisfactory (2), Undecided (3), Not satisfactory (4) and Not satisfactory at all (5). The overall mean competency score was calculated as 2.72, representing a tendency towards a rating of "Undecided".
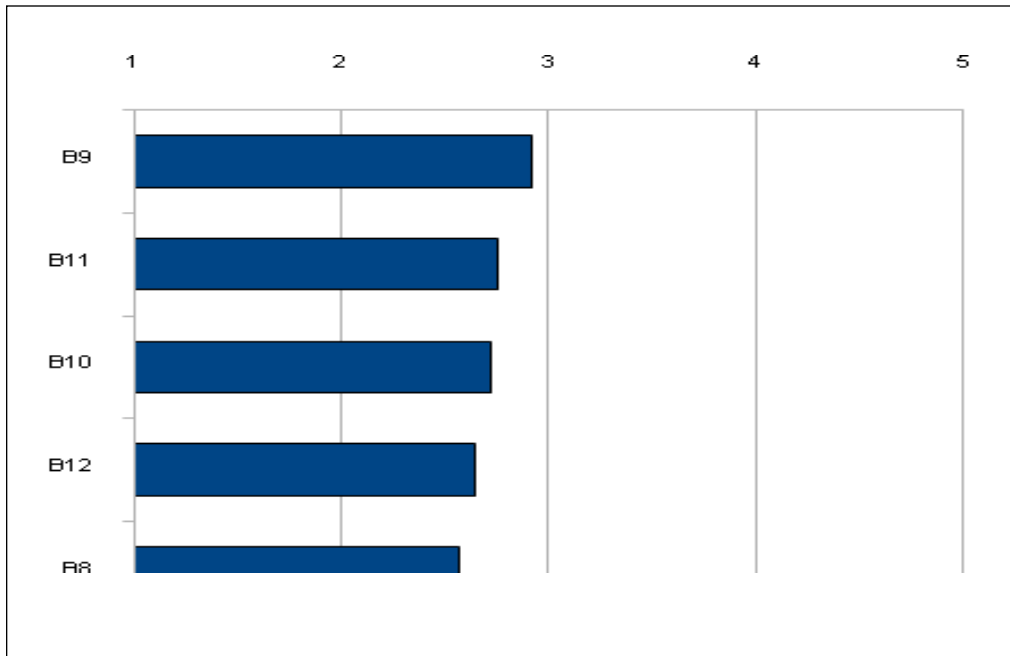
Table 5.4: Human-resource development

The average human-resource development score was lowest for the item "*B9 - The remuneration of SAPS adult trainers is satisfactory"* Most respondents were at a level below the appropriate value (at 2.92 leaning towards an "undecided" view.). This is likely to have a negative impact on their performance. Sibiger 2004:110 confirms by stating that discontent is likely to ensure if a company does not reward superior performance. Financial reward is one of the most powerful means to motivate people (ie. employees), especially in South Africa where the cost of living has become high. The second question that did not score high was "Staff-satisfaction appraisal". Responses to this question demonstrate that respondents affirm that no arrangements for appraisal are made (at 2.75 learning towards an "undecided" view (2.75). This situation needs to be improved to ensure that staff are appraised from time to time to identify gaps in their performance and have these addressed.

5.4.4   Section B3 – Management leadership
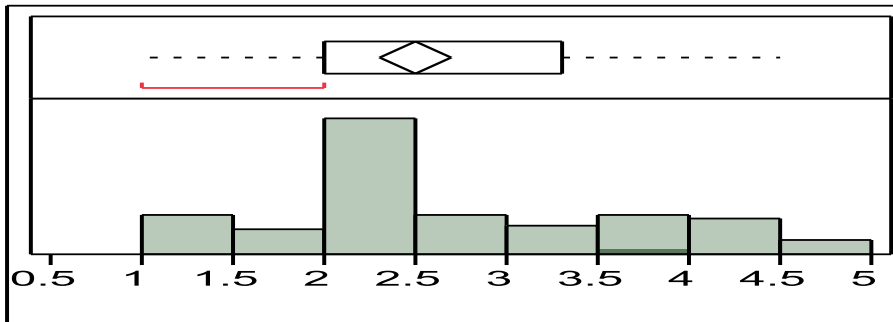
Quantiles

100.0%	maximum	4.5000
99.5%		4.5000
97.5%		4.5000
90.0%		4.0000
75.0%	quartile	3.3125
50.0%	median	2.0000
25.0%	quartile	2.0000
10.0%		1.0750
2.5%		1.0000
0.5%		1.0000
0.0%	minimum	1.0000

Moments

Mean	2.497549
Std Dev	0.9765158
Std Err Mean	0.0966895
Upper 95% Mean	2.6893549
Lower 95% Mean	2.3057431
N	103

The respondents rated their management leadership capacity/capability according to the following scale: More than Satisfactory (1), Satisfactory (2), Undecided (3), Not Satisfactory (4) and Not Satisfactory at all (5). The overall mean competency score was calculated as 2.5, representing a view between "Satisfactory" and "Undecided".
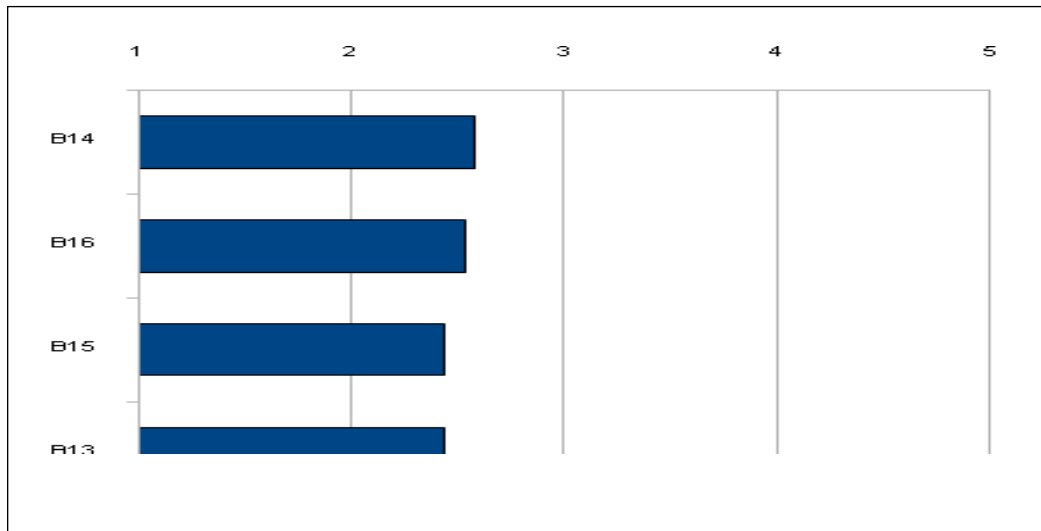
Table 5.5: Management leadership

The average score under the rubric of participants' perception of their management leadership capacity/capability was lowest for the item "*B14*- SAPS management regard recognition and appreciation of adult training of staff performance as" most respondents reported that management recognises and appreciates staff performance from time to time (at 2.58 leaning towards "undecided"). This signals that management still need to motivate staff through recognition and appreciation of their performance. It is therefore recommended that management plan and implement recognition schemes carefully, because these could be key motivators in getting staff members to raise and sustain their performance levels. Among these schemes are the following: Annual service awards for all top performers; monthly awards to top performers at different levels of the training centres; and incentive bonuses.

5.4.5   Sections B4 – Recruitment and placement of trainees
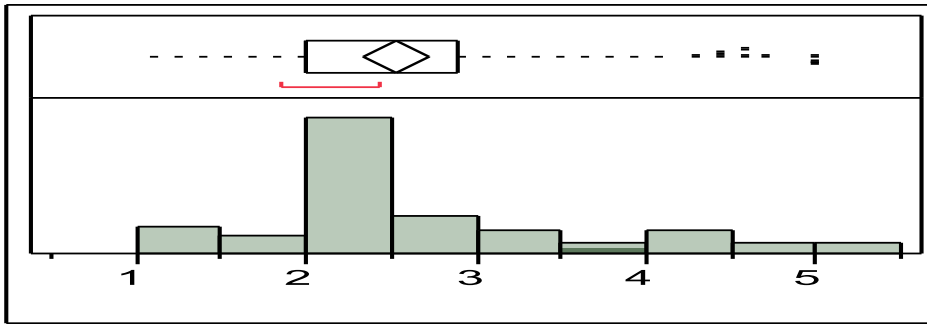
Quantiles

100.0%	maximum	5.0000
99.5%		5.0000
97.5%		5.0000
90.0%		4.2429
75.0%	quartile	2.8929
50.0%	median	2.0000
25.0%	quartile	2.0000
10.0%		1.6143
2.5%		1.0000
0.5%		1.0000
0.0%	minimum	1.0000

