

STADIO



2022 Academic Conference





IMPACT OF HIGHER EDUCATION (HE) ON THE SAFETY, SECURITY, POLICING AND LAW ENFORCEMENT SECTORS OF SOUTH AFRICA AND SELECTED AFRICAN STATES

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With Input from DPL's

BACKGROUND

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The School of Policing and Law Enforcement provides policing qualifications via distance learning.

The majority of students are members of the South African Police Service (SAPS) with a few also being from the Namibian, Botswana and Lesotho Police, Traffic Law Enforcement, Metro Police and Security.

Current student number (second semester 2022):

Diploma – Doctorate

2 608

BACKGROUND OF RESEARCH


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International study

- 1 Unpacking the Blue Box: structure, control and education in policing investigated in the UK
- 2 Qualitative in nature – interviews with 31 respondents
- 3 Received permission to repeat the study in SA
- 4 Commissioned **BUREAU OF MARKET RESEARCH** to conduct the study
- 5 Quantitative (because of numbers in programme)
- 6 **646** students participated

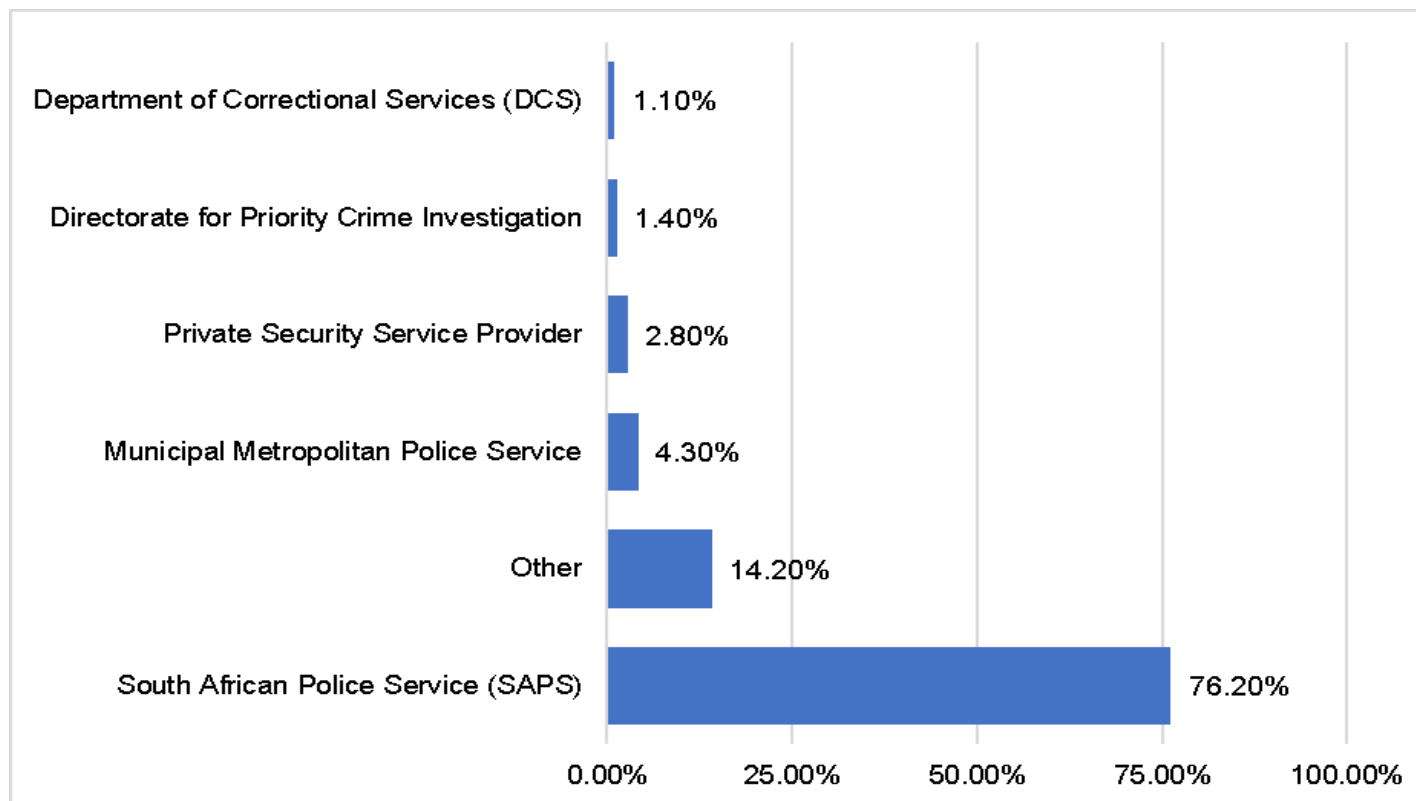
PURPOSE OF RESEARCH

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- 1 To understand the ways in which HE can transform the nature of the relationship between the police officer and the police institution
 - 2 This relationship is fundamentally important as it allows us to:
 - (a) understand the ability of HE to act as a catalyst for personal development
 - (b) appreciate how it may enhance professional development and practice
 - (c) address whether HE has a positive, negative or negligible impact on officers' orientation towards their work

