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Employee Training as a Panacea for Career Development: Evidence from South African Police Service

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Abstract: Indeed, the significance of career development in contemporary workplace practices is salient as many reports of frustration about poor career growth surge. Although the issue of security and safety of any country is accorded great priority across the world, in the previous millennium organisations in the security and safety industry particularly in South Africa have been reluctant to continuously upgrade the competencies of their employees which results in serious deficit of skills as corporate ladder rises. The crux of this paper is to investigate the degree to which employee training impact career development at South African Police Service. A descriptive research design and quantitative research method used in this research. The sample for this study was 139 employees. Self-structured questionnaire was utilised to gather the data. The multi-linear regression analysis was used, and key results of the study indicated that the employee training is a catalyst for career development. Understanding of employee training and its implications for career development at the workplace is critical in that it allows organisations to design interventions that prevent the escalation of poor employee growth and manage the consequences when such situation arises.

Keywords: Person-job fit theory; security and safety industry; workplace; professional development; South Africa

JEL Classification: M1; M12

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1. Introduction

In the previous millennium, employees in the security and safety industry were unwilling to be involved in training process and some takes it for granted which has resulted in continuous deficit of skills among employees. Super (2016, p. 30) states that the security institutions have a relatively mediocre group of employees which needs comprehensive training to effectively discharge their duties. The review of the literature revealed that various studies have focused on career development in relation to the manufacturing sector and construction sector. There has been limited attention given to employees in the security and safety sector particularly South African Police Services (SAPS) which has the highest record of retarded career growth and poor control of surging crime rates (Meth, 2017, p. 402). The absolute stagnation of police members in their current position for many years, despite the SAPS having numerous high posts that have been left unoccupied for some years, has prompted renewed attention to career development in the SAPS. Preliminary indications have shown that the stagnation of police members in their current position may continue to escalate should no proper research undertaken, and recommendations implemented.

The numerous high posts that have been left unoccupied for some years, due to unavailability of qualified candidates, is a major concern for the SAPS and the nation of South Africa at large. Although there is an increase in the number of studies conducted on the SAPS, there is a need to focus on a more specific body of research exploring the influence of employee training on career development. This study is rare as it has not been carried out concerning the SAPS. Recent studies in the SAPS were exclusively conducted in the context of other subjects (Lukele, 2018, p. 1; Zethu, 2019, p. 1; Wolvaard, 2016, p. 1), but none of them studied the impact of employee training on career development. The security and safety industry is facing a challenge in terms of acquiring key personnel as it goes into the 21st century (Noe et al., 2017, p. 31). Robertson (2015, p. 75) postulates that the SAPS is susceptible to retarded workforce career growth and poor security service as most employees are not qualified and are not exposed to the experience of higher positions. Meth (2017, p. 402) concurs with Robertson (2015, p. 75) and elaborates that even in their current positions most employees are failing to deliver as expected by the community because they are not fully acquainted with the knowledge and skills which they should possess. Due to ignorance of continuous employee training, most members of the SAPS are stagnant in their current positions for many years. Furthermore, many high posts are left unoccupied for years as they fail to secure competent and suitable candidates (Super, 2016, p. 33). For this reason, Meth (2017, p. 402) states that some members of the police are demotivated to discharge their duties as they are not growing in their career. This concurs with research conducted by Molupe (2019, p. 1) regarding the retention policy of law enforcement in SAPS. The results of that research revealed the lack of clear promotion avenues and promotion policy

in SAPS.

Sommer, Hinsberger, Elbert, Holtzhausen, Kaminer, Seedat, Madikane and Weierstall (2017, p. 29) state that the SAPS needs to pursue opportunities for professional development and world-class training offered in other developed countries such the United Kingdom and the United States of America. Lack of career development is attributed to the lack of employee training provided by the SAPS for its staff. Due to technological advancements in security mechanisms, police workforce' prior skills are becoming obsolete and irrelevant at the SAPS sites in this study. The police workforce needs continuous training because whatever training they received at the beginning of their careers will eventually become absolute. Hence, to effectively develop careers, vibrant on-going rather than one-time training is required. Failing to do so means that employees will remain in the same positions which in turn compromises the security services. Souverein, Ward, Visser and Burton (2016, p. 859) state that security and safety organisations, including the SAPS, support the economic growth and success of the country. Kynoch (2016, p. 65) postulates that security and safety organisations such as the SAPS play a pivotal role in the economic and social transformation of a country and globally as well. Thus, this study seeks to investigate employee training and its impact on career development at the SAPS. The aim of this paper is to determine the impact of staff training on career development at the SAPS. The following are the objectives of this paper

•To examine the extent to which employee training impact career development.