Moments

Mean	2.5266106
Std Dev	0.9659761
Std Err Mean	0.0956459
Upper 95% Mean	2.7163464
Lower 95% Mean	2.3368749
N	103

The respondents rated their recruitment and placement of trainees according to the following scale: More than Satisfactory (1), Satisfactory (2), Undecided (3), Not satisfactory (4) and Not satisfactory at all (5). The overall mean competency score was calculated as 2.53, representing a view between "Satisfactory" and "Undecided".
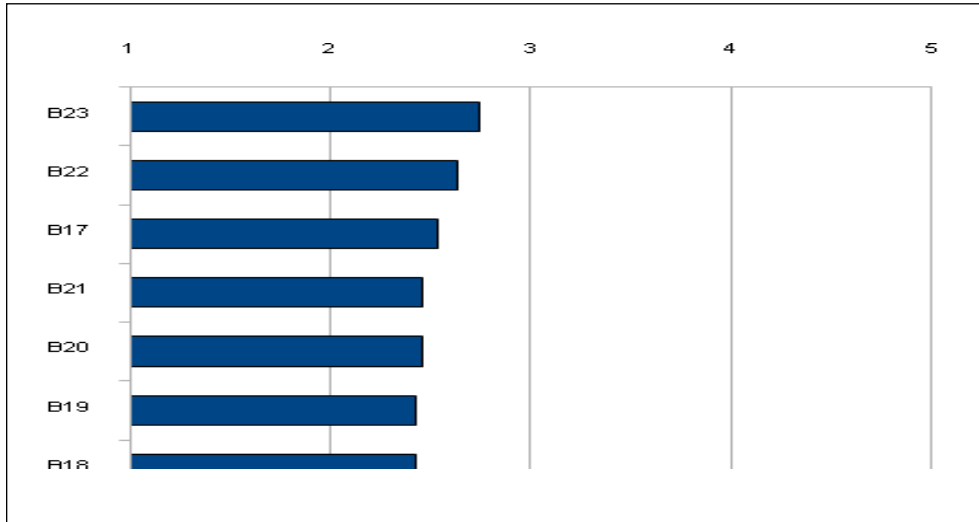
Table 5.6: Recruitment and placement of trainees

The average score relating to recruitment and placement of trainees was lowest for the item "*B22 -* Psychological and social counseling services are provided for troubled trainees*".* A limited number of respondents (at 2.64 leaning towards "undecided") reported that counseling was not available at training centres. On "B23 - Counseling on follow-up training it was reported that no follow-up is done by Employee Assistance Services (EAS) (at 2.75 leaning towards "undecided"). This is a gap which management must address (EAS unit to communicate its willingness to provide assistance to employees with personal problems).

5.4.6 Section C1 – Quality assurance
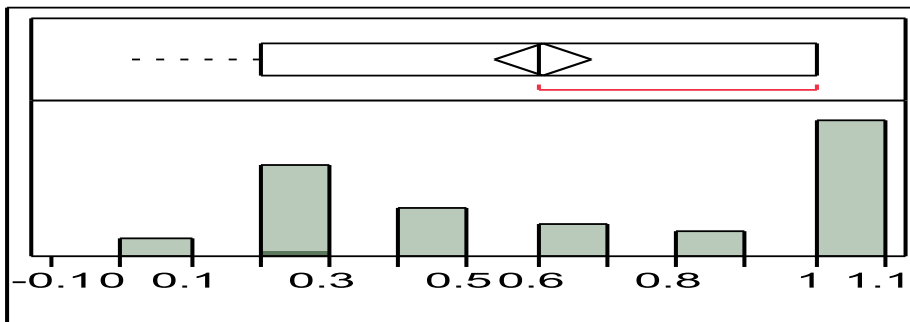
Quantiles

100.0%	maximum	1.0000
99.5%		1.0000
97.5%		1.0000
90.0%		1.0000
75.0%	quartile	1.0000
50.0%	median	0.6000
25.0%	quartile	0.2000
10.0%		0.2000
2.5%		0.0000
0.5%		0.0000
0.0%	minimum	0.0000

Moments

Mean	0.6078431
Std Dev	0.3636139
Std Err Mean	0.0360031
Upper 95% Mean	0.6792637
Lower 95% Mean	0.5364226
N	103
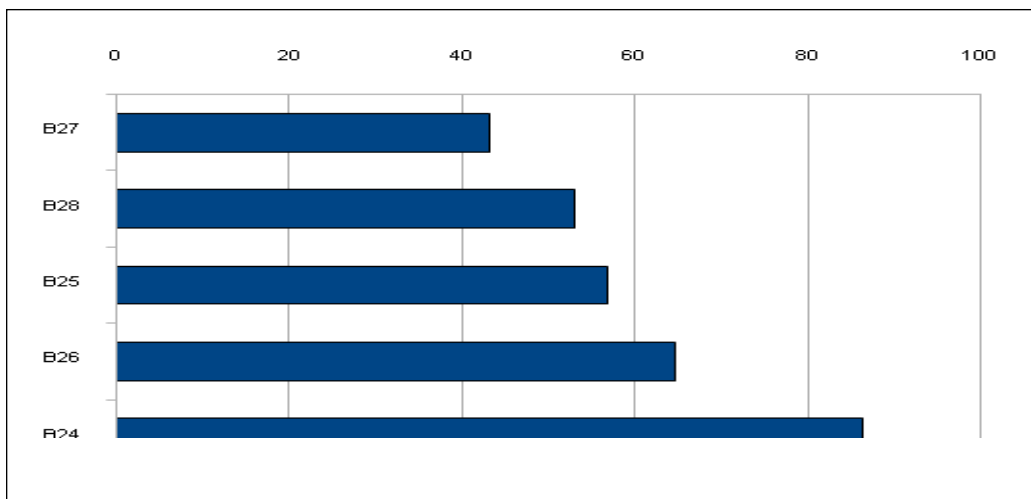
Table 5.7: Quality assurance

The purpose of this section is to gather data on quality assurance systems used for continuous improvement, their effectiveness, the improvement tools used to identify problems and effect improvement, and the role of people involved in the promotion

and enhancement of quality. Respondents reported that trainers often do not use the relevant quality assurance systems. This is a critical shortcoming because these initiatives especially inform efforts to promote and enhance quality in training.

The average score relating to standard generating bodies was lowest for the item "*B27- (43.1% utilisation) standard generating bodies (SGBs)".* A limited number of trainers indicated that SGBs are not utilised in quality assurance auditing within the SAPS in-house training programmes. It is recommended that training management need to involve trainers in the meetings with station commanders and cluster commanders. On question B28 (52.9% utilisation) on the SAPS quality-assurance model respondents confirmed that quality assurance was used in their training programmes. The effectiveness of utilisation was merely average. It is crucial to pilot every model on a limited scale to see if it yields good results.

5.4.7   Section C2 – National quality initiatives
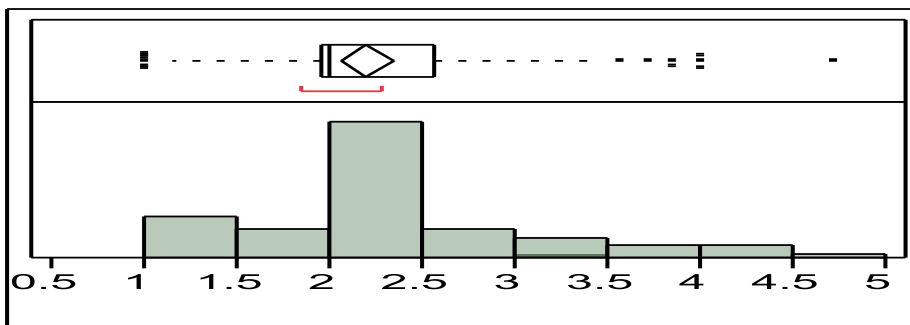
Quantiles

100.0%	maximum	4.7143
99.5%		4.7143
97.5%		4.0000
90.0%		3.3857
75.0%	quartile	2.5714
50.0%	median	2.0000
25.0%	quartile	1.9643
10.0%		1.2857
2.5%		1.0000
0.5%		1.0000
0.0%	minimum	1.0000

Moments

Mean	2.2044818
Std Dev	0.7603292
Std Err Mean	0.0752838
Upper 95% Mean	2.3538246
Lower 95% Mean	2.055139
N	103

