



University of Venda

**THE CHALLENGES FACING TRAFFIC OFFICERS IN THE MANAGEMENT OF  
TRAFFIC LAW IN LIMPOPO PROVINCE WITH SPECIFIC REFERENCE TO  
VHEMBE DISTRICT**

by

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**A MINI-DISSERTATION SUBMITTED**

**IN**

**PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF**

**MASTERS OF PUBLIC MANAGEMENT**

**OR TAMBO INSTITUTE OF GOVERNANCE AND POLICY STUDIES  
SCHOOL OF MANAGEMENT SCIENCES**

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**2018**

## DECLARATION

I, **Muthuhadini Hendrick Ramavhunga**, hereby declare that the mini dissertation for the degree of Masters in Public Management at University of Venda hereby submitted by me, has not been submitted previously for a degree at this or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.

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.....

**DATE**

## ACKNOWLEDGEMENT

I gratefully acknowledge the following contributors for having made this dissertation a successful and memorable piece of work:

- God Almighty, in whom I trust, for guiding me and bestowing in me the wisdom to organise and conduct this project,
- My sincere and heartfelt appreciations go to my supervisor, Prof M.P Khwashaba for the patience and professional guidance you accorded me throughout my proposal development, thesis preparation, research and actual writing
- Dr. E Mahole, my co-supervisor, for his honest but positive criticism that guided and fine-tuned this final research product
- My lovely wife, Ndidzulafhi Ester Ramavhunga, for your simple spirited attitude towards my further education, your prayer and word of encouragement. This research project would not be a success without your support
- I would like to thank my children, Mulalo, Muthuhadini, and Mukondeleli, you were there for me all the way;
- I would like to thank my wife's sister, Dr. Mudau N. You were there for me all the way
- I would like to thank my work supervisor, Mr Makondelela H.L. You were there for me all the way
- Lastly, I would like to thank my pastor, Pastor Muhali M.S for spiritual support and word of encouragement through his guidance. You were there for me all the way

## DEDICATION

On a personal note, I dedicate this project to my parents, my father Mr. Ramavhunga M.A and my late mother, Mrs. Mukondeleli Ramavhunga. You were there for me all the way.

## ABSTRACT

The study investigates the management of traffic law in Limpopo Province with specific reference to Vhembe District and explore possible solutions to the challenges facing Vhembe District in the management of traffic law. Road transport safety, particularly enforcement of traffic laws is challenging globally, especially in developing countries, where it affects both road users and governments. Due to a number of reasons the subculture of traffic and other law enforcement agents is not always viewed in a favorable light. Media reports and newspaper articles give evidence of a total disregard for law enforcement and lack of respect for law enforcement officials. The study used both quantitative and qualitative techniques for data collection and analysis. The Quantitative techniques were mostly used in that they provided the researcher with an understanding of experiences and challenges facing traffic officers in the management of traffic law in Limpopo Province with specific reference to Vhembe District. A simple random and purposive sample was used for selection of a sample population. A purposive sampling technique will be employed in selection study participants of qualitative method. A sample of 50 traffic officers was randomly selected for the survey and 10 traffic chiefs and principals were purposively selected for the interviews. The study found that of lack of good managerial skills, lack of motivation to work, shortage of staff, lack of modern equipment and lack of training as challenges. The treatment of traffic offenses as “petty” by the Department of Justice and in particular magistrates was also identified as a major challenge. The study recommends that the Department of Transport Management should provide traffic police officials with sufficient resources and equipment at the traffic police stations in order to perform optimally.

**Keywords:** traffic laws, traffic police officials, managerial skills, traffic offenses, bribe

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## ABBREVIATIONS

CPA:	Criminal Procedure Act
CPTED:	Crime Prevention through Environmental Design
IPID	Independent Police Investigative Directorate
NCPS:	National Crime Prevention Strategy
NRTA:	National Road Traffic Act
RTMC:	Road Traffic Management Cooperation
SAPS:	South African Police Service

## **CHAPTER ONE: GENERAL ORIENTATION**

### **1.1 INTRODUCTION**

This study focuses on the challenges facing traffic officers in the management of traffic law in Limpopo Province with specific reference to Vhembe District. This chapter comprises the background of the study, problem statement, aim of the study, as well as specific objectives of the study, research questions, significance of the study and delimitation of the study and limitations of the study, definition of operational concepts as well as an outline of the way the study is going to be organized.

### **1.2 BACKGROUND OF THE STUDY**

According to Omar (2003:94), traffic enforcement is a main concern of traffic management due to lack of and breakdown in discipline on South African roads because of higher volumes of vehicles and pedestrians, as well as more elderly drivers. A new generation of young drivers and more problems, frustrations and antisocial behavior on South African roads are expected to manifest if the current status quo is maintained. Mofamere (2003:47) indicates that all components of the criminal justice system share common goals such as that they collectively exist to protect society as well as to maintain order and to prevent crime. According to Mofamere (2003:77), due to a number of reasons the subculture of traffic and other law enforcement agents is not always viewed in a favorable light. Media reports and newspaper articles give evidence of a total disregard for law enforcement and lack of respect for law enforcement officials.

The officials responsible for traffic law enforcement have many duties which in the midst of exercising those duties, these officials experience physical and verbal abuse from members of the public. Traffic officials also encounter and clean-up horrific accident scenes and stabilize life threatening situations, prevent road rage, accidents, speeding, overloading, public transport problems, crime, set up and man road blocks, as well as

work overtime with little resources. Traffic officers also appear in court to have the case thrown out due to insufficient evidence. Traffic officers mostly probably have little or no prospect of promotion (Chapman and Clarke, 2003: 203). It is very difficult to deal with this kind of taxing demands and stay positive if one does not have the skills to handle all the demands of the work. The opportunity for further development should be a part of and offered as a choice in each official's career.

According to the White Paper on Transport Policy of 1996, enhancement of road user knowledge, skills and attitudes is a functional area of roads traffic management and enhancement of these qualities which can only be improved if the educators understand their learners. It is therefore of paramount importance that law enforcement officials are encouraged to engage in personal and skills development activities. These personal and skills development activities would address and enhance law enforcement officials' inter and intra personal skills, stress management and the ability to cope with cultural organizational and social change. Again, these personal and skills development activities will enable traffic officers to live a balanced, happy life despite the demands from their work.

### **1.3 PROBLEM STATEMENT**

According to the Limpopo Transport Annual Report (2015:15), capacity constraints exist in terms of personnel, due to the out dated organizational structure which has not been reviewed since 2006. Interns and contract workers were utilised to deal with this challenge. However, when the contract period expired for these interns and contract workers, the situation prevailed. Interns and contract workers only receive basic training which leaves no room for developing expertise or experience. The need for training new interns regularly also creates the question of whether the duration of training that these interns and contract workers receive is sufficiently long enough for them to be properly trained. There is therefore a shortage of traffic officers in Limpopo province. Traffic officers in Limpopo province are therefore also not sufficiently trained.

According to the Limpopo Transport Annual Report (2015:55), there are still intermittent challenges with internet connectivity experienced by all traffic departments in Limpopo province, particularly the Wide Area Network (WAN) which continually fails. There are instances of network downtime which the Limpopo Department of Transport has given up on and has deemed to be beyond its control as it declares such problems are persisted throughout the whole government network. This makes it difficult to speedily check and verify documents belonging to drivers such as licenses. It also makes it difficult to speedily check criminal records of any suspects thus allowing possible fugitives to escape arrest.

Municipalities tend to have difficulties in prioritizing the development of Integrated Transport Plans (ITP) due to the absence of transport sections within their functions. This difficulty persists also in municipalities within Limpopo province and thus Vhembe district as well. As a result, the Limpopo Department of Transport finds it extremely difficult to manage transport licenses in the absence of the said ITP's. This makes it difficult to track or verify license records. It also makes it difficult to verify whether a driver has obtained his or her driver's license in the province of resident and whether the driver is legally allowed to operate that motor vehicle they are driving.

#### **1.4 AIM OF THE STUDY**

The main aim of the study is to investigate the challenges facing traffic officers in the management of traffic law in Limpopo Province with specific reference to Vhembe District and explore possible solutions to the challenges facing Vhembe District in the management of traffic law.

#### **1.5 SPECIFIC OBJECTIVES OF THE STUDY**

The specific objectives of the study are:

- To describe the challenges facing Vhembe District in the management of traffic law;

- To determine the training processes of the traffic officers in Vhembe District; and
- To explore the strategies that can be used to overcome the challenges faced by Vhembe District in the management of traffic law.