•To investigate the type of employee training that has great impact on career development.

•To examine the type of employee training that has least influence on career development.

In accordance with the literature reviewed, the following research hypotheses were tested at the significance level of 5%:

H1: Employee training has a significant positive relationship with career development.

H0: Employee training has no relationship with career development.

2. Literature Review

White and Knight (2018, p. 447) postulate that employee training relates to individuals' work skills, competencies, and knowledge. There has been scant research around the globe that investigated employee training and its impact on career development. This study seeks to investigate the effectiveness of employee

training on career development in the security and safety industry in the SAPS. The person-fit theory explains the concept of employee training and its impact on career development.

2.1. The Concept of Employee Training

Employee training is a crucial aspect of human resource management. Employee training refers to pre-determined, systematic behavioural modification conducted through learning programmes, activities and events with the aim of imparting abilities, competencies, skills and knowledge, thereby enhancing the ability of employees to perform their assigned duties effectively (Akter, 2016, p. 48). Some researchers argue that organisational change and developments in technology has led employers to realise the importance of the abilities and skills of employees and that organisational change can only be accomplished through investing in employee training (Ahmad & Manzoor, 2017, p. 380). Training needs incorporate the following three levels: Micro level- these incorporates individual need which can be identified by making a comparison between the expected standard performance and the current actual performance of an employee. On a proactive basis, particularly the career advancement of employees, the current competencies may be compared with the anticipated performance of the future position (Gyeltshen, Kamnuansilpa, Crumpton & Wongthanavasu, 2020, p. 1). Meso level- This refers to the training needs at company or organisational level. These needs arise due to some changes in accessing resources, objectives, culture and structure. Macro level- these needs are established at national and international level. The development of technology and globalisation brings training needs at an international level. The system of outcome-based education offered at national level is embodied in structures of National Qualification Framework and South African Qualification Authority arising from the Skills Development Act (Kotze, 2017, p. 1). There is a paradigm shift in training and education which necessitates the re-training of trainers. All the needs are essential for the organization under this study as it is the biggest organisation in the security and safety industry in South Africa.

Guffey, Larson and Lasley (2015, p. 1) state that the workers in the security and safety service industry sector value operational and practical skills. The majority of employees prefer internal employee training which is known as on-the-job training (Jaworski, Ravichandran, Karpinski & Singh, 2018, p. 1). On-the-job training provides the learner with a chance to practice behaviour in a simulated fashion or in reality. Acquisition of skill through behaviour is best for attitude change and skill development. Job rotation, conferences, workshops, mentoring, coaching and seminars are the most well-known forms of on-the-job-training (White and Knight, 2018, p. 447). On the other hand, some employees favour off-the-job training which demonstrate relationships and written or verbal information (Asfaw, Argaw & Bayissa, 2015, p. 188). Study-leave, lectures, games, simulations, and computer-

based training are some of the well-known forms of off-the-job training (Hafeez & Akbar, 2015, p. 47).

2.2. The Concept of Career Development

The term 'career' does not just mean a job, instead it is a long-term endeavour which incorporates feelings, attitudes and behaviours (Ali, Mahmood & Mehreen, 2019, p. 112). Career refers to the chronological set of experiences of work-related aspects an employee undertakes during his or her lifetime (Al-Sharafi, Hassan & Alam, 2018, p. 420). According to Blokker et al. (2019, p. 172), career development refers to the sequence of activities or the continuous process by which an employee develops in his or her career. Nevertheless, it must be understood that progression or development does not necessarily exist just because there is change. In this study, career development entails successive and systematic transformation in the profession of an individual that is progressive. The changes are evidenced by the rise of an employee along the hierarchy of the corporate ladder and is normally accompanied with increased respect from subordinates, amplified recognition, a salary increase and freedom to pursue one's interests (Bocciardi et al., 2017, p. 67).