The respondents rated their national quality assurance initiatives according to the following scale: More than Satisfactory (1), Satisfactory (2), Undecided (3), Not satisfactory (4) and Not satisfactory at all (5). The overall mean competency score was calculated as 2.2, representing a "Satisfactory" view.
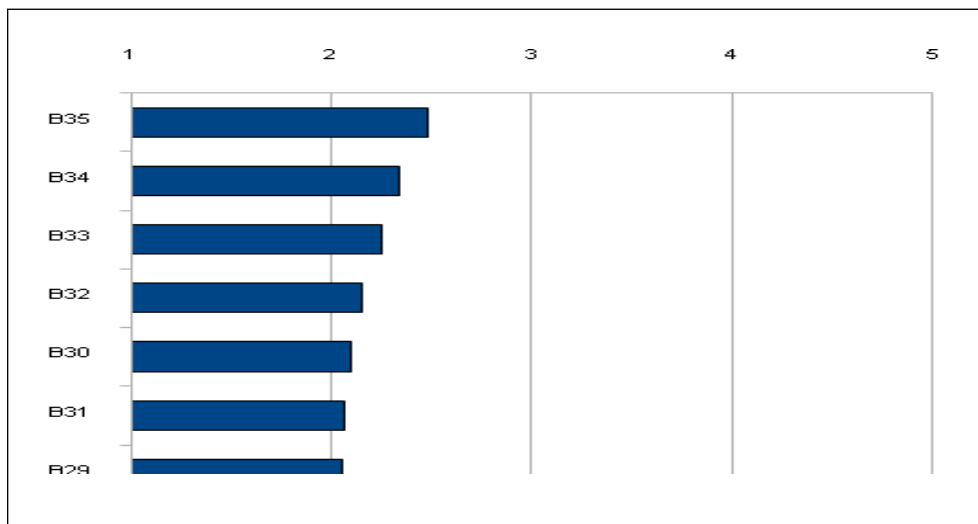

Table 5.8: National quality assurance

The purpose of this section is to gather data on quality-assurance systems used for continuous improvement, on the effectiveness of such systems, the improvement tools used to identify problems and effect improvements, and on the role of people involved in the promotion and enhancement of quality. The average score for quality-assurance systems was lowest for item "*B35*-SAPS quality assurance model is effective" (at 2.48 the average rating was between 'Satisfactory" and "Undecided"). A large number of respondents reported that they understood the national initiatives that were

mentioned. This is essential because it is these national initiatives that inform attempts to promote and enhance quality in training.

5.4.8 Section C3 - SAPS quality model
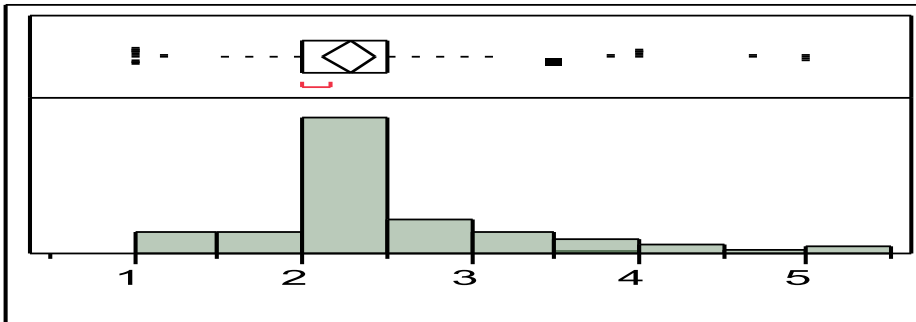
Quantiles

100.0%	maximum	5.0000
99.5%		5.0000
97.5%		4.8083
90.0%		3.5000
75.0%	quartile	2.5000
50.0%	median	2.0000
25.0%	quartile	2.0000
10.0%		1.5000
2.5%		1.0000
0.5%		1.0000
0.0%	minimum	1.0000

Moments

Mean	2.2826797
Std Dev	0.7893645
Std Err Mean	0.0781587
Upper 95% Mean	2.4377256
Lower 95% Mean	2.1276338
N	103

The respondents rated their SAPS quality improvement according to the scale: More than satisfactory (1), Satisfactory (2), Undecided (3), Not satisfactory (4) and Not satisfactory at all (5). The overall mean competency score was calculated as 2.28, representing a "Satisfactory" view.
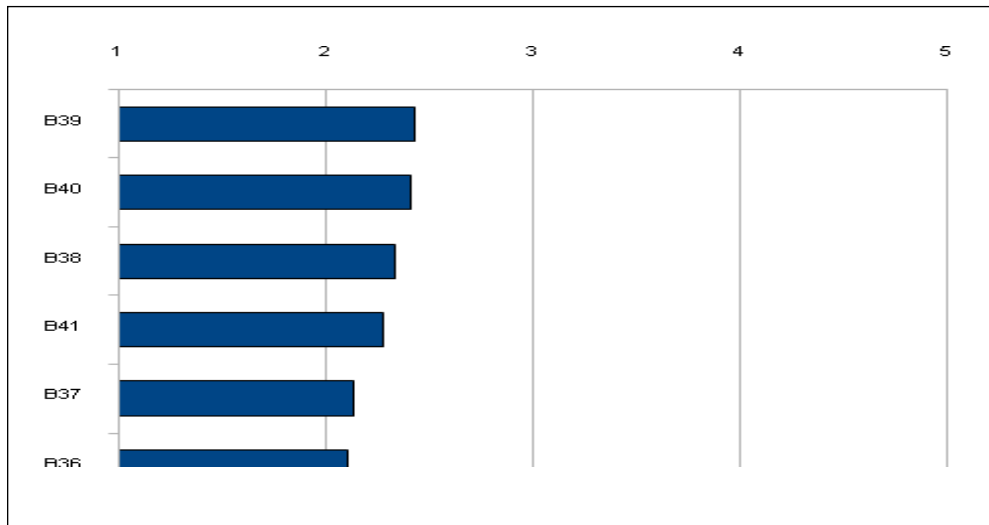
Table 5.9: SAPS quality model

Participants' average score relating to professional competency was lowest for the item "*B39 – The quality improvement tools of the SAPS quality-assurance model are effective in identifying training related problems*" (at 2.43, the average view ranges between "Satisfactory" and "Undecided"). The largest number of respondents reported that they sometimes use the Improvement tools. What emerged here is that quality improvement tools in training were not taken seriously and that their importance was overlooked. Quality-improvement tools have to be utilised to sustain the process of continuous improvement (Kellison quoted by Mulligan 1994:235). Kellison's assertion is endorsed by Crosby, quoted in chapter two of this dissertation as saying that quality improvement processes should be measured to determine where current and potential quality problems lie. This remark is crucial in the sense that it clearly suggests that something needs to happen after the current and potential quality problems have been identified, which is where the quality-improvement tools come in.

5.4.9 Section C4 – Frequency of utilisation of SAPS quality-assurance tools
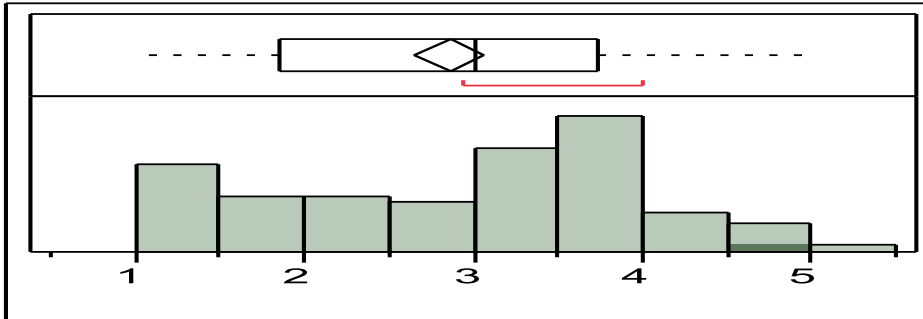
Quantiles

100.0%	maximum	5.0000
99.5%		5.0000
97.5%		4.7900
90.0%		4.0000
75.0%	quartile	3.7333
50.0%	median	3.0000
25.0%	quartile	1.8571
10.0%		1.2000
2.5%		1.0000
0.5%		1.0000
0.0%	minimum	1.0000

Moments

Mean	2.8595005
Std Dev	1.0821082
Std Err Mean	0.1071447
Upper 95% Mean	3.0720467
Lower 95% Mean	2.6469543
N	103