## **1.6 RESEARCH QUESTIONS**

- What are the key challenges facing Vhembe District in the management of traffic law?
- What are the processes of managing traffic law in Vhembe District?
- What are the strategies that can be devised to overcome the challenges faced by Vhembe District in the management of traffic law?

## **1.7 SIGNIFICANCE OF THE STUDY**

This study may also highlight new developments emerging within the field of the management of traffic law thus benefitting traffic law practitioners and theorists. This study will benefit the academic sector as this research will benefit students by stimulating their interest in the area of study. This study will help the researcher gain experience for further research. The study findings will also benefit governmental institutions by providing them with possible solutions to traffic law management challenges. This study will benefit other developing countries by providing a platform for comparing results. This study will benefit different groups of people within the public and private sector of South Africa by providing basic principles as guidelines to effective traffic law management.

## **1.8 LIMITATION OF THE STUDY**

Restricted access to sensitive information, which might be regarded as privy only to senior public officials due to security reasons might be viewed as a possible limitation. The guaranteeing of research participants' anonymity might be a possible solution. Lack of access to the latest data and records such as the latest and up to date audit reports and financial statements could also prove to be a limitation. Obtainment of latest information from research participants might be a possible solution to this. Costs which may be incurred while the researcher obtains any necessary research instruments may be regarded as an expected limitation. Research grants and funding from the university might be a possible remedy. The lack of availability of relevant datasets and accessibility to support the research might be an expected limitation. The use of similar case studies and research material related to the present research effort might provide a remedy to this problem.

## **1.9 DELIMITATION OF THE STUDY**

This study focuses on challenges facing traffic officers in the management of traffic law in Limpopo Province with specific reference to Vhembe District. Vhembe is one of the 5 districts of Limpopo province of South Africa. It is the northern most district of the country and shares its northern border with Zimbabwe (Limpopo Transport Annual Report, 2015:2). It is comprised of four local municipalities: Musina, Thulamela, Makhado and Mutale. The district municipal offices are in Thohoyandou. It covers a geographical area that is predominantly rural. It is a legendary cultural hub, and a catalyst for agricultural and tourism development. The Department of Transport at provincial level in Limpopo is composed of five traffic stations which are Sibasa Traffic station, Malamulele Traffic station, Makhado Traffic station, Mutale Traffic station and Musina Traffic station. Participants of the study will comprise of traffic officers in all the five traffic stations in Limpopo province as they all provide services in terms of the administration of traffic law in Vhembe district.

## **1.10 DEFINITION OF OPERATIONAL CONCEPTS**

This section will briefly discuss the definition of operation concept of the study as follows:

### **1.10.1 Limpopo Province**

Limpopo is the northern most province of South Africa, having international borders with Botswana, Mozambique and Zimbabwe. The southern border of the province neighbours on Gauteng, Mpumalanga and North West. The province encloses 123 910 square kilometres, constituting 10.2% of the country's total land area. In 2000, the average population density was estimated at 43 persons per square kilometre. Prior to 1994, the province was administered as several patches of the self-governing areas of Lebowa and Gazankulu, the independent state of Venda, and part of the then Transvaal (Bradshaw, Nannan, Laubscher, Groenewald, Joubert, Nojilana, Norman, Pieterse and Schneider, 2000:4).

### **1.10.2 Traffic Officer**

According to National Road Traffic Act, 1996 (Act No. 93 of 1996), traffic officer means a traffic officer appointed in terms of the laws of any province and any member of the service as defined in section 1 of the South African Police Service Act, 1995 (Act No. 68 of 1995), and for the purposes of Chapters V, IX and X and sections 74 and 78 of this Act includes a peace officer.

### **1.10.3 Management**

Management is the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results. Management also includes recording and storing facts and information for later use or for others within the organization. Management functions are not limited to managers and supervisors. Every member of the organization has some management and reporting functions as part of their job. A

manager's job uniquely describes the functions of management, which are most commonly cited as planning, organizing, leading, and controlling, although some managers' jobs identify additional functions (Hissom, 2009:4).

#### **1.10.4 Vhembe District**

Vhembe district is located in the northern part of the Limpopo province. It shares borders with Zimbabwe and Botswana in the north-west and Mozambique in the south-east through the Kruger National Park. It is comprised of four local municipalities: Musina, Mutale, Thulamela and Makhado. It covers a geographical area that is predominantly rural. It is a legendary cultural hub, and it is known for being a catalyst for agricultural and tourism development (Mafunisa, 2000:67).

### **1.11 ORGANISATION OF THE STUDY**

This study will consist of five chapters which are as follows.

#### **Chapter 1: General orientation**

This chapter will be the introduction and background of the study. This chapter will discuss several aspects such as the problem statement, aim of the study, specific objectives of the study, critical research questions, as well as hypotheses. In addition to these, it will also discuss the significance of the study and the delimitation of the study. It will also explain the limitations of the study, brief literature review, definitions of operational concepts and organisation of the study.

#### **Chapter 2: Literature review**

This chapter will provide insights to relevant literature on challenges facing traffic officers in the management of traffic law. It will contain relevant literature on challenges facing traffic officers in the management of traffic law. It will contain challenges facing traffic officers in the management of traffic law, as well as processes involved in the management of traffic law. Again, it will explore the strategies that can be employed to

overcome challenges facing traffic officers in the management of traffic law. It will also highlight policies of traffic law enforcement and management.

### **Chapter 3: Research Methodology**

This chapter will discuss the research design and methodology to be used when conducting the study. This section will also outline the population of the study, sampling method used, sampling size, data collection, and pilot study. Two data analysis methods will be used, that is thematic analysis and statistical analysis. Ethical considerations and the organisation of the study will also be discussed.

### **Chapter 4: Data presentation, analysis and interpretation**

This chapter will focus on the presentation, analysis and interpretation of data. Data collected through questionnaires will be analysed using a computer programme called the Statistical Package for Social Sciences (SPSS) Version 22.0. The information will be presented in graphical and tabular forms, and frequencies and percentages will be shown. Data collected through interviews will be analysed by thematic analysis. The information will be grouped into memos and coding. The information will be presented in a narrative form.

### **Chapter 5: Findings, Conclusion and Recommendations**

This chapter will conclude the research and provide the following information: summary of research, conclusions, and recommendations for further study. This chapter will outline the major findings on the challenges facing traffic officers in the management of traffic law. It will also state the conclusion for the findings of the study. In addition, it will make recommendations for future studies such as areas with gaps which may need future studies by other researchers.

## 1.12 CONCLUSION

This chapter introduced the research by firstly providing a short background to study, after which an exploration of the research problem was presented. This was followed by an explanation of the research objectives and the research questions relevant to this study. This chapter further provided a brief overview of all limitations applicable to the study, as well as all problems that were encountered during the course of the study. All the relevant key terms were clarified, and the chapter concluded with a brief description of the significance of the research as well as a brief overview of the ethical framework within which the research was conducted.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter presented literature review related to challenges faced by traffic officers in the management of traffic law. It also discussed education and training as concepts and how they relate to the training specifically of traffic officers as well as the relationship between training and traffic law management. It finally offered possible solutions to the challenges faced by traffic officers during management of traffic law.

### **2.2 BACKGROUND OF TRAFFIC LAW MANAGEMENT IN SOUTH AFRICA**

Lesedi (2003:8) asserts that traffic officers were initially trained by a senior traffic officer in the service of a particular municipal traffic department whenever the need for such training arose. The Institute for Traffic Officers was founded in 1936 in an attempt to coordinate traffic officer training at national level. The need for specialised training was immediately felt. A syllabus for the training of traffic officers was compiled and the first examination at local level was written in 1939. The training of traffic officers at provincial level has been in practice since 1951 (Loots, 2006:51).

It was during 1968 that a compulsory national basic course for training all traffic officers was finally decided upon. During 1985, factors contributing to traffic accidents were recorded in research reports for the first time (Hissom, 2009:65). It was clear that traffic safety could not contribute to the improvement of the growing problem regarding proper training of traffic officers. The study conducted by Janse van Nieuwenhuizen (1998:73) stated that the Steyn report of 1981 opened the door for the realisation of the urgency to create a system of training approach in South Africa regarding the training of traffic officers on a standardised basis.

It was, however, only in 1988 that a resolution was adopted which confirmed the urgency of a traffic safety system in South Africa. The need for a road traffic quality system resulted in the development of a traffic safety system, for the first time. Only in 1992, a traffic management programme was developed to curb fragmentation of all traffic activities, even the training of traffic officers, in order to make a national traffic safety policy possible.