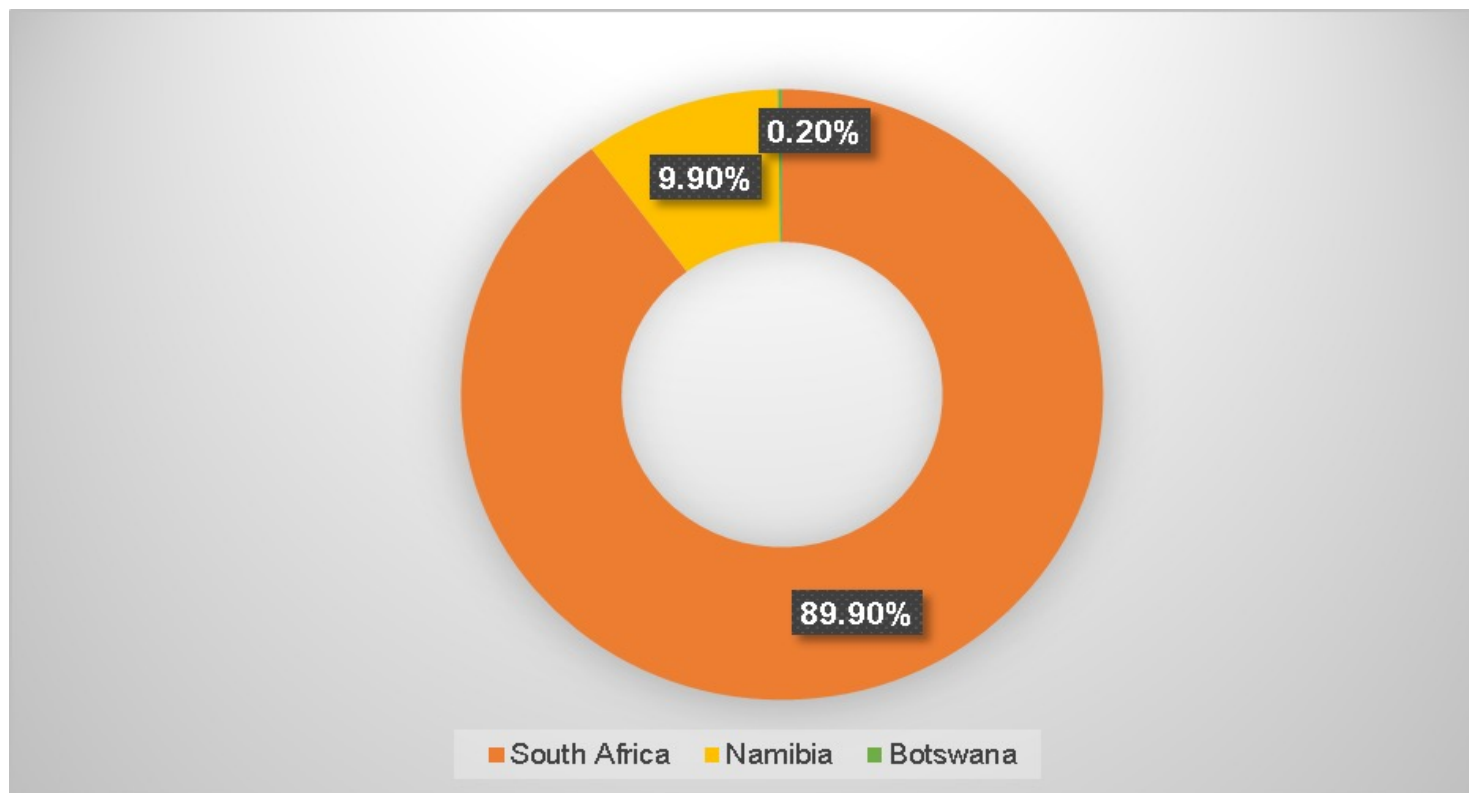
PROFILE OF PARTICIPANTS

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PROFILE OF PARTICIPANTS

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MAIN REASON FOR JOINING THE INSTITUTION/ WHAT IT MEANS

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| Reason | n | % |
|----------------------------------------------------|-----|---------|
| To make communities safer | 180 | 27.90% |
| Make people feel safe and secure | 131 | 20.30% |
| Lower crime rates in the community | 60 | 9.30% |
| To save lives | 51 | 7.90% |
| Help people build trust and respect for the police | 45 | 7.00% |
| Felt a calling to the service | 31 | 4.80% |
| Work to help people understand the law better | 21 | 3.30% |
| Had this dream since I was a kid | 19 | 2.90% |
| I have strong analytical skills | 16 | 2.50% |
| Other* | 16 | 2.50% |
| Build a relationship with the community | 15 | 2.30% |
| Steady and safe employment | 14 | 2.20% |