The respondents rated their frequency of utilising SAPS quality-improvement tools according to the scale: "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4) and "Always" (5). The overall mean competency score was calculated as 2.86, representing a view of "Sometimes" on the frequency of utilisation.
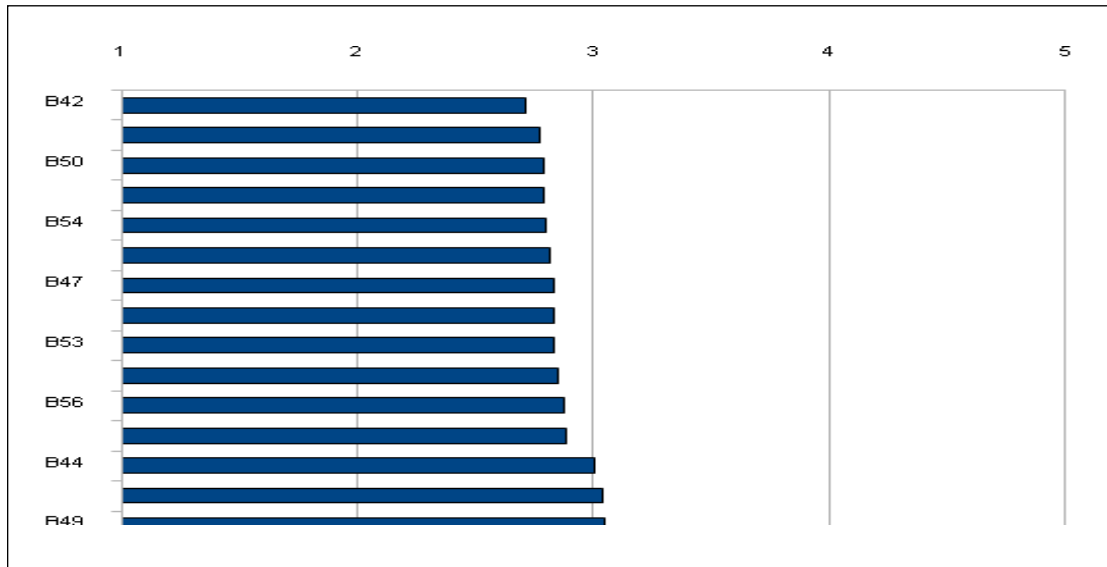
Table 5.10: Frequency of utilisation of SAPS quality assurance tools

Participants' average score relating to their frequency of utilising SAPS quality-improvement tools was lowest for the item "*B42-How often do you use the affinity diagram to improve quality assurance in training?*" A limited number of respondents reported that they did not use the affinity tool to improve quality assurance (at 2.72 slightly inclined to "Rarely"). What emerged here is that quality assurance in adult training was not taken seriously because its importance is overlooked. Quality-improvement tools must be given due consideration because they are inestimable in that they make the process of continuous improvement work (Kellison quoted by Mulligan 1994:235). Furthermore, these tools play a crucial role in the implementation of a quality-assurance system through rational decision-making, based on facts and objective measurements (Meyer 2003:307). No single quality-assurance improvement tool can address problems conclusively. The appropriate tool should be used to address specific problems. Crosby, a prominent quality specialist, does not believe in the existence of a quality problem. He advises that quality should be built into a product or service from the onset. This exercise is a crucial safeguard against errors and therefore against wasteful expenditure since it may be costly to rectify errors.

5.4.10   Section C5: Essential elements to aid promotion and quality enhancement
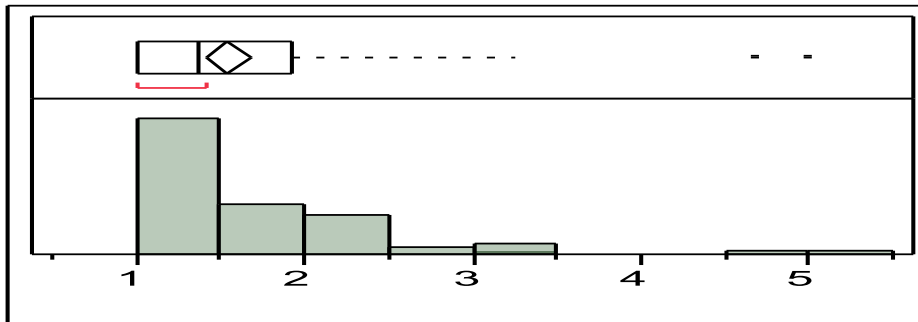
Quantiles

100.0%	maximum	5.0000
99.5%		5.0000
97.5%		3.8521
90.0%		2.2250
75.0%	quartile	1.9167
50.0%	median	1.3750
25.0%	quartile	1.0000
10.0%		1.0000
2.5%		1.0000
0.5%		1.0000
0.0%	minimum	1.0000

Moments

Mean	1.5465686
Std Dev	0.7110411
Std Err Mean	0.0704036
Upper 95% Mean	1.6862303
Lower 95% Mean	1.4069069
N	103

With regard to their attention to essential elements required to promote and enhance quality, respondents rated themselves according to the following scale: "Very important" (1), "Important" (2), "Undecided" (3), "Not important" (4) and "Not important at all" (5). The overall mean competency score was calculated as 1.55, representing a view between "Very Important" and "Important".
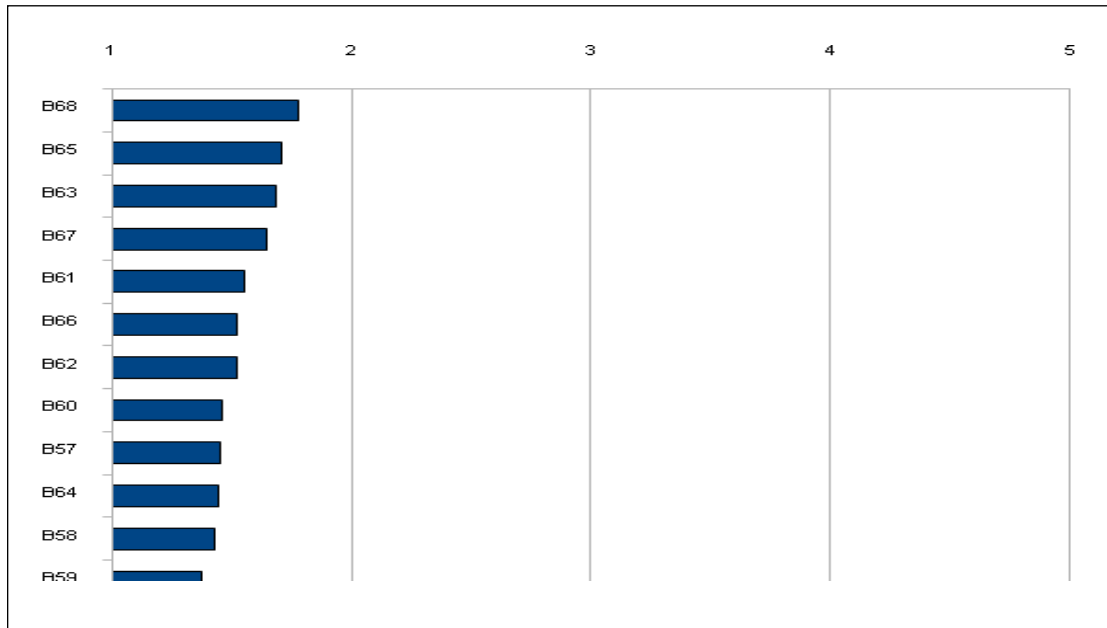
Table 5.11: Essential elements in the promotion and enhancement of quality

Participants' average score for essential elements in promotion and enhancement of quality was lowest for the item "*B68 - In your role as a trainer, how important do you rate benchmarking?*" A limited number of respondents reported that they do not rate bench marking as important in SAPS structures for the promotion and enhancement of quality in training (at 1.77 leaning towards "Important"). According to Flanagan (2000:312) benchmarking is the process of measuring against, and improving on, the products, the service and the practices of organisations regarded as leaders in a particular field. Such benchmarking is important because its goal is to reinvent operations to achieve significantly better performance. The majority of responses as presented in the above table demonstrate that the respondents consider all of the following elements to be essential for the holistic promotion and enhancement of quality. The elements are: communication, top management, teamwork and partnership.

5.5   COMPARISON OF DIMENSIONS

The mean scores were recalculated as percentages for each of the dimensions, with higher percentages presenting satisfactory views.