## **2.3 LEGISLATIVE FRAMEWORK FOR MANAGEMENT OF TRAFFIC**

This section will provide and discuss the legislation framework for management of traffic

### **2.3.1 Constitution of the Republic of South Africa, 1996**

The lynchpin for sustainable development and growth of an industry is highlighted in Section 22 of the Constitution of the Republic of South Africa, which confers the right of everyone “to choose their trade, occupation or profession freely”.

In addition, schedules 4 and 5 of the constitution which demarcates the Constitutional and Legislative competencies of different spheres of Government in each functional area. *Schedule 4 Part A* of the constitution lists *Road Traffic Regulation* as one of the functional areas of Concurrent National and Provincial Legislative competence. *Schedule 5 Part A* of the Constitution lists *Provincial Roads and Traffic* as a functional area of exclusive Provincial Legislative Competence. The regulation of towing services is a road traffic matter and it falls within the constitutional ambit of the provincial sphere of government.

### **2.3.2 Road Traffic Management Corporation Act, Act No.20 of 1999**

The objects of the Road Traffic Management Corporation Act, 1999 are to “provide, in the best interest, for the co-operative and co-ordinate strategic planning, regulation, facilitation and law enforcement in respect of road traffic matters by the national, provincial and local spheres of government”. The Preamble to the RTMC Act states as follows: - “there is a need to enhance the overall quality of road traffic and, in particular, to promote safety, security, order, discipline and mobility on the roads, and to protect road

infrastructure and the environment through the adoption of innovative road traffic practices and technology; and there is a need to define and strengthen co-operation and co-ordination between the national, provincial and local spheres of government in support of their respective road traffic strategic planning, regulation, facilitation and enforcement; and there is a need to regulate and maximize the constructive role of provincial authorities and local government bodies in support of enhanced road traffic service provision and in particular, road traffic law enforcement”

In order to realize all of the above, it was necessary to centralize the road traffic management, regulation and law enforcement functions under the same umbrella in South Africa. This centralization inevitably assists in streamlining road traffic management, sets similar and uniform standards of operation and law enforcement and breakdown silos for maximum output. To this end, Section 32(1) of RTMC provides for the development of the national road traffic law enforcement code.

This national road traffic law enforcement code sets uniform standards of performance by all traffic law enforcement agencies, put in place monitoring and evaluation mechanisms provide strategic direction and put in place operating principles to be applied. The traffic law enforcement code becomes a blueprint for performance levels expected of each role-player when it comes to traffic law enforcement.

### **2.3.3 Administrative Adjudication of Road Traffic Offences Act, Act No.46 of 1998**

The objects of this Act are to encourage compliance with the national and provincial laws and municipal by-laws relating to road traffic and to promote road traffic safety. The Act establishes a procedure for effective and expeditious adjudication of infringements in order to alleviate the burden of the courts trying offenders for infringements, (particularly minor road traffic infringements). The most important innovation of this law is the provision to penalise drivers and operators who are guilty of infringements or offences through the imposition of demerit points which can ultimately lead to the suspension and cancellation of driving licenses, professional driving permits and operator cards. The Act also seeks

to reward law-abiding behavior by reducing demerit points where these have been incurred if infringements or offences are not committed over specific periods.

### **2.3.4 Consumer Protection Act, Act No.68 of 2008**

The objects of the Consumer Protection Act are among others, to promote a fair, accessible and sustainable marketplace for consumer products and services and for that purpose establish national norms and standards relating to consumer protection, to provide for improved standards of consumer information, to prohibit certain unfair marketing and business practices, to promote responsible consumer behavior and, to promote a consistent legislative and enforcement framework relating to consumer transactions and agreements.

The underlying principles and express intentions of the Consumer Protection Act resonate with the need to introduce explicit regulatory measures that will protect motorists in distress (as clients/consumers) against unscrupulous tow truck operators and drivers. It is envisaged that some of the concerns raised through various platforms by members of the motorists in particular and public in general will be addressed.

Few provisions of the Consumer Protection Act which could eliminate all unfair business practices particularly as practiced in the towing business are cited below:-

*Section 13 of the CPA: (consumer` right to select suppliers) states as follows:- 13(1) a supplier must not require, as a condition of offering to supply or supplying any goods or services, or as a condition of entering into an agreement or transaction, that the consumer must-*

- (a) Purchase any other goods or services from that supplier;*
- (b) Enter into an agreement or transaction with the same supplier or a designated third party; or*
- (c) Agree to purchase any particular goods or services from a designated third party,*

*Unless the supplier-*

- (i) *Can show that the convenience to the consumer in having those goods or services bundled outweighs the limitation of the consumer's right to choice*
- (ii) *Can show that the bundling of those goods or services results in economic benefits for consumers; or*
- (iii) *Offers bundled goods or services separately and at individual prices*

The point to be made in this provision is that, consumers have the right to choose and select their own suppliers without any undue pressure from any supplier of goods or services. In the context of towing services, the most prominent concern is that motorists in distress are often coerced by tow truck operators to enter into other binding agreements other than just towing their vehicles.

### **2.3.5 The Skills Development Act, 1998**

The Skills Development Act (1998) also forms an essential part of the legislative framework of performance management in local government. The Act aims, among other things, to develop the skills of the South African workforce in order to improve the quality of life of workers and their prospects of work and skills development as contributing to the improvement of performance and productivity in the workplace as well as their competitiveness. The Act and specifically the Workplace Skills Plan provides a valuable vehicle for the training of staff. Section 30(a) of the Skills Development Act (1998) argues that municipalities must budget for at least 1% of their payroll for the training and development of municipal officials and the money must be paid to South African Revenue Services as a Skills Development Levy. This training and development links to the requirement of performance management for individual development plans. Hissom, (2009:43) argues that there is a growing concern that government is not receiving 'value for money' for the significant amounts municipalities spend on training officials. Furthermore, the training programmes that the providers offer vary in quality on matters they perceive to be topical, but which do not meet the real, prioritised needs, which have been identified. Training remains vital to the growth and economic well-being of a nation and it should be seen as an investment rather than a price tag, knowing that this

investment will return in a form of improved municipal performance. It is therefore crucial that municipalities invest in effective training and development initiatives.

### **2.3.6 Labour Relations Act, 1995**

In addition, the Labour Relations Act (LRA), of 1995, through the Code of Good Practice: Dismissal provides guidelines on the management of poor performance. These provisions in the LRA are of significance in that they preceded the other pieces of legislation on Local Government and provide a legal basis for the implementation of performance management. The Act makes provision for the developmental way of managing poor performance in an organisation without opting for dismissal as a first option. That is, before any dismissal can be effected, long-lasting and corrective measures which include the investigation to establish the reasons for poor performance should to be applied. This means that dismissing an employee because of underperformance should be the last option after all improvement plans or remedies such as coaching, counseling and training have been exhausted (Munzhedzi, 2011:25).

### **2.3.7 The National Road Traffic Act**

The provisions of the National Road Traffic Act (Act 93 of 1996) are a critical component of the regulatory framework of a MPD. Any person, who wishes to be appointed as a metropolitan police official must be a registered traffic officer (Regulations for Municipal Police Services, 1999), as set out in Section 3A of the National Road Traffic Act (Act 93 of 1996). Therefore, the provisions relating to appointment, training and disqualification of a traffic officer shall apply to a metropolitan police officer to the same extent as it applies to provincial and local traffic officers. According to Section 3D of the National Road Traffic Act (1996), the minimum requirements for registration as a traffic officer are:

- An appropriate diploma at a traffic training centre approved by the shareholders committee
- that the person be fit and suitable

- The person has undergone training in relation to the laws applicable to the transportation of dangerous goods.

Only if a person meets these requirements may he or she be registered as a traffic officer. Registration as a traffic officer is prerequisite for appointment in a traffic policing. Therefore, these minimum requirements will be applicable to a member of a traffic police department.