There are two operating systems that are within the traditional organisational structure which promote upward mobility, namely i) contest mobility which has the assumption that any other form of success and promotion are open for perfect competition among employees, and ii) sponsored mobility which has an assumption that success comes through patronage from powerful senior managers in the organisation (Hartung & Cadaret, 2017, p. 45). Contest mobility has an assumption that any accomplishment is as a result of contributions and effort that a worker makes in the organisation (Hayden, 2020, p. 400). On the other hand, sponsored mobility is a result of influential top brass managers dispensing patronage within the organisation. Although both systems are found in the organisation, there is robust evidence for the availability of contest mobility. Both systems need attention from both employer and individuals when considering the strategies of career development.

2.3 Relationship Between Employee Training and Career Development

According to Abba (2018, p. 1), employees being able to learn enables them to grow in their current and future upward mobility jobs which is motivation for their general growth and performance. Every employee wants to grow in his or her career irrespective of the magnitude of the growth. However, Noe et al., 2017, p. 37) argue that growth of employees in their jobs in the security and safety industry is minimal due to the lack of qualifications and experience. According to Gyeltshen et al. (2020, p. 2), there are three main categories that employees fall into, in respect of the

competencies to undertake a job, namely: competent to occupy the job available; not competent as yet to occupy the position; and more than competent to occupy the available position. Employee training is viewed as a catalyst for vertical career development within an organisation hence it should be availed to all races within SAPS. Vertical development in career requires an employee to possess appropriate skills to deliver the anticipated and assigned tasks. A culture that encourages the employees to develop themselves through engaging in training is imperative for career development (Schwartz, 2016, p. 1). However, most of the employees in the SAPS are reluctant to learn because of poor motivation and support from their superiors. Some employees spend as much as 30 years in the same position as they do not have the qualifications for positions that may arise in their departments. Furthermore, some employees are scared to assume higher duties due to lack of experience. However, a worse situation is that some potential employees who could assume higher ranks voluntarily refuse when they are given such offers because they are afraid to be liable in case the department fails to perform up to the minimum expectation.

Due to poor access to employee training of employees in the SAPS, some employees are looking around for vacancies in the private sector where they can get adequate training which will facilitate their career advancement. Hammond, Michael and Luke (2017, p. 39) state that stunted career growth is a serious dilemma in state organisations, particularly in the SAPS where employees should be sufficiently trained to expand their knowledge in respect of security mastery. Extensive employee training programmes are essential for SAPS employees as this will boost service delivery to the community and country at large. A study carried out by Mohajane (2017, p. 1) focused on job satisfaction and employee retention in the SAPS. The study surveyed 1050 employees at the national head office of the SAPS and results revealed that employee training was one of the institutional factors that employees were dissatisfied with. However, Dhar (2015, p. 419) emphasises that most organisations in the security and safety industry do not have an adequate budget for comprehensive investment in training, and to some extent these organisations run short of time to effectively carry out effective employee training programmes.

2.4 The Person-Job Fit Theory

Person job-fit theory indicates that when an employee acquires skills there is a high chance of an increase in fitness in job hence, acceleration of career growth (Asfaw, Argaw & Bayissa, 2015, p. 188). Person-job fit relates to the compatibility between the job and the person which takes place when: i) one job gives what someone needs; or ii) they have key characteristics which are in common; or iii) both (Choi, Tran and Kang, 2017, p. 877). The construct is grounded on the assumption that the behaviour of a person is a function of both the environment and the person and both

of them should be compatible. In this case, behaviour emanates from the training and employees' continuous interaction. Apart from the person-job fit, there are classifications of fit which includes person-career fit, person-team fit, and person-organisation fit. Person-job fit can be easily expressed through the training cycle. In relation to this model, people normally become attracted to certain positions and careers based on their values, needs, interests and personality (Boon & Biron, 2016, p. 177). The SAPS is inclined to promote and appoint people who are compatible with both job and organisational values and needs. After people are promoted in the organisation, a process of attrition take place. This can occur because people who do not suitably fit in those appointed job environments are likely to face dismissal or voluntarily resignation from the SAPS.