| To help others make better life choices | 12 | 1.90% |
| Help people in need | 9 | 1.40% |
| To do new things every day | 7 | 1.10% |
| Treat people of all backgrounds fairly | 7 | 1.10% |
| To be in control/charge of others | 4 | 0.60% |
| To build comradery among police/security officers | 3 | 0.50% |
| Compensation and Benefits Are Good | 3 | 0.50% |
| Mentor troubled children and teens | 2 | 0.30% |
| To have access to a weapon | 0 | 0.00% |
| Total | 646 | 100.00% |

*

MAIN REASON FOR JOINING THE INSTITUTION/ WHAT IT MEANS

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The responses evoked many patriotic opinions, such as being a servant to the country. Predominantly, responses featured around the role to protect, serve and place the community first (Batho Pele) and ensure public order.

It is a difficult and thankless job but it is fulfilling at the end of the day...

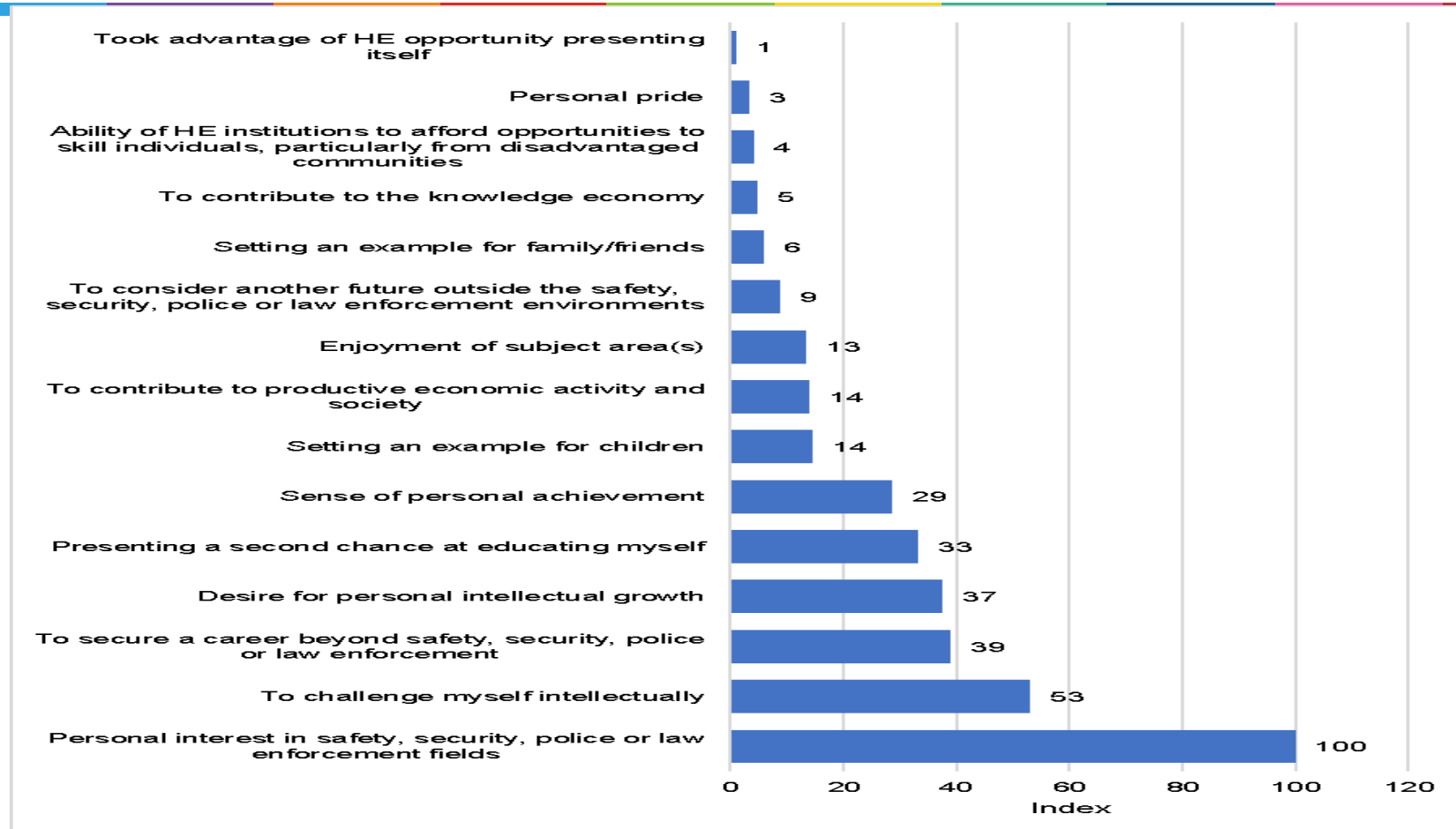
Anonymous respondent, 2022 Stadio survey