### **2.3.7.1 The powers and duties of traffic officers**

Section 31 of the National Road Traffic Act (1996) indicates that a traffic officer, and by implication, a member of a metropolitan police department will have the powers and duties:

- conferred upon an inspector of licenses
- to require the driver of any vehicle to stop such vehicle (when in uniform)
- to inspect, test or cause to be inspected or tested any part of and/or functioning of any vehicle, and/or the equipment thereof by any person he considers competent to do so
- to ascertain the dimensions of, the load on, or the mass, axle mass load or axle unit mass load of any vehicle, or the mass of any combination of vehicles, and, if such a vehicle or combination of vehicles exceeds the permissible mass in term of this Act, prohibit the operation of such vehicle or combination of vehicles on a public road until such mass has been reduced or adjusted.
- to drive any vehicle in the performance of his duties provided, he is licensed to drive a motor vehicle of the class concerned
- to temporarily forbid any person to continue to drive or be in charge of a vehicle if the person appears to such officer, by reason of his physical or mental condition, to be incapable, for the time being, of driving or being in charge of such vehicle
- to regulate and control traffic upon any public road

- to require any person to furnish his name and address and give any other particulars which are required for his identification or for any process if such officer reasonably suspects such a person of having committed an offence under this Act, or, if in the opinion of such officer, he is able to give evidence in regard to the commission or suspected commission of any such offence
- to demand from the owner, operator or driver of any motor vehicle, to produce any document prescribed in terms of this Act
- to impound any document, produced to him, which in his opinion may afford evidence of a contravention of or failure to comply with any provision of this Act
- To require any professional driver, or operator or owner of any motor vehicle, to produce for inspection any record or document required in terms of this Act.
- to enter any motor vehicle of an operator at any time and inspect such vehicle and any recording device installed therein for the purpose of Part 3 of Chapter III of this Act
- to inspect any motor vehicle or part thereof and impound any document issued in connection with the registration and licensing of such motor vehicle
- To require police clearance from the owner, operator or driver of a motor vehicle registered or deemed to be registered in any prescribed territory with respect to such motor vehicle before allowing that motor vehicle to be taken across the borders of the Republic.
- As a member of a traffic policing is first and foremost a traffic officer, such a member may therefore exercise the powers described above at any time within that member's area of jurisdiction.

### **2.3.7.2 The cancellation or suspension of the registration of a traffic officer**

In terms of Section 3E of the National Road Traffic Act (1996), the registration of a traffic officer may be suspended or cancelled if such a traffic officer:

- is guilty of misconduct in the exercise of his powers or the performance of his duties
- such person has, for a period of 12 consecutive months, stopped practising as an officer
- such person has failed to attend an appropriate refresher course within a prescribed period at a training centre approved by the Minister
- If, in the opinion of the Administrator, the performance record of such person indicates that he is unsuitable for the exercise of the powers or performance of the duties of a traffic officer.

As mentioned earlier, these provisions will apply to a member of a traffic police to the same extent as it does to a traffic officer. It is therefore essential that metropolitan police department ensures that its members always comply with these provisions.

## **2.4 AN EMPIRICAL PERSPECTIVE OF ROAD TRAFFIC MANAGEMENT**

This section will discuss the empirical perspective of road traffic management in Vhembe district.

### **2.4.1 Road Safety Policy Perspective**

Many studies have established that road traffic crashes, accidents and injuries, multi-factorial causes involve the interaction of a number of pre-crash factors such as people, vehicles and the road environment (Peltzer & Mashego, 2003:30). However, safety policy rules and regulations are meant to reduce road traffic crashes and accidents when they are enforced and strictly adhered to by all road transport stakeholders and users. Safety policies are established by regulating government departments, agencies and transport

regulatory bodies by act and government gazette, ensuring that offenders and violators are prosecuted and punishable under the law.

According to the Constitution of Republic of South Africa (1996), traditionally road safety policies aim to reduce the likelihood of a crash by improving road infrastructure, by educating road users, and to reduce the severity of crashes by improving vehicle technology and enforcing seatbelt and helmet laws. Different countries have road safety laws which are binding to drivers and road users within their country(s). The South African Road Traffic Act provides guidelines for road users, drivers and pedestrian. The effective monitoring of road safety will require increase in traffic law enforcement and related research capacity (Hyder and Vecino-Ortiz, 2014:425). Some road safety regulations embedded in the National Road Traffic Act (Act 93 of 1996) includes:

Speed limit: all drivers must strictly adhere to speed limit and speed zones regulation at all times; Traffic signals: should meet all the requirements of volume 3 of the South African Road Traffic Signs Manual (SARTSM, 2004) and must be obeyed by all road users at all times; Keep left, pass right: this should be the appropriate direction and position of overtaking on highways; Respect other road users and allow the right of way to pedestrians crossing at zebra crossing points; All drivers must adhere to vehicular capacity and should not overload above the regulated and standard weight capacity of the vehicle at all times in Limpopo province.

#### **2.4.2 Corruption**

Corruption or bribery is described in legal terms as the practice of tendering [and accepting] a private advantage for the performance of a duty. This has also been described as the abuse of entrusted power for private benefit and basically entails an official doing, or not doing, something for some sort of gain. However, it is indicative of low levels of respect for the law where the levels of corruption are high. The impact of corruption increases risk of unsafe conditions on both our roads and transport systems. On a grand scale, money intended for maintenance of roads or service provision and the

upgrading or provision of facilities is diverted for private gain. On an immediate level, unqualified drivers and unroadworthy vehicles are granted licenses (Limpopo Transport Annual Report, 2015:12).

This is clearly illustrated by the revelation from the Road Accident Fund (2010) that up to an estimated R500 million per annum that could be used to compensate claimants was in fact lost to fraud and corruption. The Road Accident Fund has since invested millions in the fight against fraud and corruption as a management tool.

Eleven Limpopo traffic officers have been arrested in a crackdown by the Road Traffic Management Corporation's National Traffic Anti-Corruption Unit and the Hawk's Serious Corruption Crime Unit as part of their campaign to stamp out corruption in the traffic law enforcement fraternity. The officers aged between 32 and 54 were arrested in Mokopane following intensive investigations into allegations of bribery and unethical conduct among traffic officers in the province, the RTMC said on Tuesday. The latest arrests bring the total number of traffic officers arrested in the province to 33 since December. The suspects are expected to appear before the Mokopane Magistrate's Court on Wednesday on charges of corruption. A joint operation between the Road Traffic Management Cooperation and the Hawks in Limpopo has ended with the arrest of seven provincial traffic officials and the Greater Letaba municipal traffic officer (Limpopo Transport Annual Report, 2015:2).

This brings to 13 the number of law enforcers who have been arrested for alleged corruption and bribery. Two operations dubbed "code 14 and Siyabangena" started on Tuesday. The officers started by arresting six provincial traffic officers at the Tzaneen station. They then moved to the nearby town of Modjadjiskloof to arrest another provincial traffic officer and the Greater Letaba municipal traffic official. Three Greater Tzaneen municipal officials and three residents were arrested on Tuesday (Limpopo Transport Annual Report, 2015:7).

## **According to Limpopo Transport Annual Report, (2015:34) Corruption manifest in the field of traffic enforcement and road safety**

- Bribes are often demanded in situations where road users have committed an offence such as speeding, overloading, or driving unlicensed or un-roadworthy vehicles. Bribery in these instances may be used to ensure that the offender escapes a stiffer penalty (i.e. a R100 bribe is requested when the alternative is to pay a legitimate fine of double that amount).
- The most commonly paid bribe was for traffic fines, driver testing and licensing irregularities.
- Certificates of roadworthiness are issued without the said vehicles undergoing the necessary roadworthy tests.
- Money is received in return for assisting applicants for learners licence tests to cheat in their exams.
- Car sellers often attempt to bribe examiners to overlook a certain component or else to push through a marginal case.
- Car sellers often try to buy “paper” certificates. That is, a certificate provided without testing or examining the vehicle at all.
- Car sellers will sometimes put testing stations under pressure if they do not pass their vehicle then they will take the business elsewhere.
- If a vehicle fails a roadworthy test, the client often takes the vehicle to another testing station where they know the test is less strict.
- A vehicle might be checked and (correctly) passed, only for some of the components to be switched before the vehicle is sold. The seller shows the prospective buyer the certificate and a deal is made on that evidence. The tyres, for example, may have been swapped with worn tyres after the test.
- Each vehicle examiner has an examiner's code that appears on the examination sheet. Unscrupulous examiners will sometimes use another examiners code and name when passing non-roadworthy vehicles.

### 2.4.3 Bribery

Bribery is the crime that requires the public officials to perform the duties in a manner that benefits the briber rather than the community in Limpopo province. Traffic Police officials occasionally are voluntarily offered something of value to influence their performance of an official duty. The offence of bribery, a police official agrees in exchange for a reward not to lay charges, or pursue an investigation. According to Mohlala (2017:56), bribery involves nepotism, and delegation of authority according to self-interest rather than merit. Bribery involves traffic police officials taking no enforcement action in exchange for monetary remuneration.

Reporting to the Portfolio Committee on Police, the Consortium for Refugees and Migrants in South Africa asserts that the traffic police confiscated the legal documents of foreign nationals, and forced them to pay bribes in return for their release. The researcher defines bribery or “tjo-tjo” (Sesotho word) as the crime that consists of the unlawful and intentional act of agreeing to wrong-doing. It involves the giving and receiving of money or anything that may alternates the behaviour of the police official. Agreeing not to prosecute a crime for reward betrays the community trust and should consistently be punishable by the law (Mohlala, 2017:32).