Dimensions

B1 – Professional	63.9495798	36	64
C1 - Frequency	61	39	61
C4 - Frequency QA	57.1900093	42.8	57.2
C2 - National quality	55.9103641	44	56
C3 - SAPS quality	54.3464052	45.6	54.4
B3 - Leadership	50.0490196	50	50
B4 - Recruitment	49.4677871	50.6	49.4

Moments

Mean (B1 - Professional)	63.9495798
Mean (B2 - HR)	45.5686275
Mean (B3 - Leadership)	50.0490196
Mean (B4 - Recruitment)	49.4677871
Mean (C1 - Frequency)	12.1568627
Mean (C2 - National quality)	55.9103641
Mean (C3 - SAPS quality)	54.3464052
Mean (C4 - Frequency QA)	57.1900093
Mean (Essential elements)	69.0686275
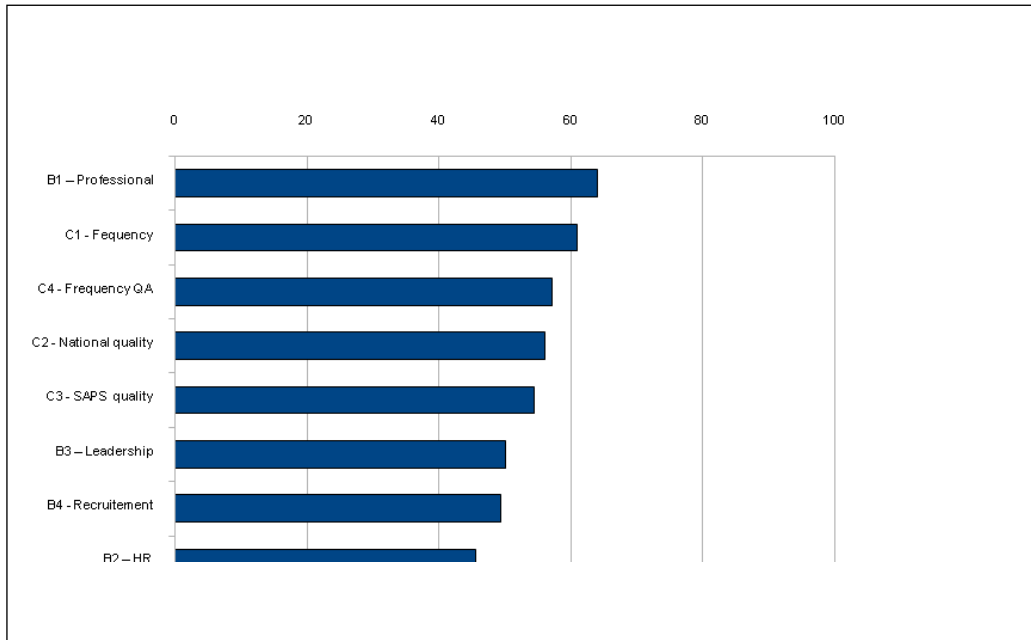
Table 5.12: Comparison of dimensions

The frequency of utilisation was high enough at 61%. The purpose of this section is to gather data on quality-assurance systems used for continuous improvement, their effectiveness, the improvement tools used to identify problems and effect improvements, and the role of the people involved in the promotion and enhancement of quality. The average score on standard generating bodies was lowest for the item "*B27- (43.1 %) Standard generating bodies (SGBs)."* A limited number of trainers indicated that SGBs are not utilised in quality-assurance auditing within the SAPS in-house training programmes. According to the researcher the training management need to involve trainers in the management meetings with the station commander and cluster commander.

5.6   DIFFERENCES BETWEEN THE SCALES (DIMENSIONS)

5.6.1   Professional competency

- A significant majority of respondents (Moderate = 65.6%) reported that they had the ability to make adult learners feel at ease in a learning - teaching situation.

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- A reasonable majority of respondents (Moderate = 62.7%) reported that they had the competence to inspire adult learners to learn.
- A significant majority of respondents (Satisfactory = 63.3%) reported that they understood the methods used to teach adults.
- A significant majority of respondents (Satisfactory = 64.9%) reported that in their view they could claim with justification that they possessed the knowledge and understanding of subject matter that had to be imparted to adult learners.

5.6.2   Human resource development

- A limited number of respondents (Moderate = 48.6%) reported that they needed further training in Andragogy.
- A relatively limited number of respondents (Moderate = 41.5%) reported that they found their remuneration inadequate.
- A limited number of respondents (Moderate = 45.6%) reported that they attended seminars, conferences and workshops on adult training.
- A limited number of respondents (Moderate = 47%) reported that they were accredited by SAQA.

5.6.3   Management leadership

- A majority of respondents (Moderate = 51.3%) reported that they had found management to be committed to adult training.
- A majority of respondents (Moderate = 51.1%) reported that management kept them informed about legislation and current developments that have an impact on the provision of adult learning.

5.6.4   Recruitment and placement of trainees

- A significant proportion of the trainees (Moderate = 49.2%) reported that they received guidance to aid retention.
- A majority of trainees (Moderate = 51.5%) reported that they received guidance on what to expect from adult training.
- A modest number of respondents (Moderate = 45%) indicated that they had received counseling on follow-up training.

5.6.5   Quality assurance: quality assurance systems

- The vast majority of respondents (more than satisfactory = 86.2%) reported that they were thoroughly informed about SAQA.
- A majority of respondents (Satisfactory = 56.8%) reported that they had been thoroughly briefed on NQF.
- Well below half of the respondents (Low = 43.1%) reported that their understanding of SGB was deficient.

5.6.6   National quality assurance initiative

- A majority of respondents (Satisfactory = 59%) reported that in their experience SAQA standards are incorporated into the SAPS training strategies.
- A majority of respondents (Satisfactory = 58%) reported that in their experience ETQA standards are incorporated into SAPS strategies.
- A majority of respondents (Moderate = 55%) reported that in their experience a particular quality assurance model was used to promote and enhance quality in training.

5.6.7   Perceptions on purpose of SAPS quality assurance model

- A majority of respondents (Satisfactory = 57.8%) reported that in their

experience SAPS quality-assurance model was used to promote and enhance quality training.

- A majority of respondents (Satisfactory = 57.2%) reported that in their experience course improvement was aided if identified training-related problem were suitably addressed.

- A majority of respondents (Moderate = 54.5%) reported that they made use of the quality assurance tools.

5.6.8 Essential elements in promotion and enhancement of quality

- A considerable majority of respondents (70%) reported that they considered **top management** a very important factor in the promotion and enhancement of quality assurance.

- A significant majority of respondents (72.5%) reported that they considered **teamwork** a critical factor in the promotion and enhancement of quality training.

- A significant majority of respondents (70.7%) reported that they considered **partnership** a very important factor in the promotion and enhancement of training.

5.7 CONCLUSION

It is evident in this chapter that it is crucial to use problem identification and quality improvement tools because they play a vital role in the implementation of the quality assurance system through rational decision-making, based on facts and objective measurement (Meyer 2003:307). It emerged in the interviews that the majority of respondents (57.1%) rated their frequency-utilisation of quality-assurance systems as important in auditing in-house training programmes. Continuous improvement, on the other hand, is about change or transformation as indicated in chapter two. Teamwork, decision making and partnership also plays a crucial role in the implementation of a

quality-assurance system by means of rational decision-making, based on facts and objective measurement (Kellison quoted by Mulligan 1994:235; Meyer 2003:207).

The recommendations will be discussed in the next chapter.

CHAPTER 6
FINAL CONCLUSIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

This chapter reflects the significance, of the research under review, evident mainly from research data presented in chapter 5, and seeks to provide possible answers to research questions. Its further aims are to demonstrate whether the research aims and objectives have been achieved; to draw conclusions and make recommendations; and to suggest possible further research themes. The findings of the research were arrived at through the literature review, the questionnaire and the interviews conducted by the researcher. The findings relate to and propose to answer the following main research question:

> To what extent are internally developed quality-assurance processes effective in the promotion and enhancement of quality education and training programmes offered by the SAPS?

Emanating from the above-mentioned research question the development of effective quality-assurance processes and their effective implementation in education and training programmes in the SAPS can assist efforts at continuous improvement. In order to find possible answers to the research question, the study under review covered key aspects of quality assurance in the teaching and training of the South African Police Service in the Northern Cape. As indicated in chapter 1, the research was partly motivated by the fact that evaluation in the education and training programmes of the SAPS are often done poorly or completely ignored (Fisher 1993:403). Education in this context refers to the diligent investigation of programme characteristics and merits in order to assess the effectiveness of projects as an aid to optimising their outcomes, efficiency and quality (Fink 1995:2). Clear evidence is presented that evaluation is used in the quality-assurance process to promote and enhance quality in education and training programmes offered by the SAPS. Evaluation is also closely related to quality

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assessment, which Morley (2003:17) defines as the process that involves auditing mechanisms and systems for quality management at every stage of production. The purpose of the present work is to interrogate the regulatory mechanisms through which quality is assured and enhanced.