Nevertheless, employees (members of the police) who are unfit within the organisation are currently getting little assistance, support and sponsorship from the organisation in terms of training. Therefore, they are less likely to be positioned to be productive in the organisation and are not suitably positioned to get subjective (job satisfaction) and objective rewards (promotion and pay) that may stimulate them to remain in the organisation for a lifetime. Most people prefer to work in the environments where their personality and when they engage in those environments they become satisfied and accomplish great things. Due to incongruence of person-job environment in terms of competencies required, people tend to be dismissed or alternatively change their work to where they believe they can adapt (Lim, Lee & Bae, 2019, p. 1040). Robust fit between the position and the person increases the chances for the needs of an employee to be met which will brings about behaviour in terms of work and the organisation (Boon & Biron, 2016, p. 178). The practices of career development provided by the organisation can enhance employee fit. Employee fit is taken as an instrument for career development which provides career direction which is spearheaded by the phase of selection in the cycle. It is also monitored by the strategies it utilises in selection and maintenance of employees.

Although there are two broad classifications of the SAPS employees, namely, civilians and police officials, past research was inclined to civilians rather than police officials. This study fills the gap by focusing on police officials; specifically on constables, sergeants, and warrant officers because they are non-commissioned officials. Some of the recent studies carried out in the SAPS include a study conducted by Adonis (2019, p. 1) which focused on workplace literacy practices of clerks in the SAPS. The findings of the study indicated the criticality of literacy of the members of the SAPS in training which it should include social practices and skills. A study carried out by Mohajane (2017, p. 1) focused on job satisfaction and employee retention in the SAPS. The study surveyed 1050 employees at the national head office of the SAPS and the results revealed that employee training was one of the institutional factors that respondents were dissatisfied with. Research conducted by Kotze (2017, p. 1) on talent management for training staff in the South African

Police Service in which four human resources managers were interviewed found that neither career management nor succession planning was considered.

Recent studies in the SAPS were exclusively conducted in the context of other subjects, but none of them studied the impact of employee training on career development. Some of the recent studies carried out among SAPS civilians includes a study conducted by Lukele (2018, p. 1) which focused on an analysis of human rights training in the SAPS. This was a case study in which 25 respondents were interviewed and the results revealed that one of their key goals is to exploit opportunities for promotion and advancement in the police service. The study conducted by Zethu (2019, p. 1) investigated retention in the South African Police. Ninety-one respondents were interviewed and the results revealed that the key organisational factor that triggers employee turnover is poor promotion and advancement opportunities. A study carried out by Wolvaard (2016, p. 1) focused on strategies for the implementation of a total quality management approach for the South African Police Service. The study surveyed 540 respondents and the results revealed leadership as the most important primary factor regarding the goal of meeting quality expectation.

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South African Police Service. The study surveyed 540 respondents and the results revealed leadership as the most important primary factor regarding the goal of meeting quality expectation.

2. Materials and Method

For this study, a quantitative approach was used. Quantitative research design shows the relationship between empirical observation and mathematical expression of quantitative relationships of employee training and career development. For this study, three SAPS stations in South Africa comprised the population of this study. The target population for this study was all constables, sergeants and warrant officers at these stations. The total population was n = 211. The stratified-random nature of sampling research techniques was the key technique used in selecting the sample. The sample comprised 139 respondents drawn from the ranks of warrant officers, sergeant and constables based on the duty list. Hence, in this study was the personal method. Since the study employed the quantitative research approach, a self-administered closed-ended questionnaire was utilised to gather the data from the sample. The Cronbach alpha was used to test the reliability of the study whilst factor analysis measured the construct validity of the research instrument. A pilot study was carried out at three police station focusing on the rank-categories used in the actual study. Fifteen participants were chosen from the rank-categories of warrant officer, sergeant and constable. The questionnaire responses were captured to create a data set.