We arrest traffic officers on allegations that they have been taking bribes on the road when they are supposed to ensure the safety of the road users up to so far we have taken about seven and the operation is on-going and we are going to arrest more at the end of the day we will arrest more people.” Two Greater Tzaneen licensing officers are still on the run. Hawks spokesperson Matimba, the arrested traffic officials will appear on Thursday on charges related to corruption and bribery.” Actually, today we are terminating operation Siyabangena, it’s a project that was initiated last year to address traffic officers on the road, today we have arrested five provincial officers and a municipal traffic official.” The total of 13 traffic officers were arrested.

#### **2.4.4 Lack of relevant training during initial training**

According to Loots (2006:175), traffic officers in South Africa experience a variety of problems on a daily basis in relation to the execution of their daily tasks. Training and education form the cornerstone of any person's skills and competencies needed by a person to perform his or her daily work. The latter also forms part of the life of a traffic officer. Most of the problems traffic officers encounter during their daily duties may be attributed to a lack of relevant training during their initial training. Although, a minority of traffic officers presently do not have Grade 12, it still contributes to a stigma among members of public of inferiority and to an image of unschooled men and women in uniform. Anon (1997:6) asserts that in South Africa, formal traffic law enforcement training courses are considered by many in the profession to only touch on part of the wide range of activities traffic officers have to perform daily. This highlights that there may be the need for more effective in-service training courses.

#### **2.4.5 Indiscipline on roads**

According to the Road to Safety Strategy 2000, the Limpopo Department of Transport states that it is a challenge for the department to overcome a deeply entrenched and pervasive disregard for traffic law compliance. In addition, there is a culture of widespread aggression towards other road users and higher levels of irresponsibility about the basic rules of safe road usage. The National Department of Transport also argues that the key weapons in this struggle are effective enforcement and adjudication and intensive and consistent education. In addition, training and communication programmes and well-structured and channelled participation among trainee traffic officers long before the broad fraternity of road users can be targeted (Anon, 1998:94).

#### **2.4.6 Lack of managerial skills by traffic officers**

Loots (2006:63) found that traffic officers in the Potchefstroom district, for example, and for that matter at national level, are becoming more and more frustrated in the execution

of their daily tasks. This frustration ultimately results in aggression. Possible reasons for the frustration according to Loots (2006:63) may be ascribed to a lack of managerial skills, absence of interpersonal skills or a lack of training in this regard. Traffic officers' inability to communicate with subordinates as well as with traffic officers in managerial positions also can be attributed to lack of managerial skills.

Van der Merwe (1994:210) also refers to the attitude of traffic chiefs towards traffic officers under their authority, their autocratic work style, poor organisation and poor management. Parallel to this, some traffic officers are undisciplined, unproductive and lack the ability to collaborate. It is exactly this inability among traffic personnel to perform properly that leads to frustration and aggression. It is clear that they want to make a difference, but that they do not have the necessary skills to do so. Through the intervention of retraining on a regular basis, this lack of skills will be addressed, eradicated and eventually changed for the better in the daily performance of any traffic officer.

#### **2.4.7 Negative attitude of the public towards traffic officers**

Van der Merwe (1994:32) mentions a number of reasons why a culture of aggression among traffic officers at national level in South Africa is prevalent. Van der Merwe (1994:32) maintains that the attitude and the criticism of the public and the media most definitely has an effect on these men and ladies in uniform. Uninformed road users, and their undisciplined behaviour on the road network, also add to traffic officers' frustration. Research has indicated that the public does not only project a negative attitude towards traffic officers, but that the attitude of the public in relation to road safety is very negative.

A lack of knowledge and further lack of appropriate legal obedience by the public on the roads is the order of the day. The traffic officer must, through his training, be furnished to such an extent that the traffic officer will not only be able to handle the traffic situation and to control it and to enforce the law, but also, through his actions and dealings with road users, be able to educate the public. By doing so, the traffic officer may be able to have a favourable influence on the public and their general attitude and behaviour. Members

of the public are generally affected by the actions and manner of communication whether verbal or non-verbal of the traffic officer.

#### **2.4.8 Lack of motivation by traffic officers**

The success or failure of a traffic department is closely related to the enthusiasm of the staff, especially zeal to be part of the service provision function that also includes law enforcement and education. Rightly, Botha (2005:9) says that the chain of the organisation is just as strong as its weakest link, and the stupid, blundering individual, who by his conduct can win discredit to an entire organisation, and becomes the public measuring stick for the entire department. To prevent this, positive building on the image of the traffic officer must be done through quality training on a never-ending basis.

#### **2.4.9 Lack of co-ordination**

The Road Traffic and Road Transport Legislation Act, 1996 (Act No. 93 of 1996) gives executive power to the government to make decisions on central policy regarding drafting and legislation of traffic law (Radebe, 2004:18). All road traffic disciplines pertaining to the implementation of the Road Traffic and Road Transport Legislation Act, 1996 (Act No. 93 of 1996), and the promotion of services pertaining to the Road Traffic Control System, ought to be coordinated through proper planning to provide service to the needs of road users. Services pertaining to the Road Traffic Control System include road safety education, traffic engineering science, traffic policing and traffic administration. There are still, however, many loopholes regarding the coordination of the standard of training in particular.

Coordination means a more extensive degree of coordination of subject disciplines, subject specialists, curriculum experts and the Council for Scientific and Industrial Research (CSIR) as a coordinating body. In view of the future, a training programme for the training of traffic officers ought to be drafted that will cater for the needs arising from the community. That will eventually result in everybody in the community being able to

function effectively as law-abiding citizens, law enforcers or traffic educators. A minimum of two years of training will possibly expose students to different attitudes and values. A fully integrated traffic police personality will subsequently be shaped through a process of practised sensitivity as well as intellectual and academic discipline (Kelly, 2004:21).

## **2.4 INTERNATIONAL PERSPECTIVE OF CHALLENGES FACING TRAFFIC POLICING**

The term corruption describes a wide range of social conduct, which are condemned and rejected by societies all over the world as dishonest. Corruption is associated with some sentiments of rejection, rotten, contaminated, or depraved (Mohlala, 2017:5). Traffic Police deviance and corruption shift over time, are complex, multi-faceted and surrounded by ambiguity (Punch, 2009:3). The major part of the problem of corruption sits in the developing world such as the countries in the Southern Africa and Latin America (Van der Merwe, 2001:10). According to Faull (2007:17), the international literature on the subject of traffic police corruption is abundant. In browsing the internet, one can find websites in which there are very angry people trying to get the world interested in their complaints against traffic police corruption (Campbell, 2002:132).

In support of this statement, Mohlala, (2017:10-11) states that in the 1990s, corruption was a popular theme in major international organisations, such as the International Monetary Fund, World Bank, Organization for Economic Co-operation and Development (OECD), the Council of Europe, the United Nations and the European Union. According to the Global Corruption Barometer 2006, the police are the organisation to which bribes are most commonly paid (Anon, 1997:314). Police corruption involves taking bribes in the form of money or other consideration to police officers with intention to undermine the aim of the criminal justice system (Anon,1997:65). For examples, police bribery takes place when criminals bribe the police to destroy or sell docket, help prisoners escape or instruct junior 36 officers to cease investigations (Syed and Bruce, 1998:76). The police and the judiciary are seen as the two most bribery prone (Global Corruption Barometer,

2013:3). Antonacopoulou (2000:14) confirmed that police corruption it is a continuing problem and there is evidence of corrupt practices from all stages of police history.

Worldwide, one in four people reports having paid a bribe, and police were the most commonly bribed institution (Antonacopoulou, 2000:87). Corruption appears to be on the increase because more countries are adopting democracy, which includes a free and active media. Russia and South Africa are good examples of this phenomenon by exposing corruption at every opportunity. If it were not for media in South Africa, very few corruption incidents would come to the fore (Grobler, 2002:22). Corruption in the police service in the United Kingdom has come under increasing public and official scrutiny (Antonacopoulou, 2000:1). The surveys from Afro-barometer a public opinion survey focusing on Africa have also shown that South Africans are increasingly concerned about corruption, while in 2008, 15% of adults thought that corruption was an important national issue; by 2011 this had increased to 29% (Antonacopoulou, 2000:54). International experience suggests that a specialised unit dedicated to investigating police corruption is crucial if these problems are to be tackled effectively (Newham and Gomomo, 2003).