- The existence of mankind is shaped by security...
- Nobody is born a police official. But become the an excellent one if they have great morals and values

Anonymous respondents, 2022 Stadio survey

FACTORS/DRIVERS IMPACTING DECISION TO STUDY AT HIGHER EDUCATION INSTITUTION

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STUDY EXPERIENCE AT HIGHER EDUCATION INSTITUTION

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- The most rewarding aspects of studying at a university included (i) the advancement of critical thinking skills, (ii) personal development, (iii) helpful in developing a career, (iv) the development of communication efficiency skills, (v) improved work performance excellence, (vi) the development of ability to work in a team, and (vii) the development of ethical leadership skills.

RESPONSES FROM FAMILY/FRIENDS/EMPLOYER

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Research question:

How did your family, friends, colleagues, and your employer respond to you when (i) starting, (ii) during and (iii) after completion of your university qualification?

Table 17

| Response at start of studies | Positive | Neutral | Negative | Total |
|-------------------------------------|-----------------|----------------|-----------------|--------------|
| Family | 87.20% | 9.60% | 3.30% | 100.00% |
| Friends | 61.50% | 27.20% | 11.30% | 100.00% |
| Colleagues | 41.00% | 31.60% | 27.40% | 100.00% |
| Organization (i.e. SAPS) | 60.40% | 32.40% | 7.30% | 100.00% |
| Response during studies | | | | |
| Family | 91.00% | 7.30% | 1.70% | 100.00% |
| Friends | 65.60% | 28.20% | 6.20% | 100.00% |
| Colleagues | 42.30% | 40.20% | 17.50% | 100.00% |
| Organization (i.e. SAPS) | 61.10% | 33.30% | 5.60% | 100.00% |
| Response after studies | | | | |
| Family | 91.10% | 7.70% | 1.20% | 100.00% |
| Friends | 66.90% | 27.10% | 6.00% | 100.00% |
| Colleagues | 45.60% | 37.70% | 16.70% | 100.00% |
| Organization (i.e. SAPS) | 65.20% | 29.50% | 5.30% | 100.00% |

SATISFACTION WITH STUDENT SUPPORT AREAS

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| | Totally dissatisfied | Dissatisfied | Neutral | Satisfied | Totally satisfied | Total |
|----------------------------------------------------------------------|----------------------|--------------|---------|-----------|-------------------|---------|
| Online interactive communication tool | 1.90% | 2.60% | 13.80% | 47.70% | 34.10% | 100.00% |
| Electronic documents | 1.40% | 1.20% | 9.30% | 49.80% | 38.20% | 100.00% |
| Websites | 2.20% | 3.90% | 16.10% | 46.00% | 31.90% | 100.00% |
| e-journals | 1.90% | 5.40% | 21.20% | 47.50% | 24.00% | 100.00% |
| e-books | 1.50% | 5.10% | 24.80% | 46.70% | 21.80% | 100.00% |
| Management-related videos | 1.50% | 4.30% | 13.80% | 49.50% | 30.80% | 100.00% |
| Interactive feedback | 1.50% | 3.70% | 12.80% | 53.40% | 28.50% | 100.00% |
| Supportive communication | 1.90% | 2.80% | 14.70% | 49.50% | 31.10% | 100.00% |
| Supervisor guidance and support during research process ¹ | 0.00% | 0.00% | 21.20% | 30.30% | 48.50% | 100.00% |
| Methodological workshops ¹ | 0.00% | 0.00% | 18.20% | 42.40% | 39.40% | 100.00% |