After that the data was analysed using the Statistical Package for Social Sciences Software (SPSS) version 26 for Window to statistically check the hypotheses. Moreover, SPSS version 26 for Windows formulated the captured raw data into simple and tabular quantitative forms for easy assimilation and understanding. The data was analysed using descriptive and inferential statistics. The current study determines the causal effect of mentoring, coaching and other related aspects of employee training on career development. Regression and correlation analysis are the main statistical techniques for determining the relationship between the real measurements of two or more variables (Flick, 2015, p. 85). In this study, the participants were asked to agree and put their signature to the 'Participant's Consent Form'. For the purpose of protecting the participants' dignity, the collected information was anonymous in this study. The participants were also assured that the information gathered in this study would be used only for academic purposes. The participants were guaranteed that they would be given the research findings on completion of their study should they want them. The participants were informed that participating in this study was voluntary and they did not have an obligation to divulge information. The participants were informed that they could, any time,

withdraw from participating in the study. Prior to collection of data from the participants, permission to collect data was granted.

3. Results

The questionnaire was personally distributed by the researcher to a sample of 139 employees. Cronbach Alpha was used to measure the reliability; the coefficient alpha of employee training was 0.83 and career development was 0.78. Both coefficient alpha for employee training and career development fall under good reliability. It can be concluded that the reliability coefficient achieved by all constructs is appropriate as they are over 0.60, hence revealing questionnaire consistency and stability.

In terms demographic characteristics of the respondents, majority of the participants (59%) were males. Almost half of the respondents (44%) who participated in this study occupy the rank of a constable. From the findings of the paper, it can be ascertained that most participants occupied the rank of constable as compared to the rank of warrant officer and sergeant. In this study, 63% of the respondents were up to the age of 35 years old. In the security industry this may be a good sign as this age group can easily learn and be trained quickly. The findings of the study revealed that the majority of respondents were between 31 and 35 years of age. In relation to race, most respondents (69%) who participated in this study were Africans. The results are in line with National Economically Active Population (EAP) in which Africans comprises 78%. The majority of respondents who participated in this study had up to 14 years of experience. This indicates that many employees have extensive experience and hence will have acquired much knowledge on policing. Therefore, it should be easier for those having many years of experience to ascend to top positions which require more skills than qualifications. Generally, promotion to high levels of the organisation is based on the length of service and managerial competencies of the employees. In this study, most respondents who participated were single. Education is a key enabler for employees to understand aspects related to employee training and career development. Majority of respondents (47%) who participated in this study had a matric certificate as their highest qualification. The results indicate that the respondents had the capabilities to correctly respond to the questionnaires because they have the abilities and knowledge to fully understand the aspects concerning employee training and career development. This is in line with Creswell (2014, p. 40) who state that when conducting research, it is ideal to consider respondents with knowledge on the problem of the study because this assists the researcher to gather accurate and reliable data on the subject being investigated.

4. Descriptive Analysis

The responses of the respondents were provided on a five-point Likert scale in which 'strongly degree' is represented by numeric (1), 'disagree' is represented by numeric (2), 'neutral' is represented by numeric (3), 'agree' is represented by numeric (3) and 'strongly agree' is represented by numeric (5). 'Disagree' and 'strongly disagree' scores are represented by scores equivalent to a mean of 0 to 2.5. The score mean of 2.6 to 3.4 is represented by the Likert scale score equivalent to 'neutral'. The score mean of 3.5 to 5.0 is represented by the Likert scale score equivalent to 'strongly agree' and 'agree'. Mean calculations were conducted utilising SPSS software to analyse the respondents' responses and subsequently address the objectives of this study.