### **2.5.1 Traffic Police challenges in America**

Corruption, like violence, is a recurring feature of American community (Aliaga, and Gunderson, 1999:53). There is a long and rich history of police corruption in America (Aliaga, and Gunderson, 1999:53). A perusal of traffic police corruption in the America, it is virtually endemic, persistent, resilient, frequent, shifting in form over time and often-systemic (Aliaga, and Gunderson, 1999:85). Corruption also arises periodically in other segments of the criminal justice system and judiciary as well as federal agencies such as the Federal Bureau of Investigation (Anon, 1997:13).

## 2.5.2 Traffic Police challenges in other African countries

The types of corruption found in Uganda are also found in other African countries (Auret, 2004:53). Auret, (2004:196-199) details the extent of police corruption involving the traffic police in Ethiopia during the following 37 stages: the detection of the alleged crime, the investigation and pre-trial procedures, trial and appeal and the enforcement of the judgement. The delegates drawn from various sectors in South African society acknowledge that corruption adversely affects all sectors in society and impacts most directly on the poor. In addition, is corroding the national culture and ethos of democracy and good governance at all levels and sectors of society (Banks, 2004:44). Corruption afflicts the everyday lives of the very poorest and thwarts global efforts to lift countries out of poverty (Auret, 2004:67).

Global Financial Integrity reported that South Africa had suffered an illegal outflow of R185-billion due to corruption in the public sector between 1994 and 2008 (Banks, 2004:67). The Uganda traffic Police Force enforces the laws rigidly against the common people but tended to turn a blind eye whenever big officials in the government violated the same laws. Successive politicians had used the Police Force as a political instrument. There had been interference that is more political by politicians in the operations of the traffic police (Berinstein, 2003:120). In October 1998, the first Roundtable dialogue was held in Botswana. The countries that took part in that Southern Africa action to curb, combat and eradicate corruption includes Tanzania, Malawi, Mozambique, Zambia, Zimbabwe and Mauritius (Berinstein, 2003:16). Ghana, Kenya, Nigeria, South Africa, and Uganda have all embarked on anti-corruption initiatives that allow for public accountability and participation (Berinstein, 2003:104-105). In 2003, Kenya signed up to the United Nations Convention against Corruption and the African Union's Anti-Corruption Convention (Billet, 2002:584).

## 2.6 IMPACT OF TRAFFIC POLICING IN LIMPOPO PROVINCE

As traffic policing has been a municipal function since the 1930s (Botha, 2005), that members of a traffic police department should be well acquainted with the contents of this function. However, no description of this function, as it applies to a metropolitan police department could be found. It is significant to note that legislation describes this function as 'traffic policing', and not as 'traffic law enforcement' in Limpopo. From the literature and policy documents like the Economic Commission for Africa. (1997) it seems that these two concepts are considered to have the same meaning, as they are used quite interchangeably. However, a deeper analysis of these terms suggests that they do refer to two distinctive concepts.

The Centre for Education in Traffic Safety, (2003:7) describes law enforcement as 'the activity of making certain that the laws of an area are obeyed'. This idea of law enforcement is supported by McLaughlin (1996), who is of the opinion that law enforcement is about putting written law into action. Botha, (2005:87) provides a more comprehensive description of law enforcement, as the application of a legal sanction to conduct that violates a legal standard.

Traffic policing, on the other hand, suggests a wider variety of functions and responsibilities than only law enforcement. The same conclusion when they argue that policing does not consist of a single task, but rather a multitude of diverse tasks, all performed by the same police officials. Grimbeek, (2006:32), describes policing as a complex assembly of personnel, techniques, and technologies aimed at the protection of human rights. Grimbeek, (2006:23) summarises the notion of policing quite accurately when he defines policing as: all those lawful activities, whether proactive or reactive, performed by the police in the process of providing their prescribed services such as reassuring the public; creating a visible deterrence; and executing their law enforcement, crime investigation and public order maintenance functions.

It should therefore be clear that traffic policing will include a much wider variety of activities than merely enforcing traffic legislation. While traffic law enforcement is concerned with the creation of a safe traffic situation through the application of criminal sanctions to undesirable behaviour, traffic policing, on the other hand, is concerned with the application of a variety of both reactive and proactive activities, aimed at creating a safe traffic situation suggest that traffic policing should at least consist of:

- Regulating traffic laws and driver habits
- Managing and enforcing drunken driving campaigns
- Handling licensing allocations and suspensions
- Attending accident scenes
- Participating in accident prevention schemes
- Supervising evacuations
- Educating people on traffic-related matters

For the purpose of traffic policing, it is suggested that the following definition, used by the Department of Road and Transport be adopted: Road policing centres on all activities which reduce, deter or prevent the occurrence of all accidents firstly by ensuring effective and efficient law enforcement, secondly on the monitoring of relevant infrastructure as well as strategic interventions where and when necessary, and thirdly by providing supportive traffic control services with the vision to secure a safe road environment where the community can confidently use all roads in Limpopo without fear for damage, injury or death (Lesedi, 2003:76).

The NRTA describes how the drivers, vehicles and other road users must behave in the road traffic environment. It describes offences that can be committed, but does not give any direction as to how the police should act to these offences. Subsequently, the tools available to a metropolitan police department for the enforcement of road-traffic legislation are the Criminal Procedure Act (Act 51 of 1977), and the Administrative Adjudication of Road Traffic Offences (AARTO) Act (Act 46 of 1998) (Lesedi, 2003:52).

## **2.7 PROCESSES OF THE MANAGEMENT OF TRAFFIC LAW**

Below is an outline of the processes involved in the management of traffic law:

### **2.7.1 Education, training and development**

There is merit in the notion that training is for a skill, and that development and education are for life. In pre-industrial times, training was directed at attaining skills to be applied for a person's lifetime. Education, in medieval times, was assumed to have been begun with some forms of skills training and that it would continue throughout life as part of a search for increased wisdom. It ought to be borne in mind that training and education were accessible to a small minority of the population. Education was mainly for church management staff, and the guilds jealously protected their skills and pursued policies of limited entry. However, forthright change of education did not occur until the twentieth century (Mofamere, 2003:41).

Mofamere (2003:44) asserts that training only really started after World War II when it was viewed as the domain of manual and technical employees. Education and development was treated as the domain of those in management and the professions. During the late 1960s and the early 1970s, there was an increased discovery of learning how to learn which gave impetus to nondirective and learner centred learning processes (Mofamere, (2003:43). He believed learning to be inner directed, the learner had to believe something was learned. Training and development specialists up to the 1980s had focused primarily on lower level management. However, as organisations became more complex, more of these organisations realised the potential of the contribution of formal management education mainly directed at middle management.

Human resource development and human resource management began to emerge as regular terms. The result is therefore that development and education cannot be restricted to management and professional fields only (Garavan, 1997:46). Garavan (1997:47) accentuates that the one significant reason for the increasing overlap of training,

development, education and learning is the speed of change in the modern world. Another fact is the quantity, speed and complexity of information flow. The activity of management now requires extensive training, education and development activities, which focus on learning in an organisational context rather than separate activities of training, development and education. It therefore seems best to see these processes as an integrated whole with learning as the glue which holds them together.

Mphela (2011:256) remarks that when reference is made to education, training and development in the context of a society, the emphasis on individual learning might be quite different from the same processes taking place in the context of organisations. She argues that the organisational context may have a stronger impact on an individuals' learning, since it is the more immediate context in which the individual learner interacts. This is a possible reality of the learning activities among traffic officers in the Vhembe district, for example, as currently experienced.

### **2.7.2 Training of traffic officers at Traffic training colleges**

South Africa has six traffic training colleges (Kelly, 2004:20). According to Kelly (2004:20), each of these traffic training colleges displays the attributes that are in agreement with the Council for Scientific and Industrial Research's (CSIR) structure for non-formal education. Although, these attributes are generally also found in the different forms of non-formal education, these attributes are specifically applicable to traffic training colleges.

Traffic training colleges have specific aims that lead to immediate results; the duration of training which stretches over a shorter term such as six months. Traffic training colleges feature training which is not directed at a particular age group, although particular admission requirements are set. The learning material content is directed at a specific target group such as traffic officers and is focused on specific changes among learners. The training, which does not only concern theoretical knowledge, is also practical and measurable. The training at traffic colleges is directed at particular clientele, namely the

traffic departments of local authorities and provincial authorities; and traffic training colleges, which function autonomously in respect of control.

Basically, these traffic training colleges and their training interventions are training courses that combine theory with relevant practice on the job. There is no qualification if there is no on-the-job practice. The idea is that traffic officers really learn the ins and outs of their profession by practicing all its aspects under the watchful eye of an experienced and qualified instructor/trainer (Anon, 2003:1). In order to become qualified themselves, learners are assessed against occupational standards which have been registered on the National Qualifications Framework that have been agreed in advance by traffic-related stakeholders. Traffic officers also accumulate credits awarded on the successful completion of these standards, and achieve a nationally recognised qualification that will signal their qualified status (Anon, 2003:1).