PERSONAL EXPERIENCE AFTER COMPLETING QUALIFICATION

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IMPACT OF COMPLETION OF HE QUALIFICATION ON CAREER

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➤ Besides the positive and negative personal and professional (work) experiences cited as a result of completing a university qualification, the following phrases captures the final responses of the participating students regarding how the completion of a university qualification impacted on their career in the field of safety, security, policing or law enforcement:

- ☐ Opportunities for further/advanced studies.
- ☐ Opportunities for personal development.
- ☐ Enhanced analytical, problem-solving, and critical thinking skills.
- ☐ Opportunity to be promoted to manager.
- ☐ Enhanced management skills.
- ☐ Enhanced communication.
- ☐ Greater exposure to a broader professional network through continuing education.
- ☐ Promoted to manager.
- ☐ Enhanced career development.
- ☐ Enhanced self-confidence and self-esteem.
- ☐ More knowledgeable.
- ☐ Improved professionalism.
- ☐ Increase confidence.

IMPACT OF STUDIES ON STUDENT

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➤ Both personal and work achievements are noticeable from obtaining a HE qualification.


IMPACT OF STUDIES ON STUDENT

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- Consistent with previous findings, the value of academic (higher) education is not being regarded among employers as high as students and their families.
- Most (50.9%) of student agree that HE and police/security/investigative work differ significantly.
- Three quarters (76.0%) of students support the view that policing, safety, and security as an occupation is changing because of more officers obtaining university qualifications.

IMPACT OF THE PROFILE OF PARTICIPANTS

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- Important to keep in mind that although the majority of students are from SAPS, there is a significant number from other organisations/countries and our study material and assessment must not exclude them.
 - When the BPP was developed, the focus was on managers. Now only 1 out of 10 students is a manager, which could explain why they experience challenges especially with Police Management and its application. They do not have the experience and understanding of the specific role and functions of a manager and how the organisation functions at a strategic level.
 - The reasons for enrolling for a university qualification indicate 100 index points (based on the weighted score for the top three reasons) to advance knowledge of safety, security, policing or law enforcement fields. Only 45 and 17 points were allocated based on 'develop managerial skills' and 'developing middle to senior level management skills', respectively. Thus, not having management skills is a main reason.

IMPACT OF THE PROFILE OF PARTICIPANTS

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- Interesting that the results for the question on personal factors/drivers which impacted students' decision to enroll for a university qualification indicate 100 index points for 'personal interest in safety, security, policing for law enforcement fields', while 'to challenge myself intellectually' lies second with 53. Quite a gap.
- At least the work-related factors/drivers 'to develop managerial competencies' lie third with 77 index points. Main reason being promotion.
- Then a question focusing more specifically on management and leadership produced higher index points for 'to pursue a management career' and 'in-depth managerial knowledge and skills'. Interesting, however, is that 'to advance and develop critical thinking in a work environment' – which is one of our attributes – lies eighth with only 21 index points.

OBSERVATIONS ABOUT GRADUATE ATTRIBUTES

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- 1 But in a further question relating to studying at a university, and which also relates to the attributes, students indicated as follows (Table 16):
 - 97% 'advanced critical thinking'
 - 92% 'advanced creativity'
 - 95% 'advanced ethical leadership skills'
 - 92% 'refined analytical skills'
 - 94% 'advanced ability to work in a team' (indirect attribute)
 - 93% 'advanced ability to analyse complex issues within or regarding organisations/policing agencies'
 - 94% 'advanced ability to evaluate alternative solutions to problems'
 - 96% 'advanced ability to communicate effectively'
- 2 If students, consider the above as important to have advanced so much it could serve as evidence that we are achieving some success regarding the attributes.
- 3 Good to see there is such a high level of satisfaction with the service support areas of STADIO.
- 4 Most (50.9%) students agree that HE and police/security/investigative work differ significantly. It should differ, since it is not supposed to be too operational. That is for institutional training.

COMPARISON WITH INTERNATIONAL FINDINGS

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1 Motivation to engage with HE

2 Impact on professional orientation

- Growing acceptance of the suggestion that HE should play a major role in achieving professional development – **NDP – Chapter 12**
- It just changed my whole perspective about policing. Totally altered it and gave me so much more – not just a strategic view, but it gave me more of an idea of fundamentals and some of the theory about what we do.

3 The tension between in-service and pre-service exposure to HE

4 The 'Blue Box' conundrum

- Lack of recognition of their academic achievement by their employing organisation or, indeed, any utilisation of their graduate skills.

COMPARATIVE STUDY

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- Still need to do complete comparison between the two studies
- Shared with previous researchers
- Publication of results

THANK YOU
ENKOSI
RE A LEBOGA
DANKIE



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FORMERLY



EMBURY



LISOF

PRESTIGE
ACADEMY