Table 1. Staff training and career development

Table 1. Descriptive Analysis

Statements	Maximum	Mean	Std. Deviation
My organisation provides me with adequate resources needed for my development	5	2.36	0.75
I think I can occupy any higher position because I know most of the stuff in the organization	5	2.77	0.99
There is a potential growth of employees at SAPS	5	3.90	0.50
The skills that I can acquire through training can get me promoted to higher ranks	5	3.98	0.67
Valid N (listwise)			

According to Table 1, the bulk of the respondents (mean score 2.77) did not feel they were ready to occupy any high position because they did not know most of the stuff in the organisation. A further confirmation came from the responses evident in Table 1 which indicates that the majority of the respondents (mean score 2.36) were of the view that the organisation does not provide them with adequate resources needed for their development. A mean score of 3.98 indicates that respondents were confident that the skills they could acquire through training would get them promoted to high ranks. As illustrated in Table 1, a mean score of 3.90 reveals that respondents saw that there was a potential growth of employees at the SAPS.

Table 2. Current State of Competencies Possessed by the Officials

Statements	N	Maximum	Mean	Std. Deviation
I can perform more than one assignment at the same time	100	5	3.85	0.46
I deserve a higher position because I think I have the relevant experience and required qualifications	100	5	3.39	0.96
I have been in this position for more than 8 years now	100	5	3.16	1.46
I think promotions within our organisation are done fairly.	100	5	1.81	0.84
I am very flexible in such a way that I can perform any task instructed	100	5	3.99	0.54
I feel I need promotion to remain in this organisation.	100	5	3.89	0.67
Valid N (listwise)	95			

A mean score of 3.85 in Table 2 shows that respondents believed that they could perform more than one assignment at the same time. A further confirmation came from a mean score of 3.99, respondents viewed themselves as very flexible in such a way that they could perform any task as instructed. A mean score of 1.81 shows that respondents disagreed with the statement that promotions within organisation are done fairly. A mean score of 3.16 shows that respondents confirmed that they have been in the same position for more than 8 years. These results show that there is minimal promotion in the organisation. The bulk of respondents (mean score 3.89) felt that they needed promotion to remain in the organisation.

4.1. Inferential Analysis

This section provides the inferential analysis of the data collected in this study. Predictions and hypotheses were tested using inferential statistics. Regression analysis and analysis of variance were the key tests used under the parametric Multiple regression analysis is used to measure whether there is a statistically significant relationship between sets of variables (Gray, 2017, p. 38). This study used multiple linear regression because it had more than one sub-predictor. SPSS was used to compute multiple regression. ANOVA tests were conducted to check whether the regression model was a perfect descriptor of the association between predictor variables. The advantages of using regression analysis are: i) it shows the degree of the effect of sub-independent variables on a dependent variable, and ii) it indicates the relationship between the independent and dependent variables (Carrie & Kevin, 2014, p. 65).

Multiple Linear Regression Analysis: Employee Training and Career Development

According to Gray (2014, p. 51), multiple regression analysis is utilised to measure whether there is a statistically significant relationship between variables. The study utilised multiple regression analysis to establish the relationship of independent variable (employee training) and dependent variable (career development). Multiple regression was computed using SPSS. In computing the multiple regression measurements, the SPSS version 26 was used. As shown in Table 3, adjusted R2, the coefficient of determination, was utilised to measure the extent of regression model capabilities in explaining the variation of the independent variable. Meanwhile the R relates to the correlation coefficient which indicates the relationship between the independent variable (employee training) and dependent variable (career development). The inferential analysis answered the key research objective: to examine the extent to which employee training impact career development.

Regression analysis

Table 3. Model summary – Employee Training and Career Development

Model	R	Adjusted R Square
1	.819[a]	.837

a. Predictors (Constant): Predictors (coaching, mentoring, workshop, simulations, lecture, role-plays, understudy)

As illustrated in Table 3, independent variables are statistically significant in predicting the dependent variable. This is indicated by an adjusted R2 value of 0.837. This means that 83.7% of variations in the career development are explained by employee training (coaching, mentoring, workshop, role-plays, lectures, role-plays and understudy). Other business factors affecting the career development that were not covered in this study accounted for 16.3%, which may serve as a guide for further study. In other words, the model indicated that the independent variables in this study were able to explain 83.7% variation in the career development at the SAPS while the remaining 16.3% is explained by the other variables or aspects that were not part of the model.