### **2.7.3 Training environment at traffic training colleges**

The absence of effective traffic control and traffic policing will have negative impacts on road transport and traffic safety to such an extent that recklessness, traffic criminality and traffic disorder will be the order of the day. Some factors that will enhance proper traffic control and traffic policing are: Standardised law enforcement at national level. Appropriate scientific training of all traffic officers. A positive image of the traffic officer. To be successful, traffic law enforcement has to be focused. Clear and unambiguous aims ought to be set by law enforcement institutions and should also appropriately be regarded by all road users (Botha, 2005:4). To create a positive image of the traffic safety profession, all traffic officers on admission will have to be carefully screened, selected and thoroughly trained. This should especially apply also in view of the categories of ranks to be possibly held by traffic officers even prior to admission. That is, rather invest in quality personnel of the future than be greatly disappointed in poorly selected human capital right from the start.

With the drafting of the curriculum of training of traffic officers the focus should not only be on what the training needs of traffic officers are, but also what their educational needs are. An educationally justified curriculum brings into contention particular determinants that steer the content, range and level of curricularisation, particularly with regard to training and education needs and demands regarding the applicability of the curriculum. Universal components within all contexts can be determined, namely principles and criteria that determine the curriculum design. Principles here point to fundamental points of departure such as the person, world, knowledge, scientific, education and social points of view. Criteria regarding determinants are coexistent factors that are to be accounted for in the curriculum (Carl, 1995:123). Along the paragraphs to follow, the determinant aspects that influence the curriculum will be highlighted.

## **2.8 DETERMINANTS THAT DETERMINE A TRAINING PROGRAMME**

Below is an outline of the determinants that determine a training programme.

### **2.8.1 Human power**

Escalating automisation and technological development result in a road transport system that is expanding in size. The number of vehicles of all types is growing by the day. Together with this there is also an escalation in the number of traffic collisions, damage of possessions and the loss of lives. This contributes to unproductiveness and unsafe road usage (Radebe, 2004:7). It becomes even more urgent to regulate traffic effectively and preventatively and to control it through an expanding and more effectively trained traffic officer corps.

The changing society with its contemporary demands and needs determine to a large extent the nature and size of the task of the traffic officer and how effectively she should be functioning (Radebe, 2004:9). Knowledge regarding the reality is growing by the day, in depth and size. There is a growing realisation of the value of well-trained and qualified employees within the traffic sector in South Africa. Broader insight and understanding is

created through education and training, and consequently a higher expectation is created regarding services provided.

Research indicates that the demands that are set in accordance with the traffic officer during the execution of his/her duties are growing as the education level of the population is rising (Lesedi, 2005:6). Qualified ladies in uniform are used not only as traffic officers, but so that they also contribute to planning, research, training, community relations and public information. They are furthermore less aggressive than their male counterparts in uniform and this again leads to less aggressive reactions from the road user fraternity.

Ladies are already involved with point duties, traffic regulating and the writing of fine tickets and are very effective in administrative duties. In this way, male staff can be used more effectively regarding other duties and services (Lesedi, 2005:8). Human power demands do not only point to quantity, but also to quality. Traffic policing in a community is a personal service at the highest level, requiring sterling qualities in the individual who performs it. The quality of personnel, and the quality of staff provision of a department is its greatest asset and traffic officers from top to bottom on the ladder determine the standard of service provision. The cornerstone of success when trained to perform traffic policing lies in the selection and training of the individual traffic officer.

Police entrance qualifications must be geared to the demands of the traffic control function. Traffic management requires a superior calibre of personnel. All the way from age, height, intelligence, educational background, robust physical and mental health to emotional stability and character that is unassailable, the man/woman in uniform must be of a high grade of human material. Human material to be trained is actually the vantage point for all training. An authorised officer must be a fit and proper person to be registered as an officer, somebody with no criminal offences, and above all, someone who obeys the rules of the road in his personal capacity (Omar, 2003:1).

### **2.8.2 Need for training**

The concept education implies that the traditional and stereotype function, namely the preparation and formal education of the youth should be considered too narrow. There should be a mind shift towards wider, broader and a more encompassing concept, namely education being a lifelong busy life curriculum. The revolutionary high technological development, the fast tempo at which it occurs, the short life cycles on services and products and the accompanying problems regarding traffic safety will all lead to a greater need for a more scientific and effective solutions of traffic problems. It implies that more advanced, more specialised and more scientific training of traffic officers will be needed (Banks, 2004:892).

The current training comprises of staff that are recruited and appointed by local authorities or provincial administration. Admission requirements are as follows: - Grade 12, 18 years and older, possession of a driving license and no previous convictions. Language, race and gender do not form part of selection. With consideration of new techniques and the already-mentioned demands, there is a growing demand for further and in-service training with the intention of increasing the effectiveness and quality of the services to qualify for promotion (Botha, 2005:10). The question now arises: Who is trained and by whom? Therefore, two more prominent elements that form part of training briefly need to be looked into, namely the instructors that are supposed to provide training and the students or traffic officers who are to be trained.

### **2.8.3 Traffic training instructor**

The role of the traffic training instructor, in the field of adult education, must not be underestimated in the quest for training. If there is a focus on the needs of the students, the instructor is not only a source of knowledge but also a facilitator or mentor who should lead and motivate the student. This is so much part of this particular area of education and training, which also has to do with learning processes, personality development and the changing of the student, interpersonal skills, individual values and attitudes. It is

furthermore suggested that instructors should have more knowledge of the principles underlying human behaviour (Botha, 2005:18).

The above mentioned thus implies that instructors should not only have a proper practical background as traffic officers, but that their personalities and skills in terms of pedagogic didactical qualities should also stand out. It is therefore not implied that good traffic officers will necessarily be good instructors. Likewise, it is also rather impossible for a person to be a good instructor unless he is a good operational traffic officer. To provide scientific training, education in system technology, strategic planning, managerial skills and healthy human relations to student traffic officers will also require a high standard of preparation and practical experience (Banks, 2004:892).

#### **2.8.4 Traffic officer**

No other professional group is in closer contact with the complex problems of society than the careers that are responsible for law enforcement. Law enforcement directly has to do with the public and is even linked closer to social, psychological, sociological and political sciences, different from what was earlier believed, namely that it is only rooted in empirical sciences. The pressure from society, which constantly demands better skills and effectiveness of the traffic officer as law enforcer, is the product of economical, social and personal problems that the total traffic public sector encounters every day (Road Traffic and Road Transport Legislation, 1996:39).

It seems possible that approximately 60% of the work day of the traffic officer is consumed by law enforcement. These demands touch directly on the quality of training the traffic officer has undergone. More than merely being a law enforcer, the traffic officer should have a well-founded knowledge of the Traffic Act. Traffic officers are also expected to behave in a sensitive, intelligent and disciplined manner (Kelly, 2004:20). Based on a very thorough research project that was undertaken by Das in the United States of America and which still has full relevance until the present day, it was evident that those humane roots failed to thrive because of a lack of police training.

Categories of subjects named police human relations suggested the following: police-ethics, which includes: ethical, moral and professional values; variant behaviour and the handling of persons with abnormal behaviour, drug- and alcohol-related problems; crisis- and conflict handling; community relations; family- and domestic problems; stress; human behaviour; communication skills; group conduct and behaviour; relations with different groups of people; dealing with drivers of vehicles; dealing with pedestrians; dealing with cyclists; and challenges encountered on a daily basis in this profession.

From the above discussion, it is clear that human relations are not limited to one specific area of traffic policing; traffic policing is human relations. Training of a high standard is thus necessary regarding every phase and section of traffic policing. Through training, it is endeavoured to change the knowledge, skills and relations of the traffic officer that is, the development of human characteristics such as higher moral values and character forming. Social standards and virtues such as responsibility, safe occupational practice and community service is also high on the priority list (Kelly, 2004:20).

Kelly (2004:21) further holds that the task and the need for education and training are based on the individual personally developing to the maximum. Education should enable the traffic officer to apply products and processes of science and technology, that is, traffic science and technology, to their own benefit and to the benefit of the community. Education should further enable traffic officers' ability to be more effective in all forms of human relations.

From the above, it is clear that one inferior person, who does not meet the demands and who cannot handle an emergency situation, will jeopardise the reputation of the entire corps. Ronald (2004:5) maintains that power does not corrupt men; fools, however, if they secure a position of power, corrupt power. Ronald (2004:5) further says that violence does not evolve from too much authority, but rather from a lack of authority. An educated and properly trained traffic officer with clearly defined aims will know how and when to enforce the law and not to misuse the authority granted him through the uniform she/he

wears. Generally, it means that these two target groups, namely traffic training instructors and student traffic officers, will have to do a proper audit when compiling a curriculum.