According to Denscombe (2002:26-27), as well as Welman and Kruger (2001:19), there could be different possible purposes for doing research. The aim of the research was to explore the presence of and possible need for the implementation of effective quality assurance processes in education and training in South African Police Service. The statement of purpose indicates the focus and direction of the research, and provides criteria for the evaluation of the research outcomes. There must be a compelling reason why research has to be done, otherwise there would be no point in spending time, money and effort on it (Denscombe 2002:25). Chapter 6 clearly demonstrates that the following research objectives have been achieved:

- As an aid to addressing the research question, to draw on international best-practice principles in the area of quality assurance through the process of benchmarking.
- To assess whether there are effective quality-assurance processes in place for the benefit of in-service and specialised training operations offered by the SAPS.
- To determine whether SAPS personnel who are directly concerned with in-service and specialised training offered by the SAPS is familiar with the said best-practice principles and processes.
- To assess the need for quality-assurance processes for in-service and specialized training operations offered by the SAPS.
- To draw up guidelines for the implementation of effective in-service quality assurance processes and specialised training operations offered by the SAPS.

The question of quality is pertinent to all activities that are training related, as it is intended to improve the training standard of the training centres.

6.2   OVERVIEW OF THE RESEARCH

The considerations prompting the research were presented in chapter 1, which therefore included the identification and articulation of the research question, aim and objectives of the research. A general indication of the research design, approach to and outline of the research were also presented. Finally definitions and a clarification of terms as used in the research report (ie. the dissertation) were provided as an aid to understanding the content of the study report. To summarise, the objectives/aims of the chapter were to:

- Demonstrate how the decision on the topic was made; and to articulate the importance and relevance of the topic;
- Present an indication of the research design, plan of the research and the methodology;
- Address the research question and discuss the various stages through which the research was conducted and would be reported in the following chapters.

Chapter 2 presented a discussion of pertinent literature studied and analysed by the researcher. The purpose of this chapter was to show how ideas, thinking and theories contained in relevant literature have influenced contemporary thinking on quality assurance in education and training. More particularly, the objectives of the chapter was to:

- Review the existing scholarship or body of knowledge to see how other scholars conducted similar research; and
- Learn from other scholars or researchers how they theorised about and conceptualised pertinent issues, what they found empirically, what instruments they used, and to what effect.

Chapter 3 covered the development of a model for the implementation of total quality management in division training in the South African Police Service. The commitment to introduce total quality management is driven by the finding on total quality assurance

arrived at in chapter 2, namely that the SAPS officially regards quality assurance as a as means to improve customer satisfaction. In the higher - education sector of the wider educational establishment fundamental concepts like visionary leadership, customer-driven excellence, people development and involvement, continuous learning, innovation and improvement form the basis of the vision and mission that will ensure that not only organisations generally, but also higher-education institutions in the education sector as a whole, become and remain part of the global village in the sense that well-trained members are able to, and in fact to interact with developed human resources in any enterprise in order to fulfill the vital requirement of meeting the new challenges facing South African enterprise generally, and tertiary education and training establishment in particular. This chapter therefore sought to:

- Provide background on the South African Police Service.
- Set forth the vision, mission, training objective, code of conduct and code of ethics of the South African Police Service.
- Give reasons for conducting the study in the Northern Cape Province.
- Give detailed coverage of the total quality management model devised for the SAPS training establishment in the Northern Cape.

Chapter 4 provided information about the issues of measurement, sample design, sampling methods, data-collection methods, fieldwork practice, data capturing and data editing in scientific research. The object of this chapter was to:

- Discuss the instrument used to measure the key variables of the research;
- Explain the sample design, the sampling technique and the criteria used in the choice of sample size;
- Provide full details of the data-collection process, including the data-collection techniques and procedures used in capturing data, as well as the process of editing data to minimise mistakes.

Chapter 5 covered the presentation of the results and concluding interpretations. The purpose of the chapter was to provide a detailed analysis of the responses to the questionnaire and interviews regarding quality assurance in education and training programmes offered by the SAPS. The essence of this chapter was to:

- Describe the main trends and patterns in the data with reference to the research question; and
- Interpret the main findings and highlight the main results, positive and negative.

Chapter 6 will now provide a summary and discussion of significant findings, with particular reference to the interpretation of results emanating from the literature review, questionnaire and interviews, and to discuss the significance of the results and recommendations. In short, this chapter indicates the significance of the research. To summarise, the object of the chapter was to:

- Discuss the main findings emanating from the research by drawing together the results reported in previous chapters;
- Show the connections between the results of the empirical investigation and the literature review provided in chapters 2, 3 and 4;
- Show the relevance and value of the research; and
- Provide recommendations relating to further research themes to be investigated.

6.3   MAIN FINDINGS EMERGING FROM THE RESEARCH

The main findings emerging from both the literature review and empirical investigation will now be discussed. The empirical data of this research were obtained through the questionnaire and interviews. It is important to note that these data will give an indication of whether the general aim and objectives of the research as presented in chapter 1 have been achieved or not.

6.3.1 Findings emerging from Chapter 1

Quality assurance in education and training programmes offered by the SAPS is of utmost importance, but is very often neglected or carried out inadequately (Beardwell & Holden 1994:351). According to the literature studied and analysed, one reason for this is that managers normally assume that education and training will work per definition (Fisher 1993:403). In chapter one, an explicit overview of the research problem, the aims and objectives that informed and guided this research, including a description of the research methodology and the definition of key terms.

6.3.2 Findings emerging from chapter 2

Quality does not occur by accident, but is planned (Logothetis 1992:62). It is stressed in chapter II that Total Quality Management emphasises continuous improvement and can be implemented in a number of settings outside the corporate environment, including education institutions and system of education delivery Blankstein 1996:12).

Quality assurance is essentially a matter of continuous improvement and of making processes better. It extends the mindset, involves feedback, depends critically on teamwork and requires vision.

6.3.3 Findings emerging from chapter 3

Quality depends on a common passion for excellence, with everyone contributing to a common effort (Aspin, Chapman & Wilkinson 1994:17).

Benchmarking is an important process in quality assurance, because it is about analysing the information that enables reference points to be created, that can be used to promote change in the direction that is most likely to lead to improvement (Jackson 2000:4)

6.3.4 Content outline of chapter 4

This chapter provides information about the issues of measurement, sample design, sample methods, data collection method, fieldwork practice, data capture and data editing in scientific research. The purpose of the chapter in essence was to:

- Articulate the research question, overall aim and objectives of the research;
- Give a detailed account of the research design, research plan and the methodology followed in addressing the research question;
- Discuss how the research was going to unfold: and
- Indicate the main topic that was going to be discussed in the following chapters.

6.3.5 Content outline of chapter 5

This chapter covers the presentation of results and concluding interpretations. The purpose of the chapter was to provide a detailed analysis of the data gained from the questionnaire and interviews regarding quality assurance in training. Analysis in this case means what the researcher does with the data in order to develop explanations of events so that theories and generalisation about the causes, or reasons for the processes or instances of social behaviour can be developed (Hitchcock & Hughes 1989:43).

6.3.6 Finding on empirical investigation – chapter 6

This chapter provides a summary and discussion of significant points. With particular reference to emanating from the literature review, the questionnaire and the interviews and finally an indication of the significance of the results, followed and recommendations for further research. In short, this chapter indicates the significance of the research.

6.4. CORRESPONDENCE BETWEEN THE FINDINGS REPORTED IN THE REVIEWED LITERATURE AND FINDINGS EMERGING FROM THE EMPIRICAL INVESTIGATION

As indicated in chapter one, quality assurance in education and training programmes generally and particularly in the SAPS, is of utmost importance, but is often neglected or carried out inadequately (Beardwell & Holden 1994:351). This is an unfortunate state of affairs that may compromise the quality of education and training programmes.

It must be concluded, therefore, that there are no effective quality assurance processes in place in education and training programmes offered by the SAPS. The possible reason for this is thought to be that most training managers are not schooled in the practice and philosophy of quality assurance and do not realise its importance. It is therefore unthinkable to expect individual persons to implement processes effectively when they do not have a theoretical background in the field. This is tantamount to expecting a blind person to lead another blind one, which may lead to chaos. It is the belief of the researcher that meaningful practice on the ground is better if it is informed by theory. the researcher's belief is endorsed by Finding and Mills (1993:xii) who assert that without any theory, activities may be aimless and wasteful, like the early wanderings of explorers in North America, or like attempting to find one's way around a city for the first time without a street map.

It emerges from the empirical investigation that the quality-improvement tools forming part of the SAPS quality-assurance model are effective in identifying training-related problems. It must be concluded from the 51.3% of respondents who reported that they sometimes use the improvement tools that quality-improvement tools in training are not taken seriously and that their importance is overlooked. The value of improvement tools is inestimable because they ensure the effectiveness of the process of continuous improvement (Kellison quoted by Mulligan 1994:235).