In accordance with the regression equation, employee training has a strong positive relationship with career development. This was indicated by the correlation value of 0.819, which is considered a significant relationship because the value falls above 0.70 (Pallant, 2011, p. 52). The adjusted R2 reflects that 83.7% (0.837) of the career development could be explained by the independent variables. Table 4.9 covers the results in respect of value of analysis. This indicates that the model has proper fit as the value was 83.7%. This is line with Adams and Lawrence (2015, p. 44) who state that adjusted R2 is between 0 and 100%. This shows that employee training (coaching, mentoring, workshop, lectures, role-plays and understudy) is required to

be executed to stimulate career development at the SAPS. The greater the adjusted R2, the higher the model fits the data. In this case, 0% shows that there is no variability of the response data around its means, while 100% shows that the model explains all the variability of the response data around its mean.

Table 4. ANOVA Test Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	452.530	7	64.647	5.820	.000[b]
	Residual	1021.980	92	11.108		
	Total	1474.510	99			

    a.   Dependent variable: career development
    b.   Predictors: (Constant) Employee training (coaching, mentoring, workshop, role-plays, simulations, lecture and understudy)
Critical F= 2.51304

The F-test was conducted to simultaneously measure the effect of the independent variable (employee training) on the dependent variable (career development). In other words, the measurement of the F-test indicates the entire sub-independent variables (coaching, mentoring, workshop, role-plays, simulations, lectures and understudy) incorporated in the model. As can be seen in Table 4, the F-test results indicates that F-count value was 5.820 which is higher than the minimum F-critical value of 2.51304. This indicates that the generated regression equation by this study significantly and perfectly predicts the dependent variable. In addition, the significance level p-value is 0.000 which is lower than the maximum peg of 0.05 ($p = 0.003 < 0.05$). One can conclude that the set of sub-independent variables influence the dependent variable (career development) and this indicates that overall the model was strongly significant. This section sought to achieve the following objectives:

• To investigate the type of employee training that has great impact on career development.

• To examine the type of employee training that has least influence on career development.

Table 5. Coefficients

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

Dependent variable: Career development

5. Ranking of Standardised Coefficient, Beta (β)

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

Table 5 analysed the coefficients that allow one to make a comparison as to which of the two sub-independent variables (employee training: coaching, mentoring, workshop, role-plays, simulations, lectures and understudy) makes the highest contribution to the variation in career development. Hence, the Beta standardised coefficients were utilised in making comparisons. According to Table 5, the results indicated that mentoring is the most predicting (influencing) variable that contributes the highest to the variation in career development ($\beta = 0.567$; $p = 0.001$). Following this was coaching ($\beta = 0.498$; $p = 0.001$); workshop ($\beta = 0.482$; $p = 0.000$); role plays ($\beta = 0.375$; $p = 0.010$); lecture ($\beta = 0.280$; $p = 0.030$); simulations ($\beta = 0.225$; $p= 0.000$) and understudy ($\beta = 0.220$; $p = 0.000$).

6. Discussion

In accordance with the regression equation, employee training has a strong positive relationship with career development. Research conducted by Xie, Zhu and Qi (2020, p. 1) focused on how green training can promote employee career growth which found that training help employees to accelerate their career growth. The results indicated that mentoring is the most predicting (influencing) variable that contributes the highest to the variation in career development. These results were in line with research conducted by Van-Vienen et al. (2018, p. 583) which focused on career mentoring in context, using quantitative research involving 230 respondents. The findings revealed that a career mentoring climate related positively to promotability. The results also showed that coaching is the predicting (influencing) variable that contributes the highest to the variation in career development. In addition, the findings of this study corroborated research conducted by Lee and Lee (2018) on a multilevel analysis of individual and organisational factors that influence the relationship between career development and job-performance improvement using quantitative research surveyed with 572 employees. Coaching was found to be an organisational factor that improved proper career development.

The findings of this study found that the respondents did not feel they were ready to occupy any high position because they did not know most of the stuff in the organisation. A study conducted by Xie, Zhu and Qi (2020, p. 1) focused on how green training can promote employee career growth using a systematic review the results revealed that training helps employees to accelerate their career growth. The results of the study also indicated that the organisation does not provide employees with adequate resources needed for their development. The findings of this study are consistent with research conducted by Mensah (2018, p. 1) which focused on the assessment of training practices in Ghana police and found out that there were inadequate training materials at police training academies, as well as a lack of proper equipment and logistics. The findings of the current study are also in line with research conducted by Szabó-Bálint (2019, p. 3) focused on organisational career development versus employees' career needs in Hungary, using quantitative research, involving 1000 respondents. The findings revealed that employees expect help in developing their careers, but only a few of them get support in this regard. The findings of the study revealed that the officials were confident that the skills they could acquire through training would get them promoted to high ranks. The findings of this study are mirrored by research conducted by Blokker et al. (2019, p. 172) on the role of career competencies, career success, and career shocks in young professionals' employability utilising quantitative research revealed that young professionals who have developed high levels of competencies reported higher levels of perceived employability and growth in their career. Blokker et al. (2019, p. 172)

further found that career competencies are significantly and positively linked to perceived employability.

The findings of this study revealed that promotions within organisation are not done fairly. The findings are in agreement with research conducted by Kotze (2017, p. 1) on talent management for training staff in the SAPS using a qualitative research approach. The results revealed that the SAPS's promotion policy is not integrated with employee development the SAPS's strategic objectives. These findings are in line with research conducted by Ghufli (2014, p. 1) focused on training needs analysis of the Abu Dhabi Police, using qualitative research involving 51 respondents. The results revealed that nepotism and kinship between supervisors and the employees disrupt the training selection process. The results of this study showed that there is minimal promotion in the organisation. Research conducted by Yang et al. (2018, p. 496) focused on how supervisory support for career development relates to subordinate work engagement and career outcomes using quantitative research, involving 228 respondents. The findings revealed that supervisory support for career development was positively related to promotability. The findings of this study revealed that the officials needed promotion to remain in the organisation. These results concur with research conducted by Oliinyk and Kazakova in 2018 on improving the method of rating evaluation of employees as professional career development using quantitative research. The findings revealed that a lack of motivation for professional development can lead to the loss of existing intellectual potential. The findings are also in line with research conducted by Napitupulu et al. (2017, p. 276) which focused on the impact of career development on employee performance in the public sector in Indonesia, using quantitative research, involving 250 respondents. The findings revealed that career development had a positive direct influence on effective commitment and motivation. However, the findings of this study are contrary to research conducted by Zethu (2019, p. 1) which investigated retention in the SAPS using mixed research and found that the most prevalent reason for employee turnover was linked to the perceived safety of individuals, as well as the risks to employees' lives in conducting their work assignments.

7. Conclusion

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

SAPS must provide different programmes of employee training. Having a variety of skills would give an employee a higher chance of fitting into high positions. The human resource managers should ensure that necessary equipment is provided to employees during training. The human resource managers must ensure that promotions within the organisation are carried out fairly considering different races. The organisation should ensure that employees are made aware of the purpose of the training before it commences. The purpose of training should be clear and specific.

The influence of employee training on career development at the SAPS on other districts outside KwaZulu-Natal province should be for the sake of establishing the differences and similarities that may exist. The current literature revealed that there is scanty information about the impact of employee training on career development in various sectors. Therefore, it would be interesting to study the impact of employee training on career development in other sectors. For the sake of gaining more insights, it would be helpful to study the influence of employee training on career development at the SAPS utilising a mixed research method in both quantitative and qualitative data collection methods are utilised. Due to logistics and time limitations, the study was confined to one organisation. Therefore, due to differences of situational factors, generalisation of results to other stations may only be possible to those that share the same setting. Hence the results may not accurately represent all the employees in security and safety sector in the whole of South Africa. All employees in the security and safety sector might have formed part of the sample, but this was beyond the scope and magnitude of this study as this would have required more time. The focus on the eThekwini District area was methodologically and logistically expedient as this scope was suitable considering the limited resources at the researcher's disposal.

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