## 6.5	RECOMMENDATIONS

It is evident from the empirical investigation that there are no effective quality assurance processes in education and training programmes to promote and enhance quality in training offered by the SAPS. However, the literature review in chapters 2 and 3 has made it possible for the researcher to have a better understanding of the concept of quality. Meyer (2003:307) is quoted in chapter 2 to the effect that participants in the quality-improvement process should receive sufficient training, and that the training programme must be introduced gradually, in easy stages. The following recommendations are made:

- That a quality assurance programme be introduced based on the total quality management system for continuous improvement of by Deming, which can provide any training programme with a set of practical tools to meeting and exceed present and future learners' needs and expectations.
- That a favourable learning environment be established and maintained by encouraging managers not to improve the performance of one area at the expense of another.
- That the quality of training material be elevated from institutional standard to unit standard, and revised training material be revised every third year in order to address possible shortcomings.
- That trainers' efficiency be upgraded by sending them on reskilling so that quality of their presentation of classes.

## 6.6.	SUGGESTIONS FOR POSSIBLE FUTURE STUDY

This research advocates ensuring the promotion and enhancement of quality in education and training programmes offered by the SAPS, to which end a holistic approach to quality assurance should be adopted. This intention is reflected in the questions that were posed to the respondents during the empirical investigation (see

questionnaire). In seeking to implement quality assurance continuous improvement should not be confined to teaching and learning, but should focus on other supportive elements such as recruitment, selection and placement, the development of stakeholders, performance management, counseling, staff retention and reward structures. It is important for research to be conducted to find out how these processes that are widely used in industry appropriative application in education and training programmes used by the SAPS. During the process of investigation the researcher identified some limitations and suggested the following:

- Research can be conducted on the effectiveness of in-service training when using other models of in-service training.
- Criteria for the selection of facilitators to attend in-service training and of such selection on cascading training at station level.
- Professionalism of trainers in the South African Police Service engaged in division training.

6.7   CONCLUSION

The study seeks to establish the extent to which internally developed quality- assurance processes are effective in the promotion and enhancement of quality in education and training offered by the SAPS. The research problem was initially investigated through a literature review, followed by an empirical investigation.

It was concluded from the literature review that quality assurance is the responsibility of all concerned and should be involved at all levels in relevant processes. It is against this background that quality-assurance encourages partnership, collaboration and teamwork. It is therefore evident that quality assurance is a collective responsibility of all stakeholders who should work together harmoniously to take the education and training programmes to greater heights in terms of quality improvement.

The literature review shows that it is essential for education and training programmes to have internally developed quality-assurance processes that are not only learner-centred, but are holistic in nature, as opposed to externally mandated quality- assurance processes. In other words these processes should be directed at satisfying the needs, wants and expectations of learners, and at the same time, at the promotion and enhancement of the quality of the other constituents of education and training.

6.8   CONCLUDING REMARKS

The purpose of this closing statement is to present the contribution made by the research under review to the existing body of knowledge with regard to quality assurance in education and training. Furthermore, it seeks to present new ideas that can be applied to education and training programmes in an endeavour to promote and enhance quality. In this study an attempt was made to address quality assurance for in-service training. It is remarkable to realise how in-service training is conducted and how inadequately monitoring is done. This study has the potential to lay a solid foundation for in-service training and the pivotal role that the in-service trainers have to play in the general provision of education in South Africa.

Firstly, the contribution made by this research to the entire quality assurance field is the proof that quality-assurance processes can be an effective aid to quality-improvement efforts in education and training if customised and implemented appropriately. There is documented evidence, as shown in chapters 2, 3 and 4 that these quality-assurance processes are flexible and can be adapted to any situation and yield excellent results. Moreover, they have best practice principles to offer.

Secondly, the research advocates a holistic approach to quality assurance that focuses on the key elements of education and training programmes provided by SAPS, from recruitment through to the development of stakeholders, performance management, counseling, staff retention and reward structure. The implementation of this enterprise requires that for quality to be promoted and enhanced, the focus should not be on

teachers and learning only. Other elements that are supportive of effective teaching and learning need to be conducive to good quality as well. Neglect of any critical factor will detract from the quality of teaching and learning.

Finally, the literature review covered in chapters 2, 3 and 4 reveals that the trainees or learners are customers whose needs have to be satisfied. However, the researcher is of the opinion that trainers are not the only customers in education and training programmes offered by the SAPS.

The researcher wants to emphasise the fact that the trainers are customers as well, whose needs should be satisfied by management so that they can be motivated to serve their customers with distinction and contribute to the implementation and enhancement of quality.

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APPLICATION TO CONDUCT RESEARCH IN THE SAPS: 0478879-6 SENIOR SUPERINTENDENT MJ MODISE: MASTERS IN EDUCATION MANAGEMENT

1.   I hereby request permission to do research at Division Training for my dissertation to be submitted to the University of South africa in fulfilment of the requirements for an Med degree in Educatioon management.

2.   The topic for the envisaged dissertation is "Key Aspects of Quality Assurance of Teaching and Training in the South African Police Service in the Northern Cape" and the sample population decided upon in terms of the chosen methodology will be as follows:

2.2   Two employees per training institution of SAPS as well as two from Provincial training centre.

2.3   Random sampling will be used to ensure that every person in the target group has a chance to complete the questionnaire or to be interviewed.

3.   The research will be done in my own time.

4.   Should you approve the request, the following topic will be considered for the preliminary literature study:

4.1   Introduction,

4.2   Overview of quality and quality assurance in education.

4.3   Standard in relation to quality.

4.4   Total quality management.

4.5   Composition of quality philosophies.

5.   Problem statement, research questions, objectives of the study, research methodology and outline of the chapters.

6.   After completion of the study, the information used in the research would be available via Unisa University.

Hoping to receive your favourable consideration

Kind regards!

Signed
-----------------------------------*S/SUPT*
PROVINCIAL SECTION HEAD PROVISIONING: TRAINING
MJ MODISE

RECOMMEMDED /NOT RECOMMENDED

--------------------------------------S/SUPT
PROVINCIAL SECTION HEAD FIELD TRAINING: TRAINING
I HAAI

APPROVED/ NOT APPROVED

---DIR
PROVINCIAL HEAD TRAINING
J BEAN

SOUTH AFRICAN POLICE SERVICE
NORTHERN CAPE

DIVISION TRAINING

ANNEXURE 2

SAPS ADULT LEARNING QUESTIONNAIRE

The questionnaire is a research endeavour between the SAPS and the University of South Africa and aims to investigates the nature of current conditions in adult training within SAPS; problems which arise in existing situations and ways of needs-assessment of adult training within SAPS

This research is conducted with the approval of the Provincial Commissioner of the Northern Cape Police Services.

Please take note of the following:

☐   The question is answered anonymously since you are not requested to supply your name. Information supplied by you on the questionnaire will be regarded as strictly confidential and will only be used to further the current research.

☐   Information regarding your living area, street name, and suburb is helpful in order to make cross-references with the reported crime as captured on the Information Analysis System.

☐   Your contribution in responding to all the questions is of the utmost importance. This also includes the demographic questions regarding your race, gender, sex, etc. As these are aimed at determining a link between service and geographic.

☐   The questionnaire is being distributed to all training institutions in the Northern Cape that offer adult training.

☐   The questionnaire facilitates in obtaining facts about current conditions and practices and making inquiries concerning attitudes and opinions on adult training within SAPS.

☐   The survey is conducted in this way since it proved to be an extremely effective way of collecting information on a particular topic from a large number of people in relatively short period of time by a single person.

☐   It allows the researcher access to samples that might be hard to reach in person or by telephone

☐ The questionnaire is not time-restricted and you may consider your responses carefully. Normally half an hour would suffice

SAPS Adult Training Questionnaire

Serial no (Official use)

Section A: <u>Biological information</u>

Biographical information (of participants) should be requested to ensure that the different work units, rank and the years of service of personnel at Division Training are captured to ensure consistency in the completion of the questionnaire and that the reader can see that background of the different participants.

Instruction: Indicate by choice with a cross (X) in the box below

Gender		
MALE	**1**	
FEMALE	2	
		4

Instruction: Indicate by choice with a cross (X) on the number in the box below

1. In which **age group** do you fall		For official use
20-24	1	
35-29	2	
30-34	3	
35-39	4	
40-44	5	5
45 years and more	6	

2. Indicate your **highest qualification**.		For official use
Grade 12/ Matric	1	
National Certificate (M+1)	2	
National Higher Certificate (M+2)	3	
National Diploma M+3)	4	
Higher Diploma/ B Tech	5	6
First Degree	6	
Post-Graduate Degree	7	

3. In which field/S do you have qualifications (You may select more than one area)		For office use	
Policing	1		
Education	2		
Human Resource Management	3		
Finance	4		
Procurement	5		
Other	6		

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4. Number of adult learners in the class		For official use
<20	1	
20-24	2	
25-29	3	
30+	4	

6. How **many years of service** do you have within SAPS?		For official use
0-3	1	
4-6	2	
7-9	3	
10-12	4	
13-15	5	
16 and more	6	

7. How many years of experience do you have in Adult Training?		For official use
0-2 years	1	
3-4 years	2	
5-6 years	3	
7-8 years	4	
9-10 years	5	
11 and more	6	

8. What is your position within the SAP (Your Rank)		For official use
CONSTATBLE	1	
SERGEANT	2	
INSPECTOR	3	
CAPTAIN	4	
SUPERINTENDENT	5	
SNR SUPERINTENDENT	6	
DIRECTOR	7	
COMMISSIONER	8	16

Section B:

The purpose of this entire section is to gather information on the provision of adult training to improve the smooth running of quality education and training programmes.

Section B1: Professional Competencies

The purpose of the questions on professional competencies is to assess stakeholders' training skills, their knowledge and their attitude towards adult training which altogether equips stakeholders to promote and enhance the quality of training.

Please rate your present competency status on each of the following by selecting the relevant level with a tick mark (x) in the appropriate box

CODE
1 – more than satisfactory
2 - Satisfactory
3 - Undecided
4 - Not satisfactory
5 - Not satisfactory at all

		1	2	3	4	5
1.	Insight into adult teaching methods					
2.	Ability to make adult learners feel comfortable in a learning-teaching situation					
3.	Ability to facilitate learning in adult learners					
4.	Knowledge of the programme / or course goals for adult learners					
5.	Transfer teaching: ensuring that classroom teaching is appropriate for implementation in the work-environment					
6.	Familiarity with current legislation and developments regarding the provision of adult literacy					
7.	Classroom management					

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Section B2: Human Resource Development

The purpose of the questions on human resource development is to determine the extent of capacity building coupled with the motivation of stakeholders towards quality service delivery

Please indicate your perceptions on the following statements on human resource development by selecting the relevant satisfaction level with a tick mark (x) in the appropriate box

CODE

1 – More than satisfactory

2 - Satisfactory

3 - Undecided

4 - Not satisfactory

5 - Not satisfactory at all

		1	2	3	4	5
8.	Adult trainers are empathetic towards adult learners because they have all been trained in Andragogy (i.e. education of adults)					
9.	The remuneration of SAPS adult trainers are:					
10	Attendance of seminars, conferences and workshops by SAPS adult trainers on new trends in adult training issues (e.g., share ideas, advice and strategies) are:					
11	Satisfaction level of SAPS adult trainers re their staff appraisal arrangements are:					
12	Perceptions regarding the accreditation of SAPS adult trainers by SAQA, are:					

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Section B3: Management leadership

The purpose of this section is to determine the extent to which SAP management supports and guides adult trainers in adult education programmes

Please indicate your perceptions on the following statements on leadership in management by selecting the relevant option with a tick mark (x) in the appropriate box

CODE

1 – More than satisfactory

2 - Satisfactory

3 - Undecided

4 - Not satisfactory

5 - Not satisfactory at all

		1	2	3	4	5
13.	SAPS management's commitment to adult training is:					

14.	SAPS management's regard, recognition and appreciation of adult-training staff performance is:						
15.	SAPS management's communication of training policy to adult-trainers is:						
16.	SAPS management's communication of current legislation and developments regarding the provision of adult literacy to trainers is:						

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Section B4: Recruitment and placement of trainees

The purpose of this section is to evaluate whether prior learning is considered in the recruitment of adult learners and to assess the extent of support received by adult learners at the training centres

Please indicate your perceptions on the following statements on recruitment, placement and support by SAPS management by selecting the relevant option with a tick mark (x) in the appropriate box

CODE
1 – More than satisfactory
2 - Satisfactory
3 - Undecided
4 - Not satisfactory
5 - Not satisfactory at all

		1	2	3	4	5
17.	SAPS employees, as adult-trainees, receive guidance on retention in in-service-training programmes					
18.	SAPS employees, as adult-trainees, receive guidance on completion of in-service-training programmes					
19.	SAPS employees, as adult-trainees, receive guidance on their progress in in-service-training programmes					
20.	SAPS employees as trainees in in-service training programmes actively participate in selecting the most appropriate training programmes according to their skills- and competency levels					
21.	SAPS in-house-training programmes are 'custom-made' to suit the requirements of individual adult-trainees					

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22.	Psychological and social counselling services are provided for trainees experiencing emotional problems						
23.	Counselling on follow-up training is available						

Section C: Quality Assurance

The purpose of this section is to gather information on the quality assurance systems used for continuous improvement, their effectiveness, the improvement tools used to identify problems and effect improvements and the role of the people who are involved in the promotion and enhancement of quality. The purpose of the questions is to determine the level of understanding of the national initiatives that have to do with the promotion and enhancement of quality in adult training.

Section C1: frequency utilization of Quality assurance systems

Please indicate which of the following quality assurance systems you perceive as being utilized in quality assurance auditing within the SAPS in-house-training programmes

		Use
24.	The South African Qualifications Authority (SAQA)	
25.	The National Qualifications Framework (NQF)	
26.	Education & Training Qualification Authority (ETQA)	
27.	Standard Generating Bodies (SGB)	
28.	SAPS Quality assurance model	

Section C2: perceptions on national quality assurance initiatives

Please rate your perceptions of satisfaction on the following statements dealing with the effectiveness of quality assurance systems/initiatives aimed at promoting quality adult training within SAPS. Please respond by selecting (x) the appropriate satisfaction level.

CODE
1 – More than satisfactory
2 - Satisfactory
3 - Undecided
4 - Not satisfactory
5 - Not satisfactory at all

		1	2	3	4	5
29.	The incorporation of SAQA standards into all SAPS training strategies contributes towards improved quality training					
30.	The incorporation of NQF standards into all SAPS training strategies contributes towards improved quality training					
31.	The incorporation of ETAQ standards into all SAPS training strategies contributes towards improved quality training					
32.	The incorporation of SGB standards into all SAPS training strategies contributes towards improved quality training					
33.	Quality assurance policies (national standards), practices & procedures are in place in Saps my training programme					
34.	Quality assurance policies (national standards), practices & procedures are in place in my training programme					
35.	The SAPS quality assurance model is effective					

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Section C3: perceptions on purpose of SAPS quality assurance model

Please rate your perceptions of satisfaction-agreement on the following statements dealing with the purpose of the SAPS Quality Assurance Model in adult training. Please respond by ticking (x) the appropriate satisfaction level.

CODE
1 – More than satisfactory
2 - Satisfactory
3 - Undecided
4 - Not satisfactory
5 - Not satisfactory at all

		1	2	3	4	5
36.	Within an organization a quality assurance model is used to promote & enhance quality training					
37.	Identification of training related problems advances course improvement					
38.	The Quality Improvement Tools of the SAPS Quality Assurance Model assist in identifying problems related to training programmes					
39.	The Quality Improvement Tools of the SAPS Quality Assurance Model is effective in identifying training related problems					
40.	The frequency with which these tools are used acts as an indicator of SAPS commitment to sustained enhancement of their quality of training					
41.	I used the Quality Improvement Tools of the SAPS Quality Assurance Model very regularly in my training programme					

Section C4: Frequency-utilization of Quality Assurance Model tools

How frequently do you use the following improvement tools of the SAPS quality assurance model?

Legend
1 – Never
2 - Rarely
3 - Sometimes
4 - Often
5 - Always

		1	2	3	4	5
42.	Affinity diagram					
43.	Cause and effect diagram					
44.	Flow chart					
45.	Check sheet					
46.	Run chart					
47.	Relationship chart					
48.	Pareto diagram					
49.	Normal group technique					
50.	Histogram					

51.	Force field analysis						
52.	Operational diagram						
53.	Sampling diagram						
54.	Scatter plot						
55.	Attribute chart						
56.	Chart interpretation						

18. **Essential elements in the promotion and enhancement of quality**

The purpose of this section is to establish how essential elements in the promotion and enhancement of quality adult-training in SAPS are perceived by the respondents'

In your role as an adult-training manager, co-ordination or facilitator, how important do you rate the following SAPS structures/activities in the promotion and enhancement of quality in training. Please indicate your perceptions by crossing the appropriate option number.

CODE
1 – Very important
2 - Important
3 - Undecided
4 - Not important
5 - Not important at all

		1	2	3	4	5
57.	Top management					
58.	Communication among role-players					
59.	Team work					
60.	Partnership					
61.	Clarification of roles					
62.	Training of participants					
63.	Incentives for staff members					
64.	Planning					
65.	Counselling services					
66.	Motivation					
67.	Infrastructure					
68.	Benchmarking					

THANK YOU FOR YOUR TIME TO COMPLETE THIS QUESTIONNAIRE!