### **2.8.5 Logistical considerations**

A high standard of training requires several things. It requires well qualified and motivated training personnel. A thorough exposition of aims. Structures, learning contents and practice directed at learning opportunities. Practice related evaluation. Quality time or duration of training. High standard equipment and apparatus. Institutions that can adhere to the requirements set through reality, namely the traffic situation as it is currently experienced on South African roads. The need for properly trained traffic officers has been identified. In his anticipation of the future, Radebe (2004:10) does not foresee dramatic personnel and financial problems. Financial provision for the implementation of the Road Transport Quality system will be made available.

### **2.8.6 Purpose of traffic training**

With the implementation of the Road Traffic and Road Transport Legislation Act, 1996 (Act No. 93 of 1996), a primary aim is set, namely to create a safe and fair cargo and passenger transport system in South Africa. The eventual and long-term plan is to achieve standardised training of traffic officers at all the different training colleges; and to attain a high standard of training through the use of uniform syllabuses/curricula (Omar, 2003:4). The question then arises: According to what criteria does the curriculum have to be evaluated? Training may be evaluated in terms of reaching organisational aims such as policy making.

By formulating a healthy policy, one may be able to give expression to aims, ethical norms, the image that is striven after with regard to the traffic officer and the latter's life- and world view. The actual work at operational level can be evaluated. This demands duty analysis as seen by employees of the department within the organisation and in particular the persons in charge and control of those who perform the task. Evaluation

can be undertaken regarding the individual himself/herself: evaluation of his skills, knowledge and attitude needed to be in order to cope with the job.

Consideration and evaluation of training and education procedures that enable the learner to perform his/her task, with observance of levels of skills, as well as knowledge of and attitude regarding the role of the heads in their departments and in the community, will help increase effectiveness of training programs. Both long-term and short-term objectives have to be borne in mind. Short-term objectives include training traffic officers and setting in place in-service training programmes. The end results of the short-term objectives will eventually culminate in the long-term objective, namely a safe and fair cargo and passenger transportation system in South Africa.

## **2.9 POSSIBLE REMEDIES FOR THE CHALLENGES FACED IN THE MANAGEMENT OF TRAFFIC LAW**

Below is an outline of the possible remedies that can be applied in the management of traffic law.

### **2.9.1 Training and development**

Traffic policing should not be excluded from academics and related professionalism. Grimbeek (2006:319) feels that every traffic officer who cares about his profession, who cares about his professional identification, has an obligation to continually add value to his profession through further training. This is exactly why academics and further training should be in high demand among the new generation of traffic officers. It is a world-wide problem that traffic law enforcement training has been singled out as one of the most effective measures to prevent unsafe road usage. As South Africa, and for that matter the world, is faced with countless problems hampering law enforcement initiatives; the pressure is on traffic officers locally and internationally to employ all possible skills to work even smarter.

### **2.9.2 Diversifying training content for traffic officers**

According to the Economic Commission for Africa (1997:67), training programmes which involve the training of South African traffic officers should also include training in aspects such as substance abuse and driving under influence of alcohol. Training programmes of traffic officers in South Africa should also include the effects of fatigue, road rage, ignorance of traffic rules, negligence, as well as environmental and/or weather conditions. The Economic Commission for Africa (1997:67) further states that although this problem was identified in 1988 in South Africa, all these phenomena are still currently neglected in the training programmes, which eventually contribute to a rise in unsafe road usage.

### **2.9.3 Positive public involvement**

Auret (2004:16) believes that there is selfishness, disregard of the rights of others, a lack of knowledge of rules of the road, inability to handle vehicles properly and little comprehension of the problems faced by traffic officers during the execution of their duties by the public. Auret (2004:16) further points to a lack of appreciation for the services traffic officers provide. There is also a lack of willingness to assist by the public, as all indicators point to a lack of knowledge on the part of members of the public. Traffic safety can definitely not be ensured and maintained in this condition as experienced currently in South Africa. There is currently in South Africa a situation whereby there are disturbed relations between traffic officers and members of the public. Everything possible must be put into action to get rid of these very obvious shortcomings.

## **2.10 THE CAUSES OF TRAFFIC POLICE CORRUPTION**

In South Africa, concerning the causes of traffic police corruption, arguments revolve around one of three themes: the rotten apple theory, salary levels, and the corrupting public (Omar, 2003:7). Much has been written about the slippery slope theory, which claims that corruption begins with minor misconduct and then escalates until it is serious (Omar, 2003:12). Private sector corruption is often the root cause of public sector corruption. Before a public servant becomes corrupt and invites a bribe, someone who will be working in the private sector must have initially corrupted him (Pienaar, 2007:5).

### **2.10.1 Insufficient wages**

The question on everyone's lips is, "why" do the police officials do corruption? According to Pienaar (2007:21), members of the public involved in police corruption of any kind are engaging in criminal behaviour and should be labelled accordingly. In addition, Pienaar (2007:32) asserts that the lower ranks of police officials are in a vulnerable position to traffic police corruption owing to insufficient wages. They frequently experience the need to supplement their incomes to make ends meet. Terms like the public may not sound farfetched when relating to motorists paying their way out of speeding fines, terms like criminals (though still members of the public) seem better suited, and put the onus back on the traffic officer member, especially when referring to gang relationships with corrupt police and other illicit activities (Pienaar, 2007:8).

### **2.10.2 Code of silence**

Police culture typically tends to be characterised by the so-called code of silence. Phiri (2003:21) identifies police culture as having several elements, such as, solidarity; danger and sacrifice; excitement; real traffic police work; and so on. According to Pienaar (2007:392), the code of secrecy, maintained by the police sub-culture, helps to protect corrupt police officials from the law. Pienaar (2007:10-11) of the OECD states that traffic police corruption is difficult to detect because sometimes involve a number of actors

working together. Phiri (2003:21) emphasises that police work takes place in messy and difficult circumstances. This motivates officers to stick together and watch each other's backs.

### **2.10.3 Poor hiring practices**

Some people blame problems of police corruption on poor hiring practices. In 2010, the former National Police Commissioner, Bheki Cele, admitted to Parliament that “we have not been big on quality; we have been big on quantity”. People have been thrown in by chasing quantity rather than quality (Radebe, 2004:11-12). For the traffic police to effectively prevent police corruption, it should improve recruitment and selection processes (Radebe, 2004:1).

## **2.11 CONCLUSION**

This chapter reviews literature related to the study. Reviewing literature serves to sharpen and broaden the theoretical framework of the research, reveal new development in the field, expose gaps in previous investigations. The intention with this chapter was to orientate the reader regarding the nature of training and a number of related issues as stated in chapter one. The focus was mainly on training needs and concepts with specific reference to what is currently the order of the day in the field of education, training and development internationally and domestically. The following chapter will subsequently more specifically focus on the training environment of traffic officers, and an attempt will be made to orientate the reader with a training environment of traffic officers and a number of related issues as stated in chapter one. Chapter three will discuss the research design and methodology used in the study.

## CHAPTER THREE: RESEARCH METHODOLOGY

### 3.1 INTRODUCTION

In this chapter, the researcher will discuss the research design and methodology to be used to conduct the study. The section will also outline the population of the study, the sampling method, sampling size, data collection, pilot study, data analysis, ethical considerations and organisation of the study.

### 3.2 RESEARCH DESIGN

According to Burton (2000:335), a research design is a plan of the investigation used to gather data to answer research questions. Similarly, Zickmund, (2000:274) describes the research design as a detailed plan that specifies the methods and procedures that are used by the researcher to collect and analyse needed information. A research design, therefore, deals with issues pertaining to data sources and the data's validity and reliability. For this study, the researcher used descriptive survey as research design.

Bush and Ortinal (2000:194) argue that a descriptive survey provides the opinions of respondents with regards to the phenomenon under study, in this case, the challenges faced by traffic officers in Vhembe district in the enforcement of traffic law. Burton (2000:334) defined a descriptive research as any research activity in which data is gathered from a defined population with the aim of studying characteristics, perceptions or intensions of that population. The researcher used descriptive survey as a research design in order to examine relationships among the variables under study and this helped to answer the research questions. A descriptive survey was used to study the actual perceptions of the population with regards to challenges faced by traffic officers in Vhembe district in the enforcement of traffic law. The advantage of this design is that it allows for the collection of standardised data using questionnaires.

### 3.3 RESEARCH METHODOLOGY

According to Kobus (2011:33), methodology refers to ways of obtaining, organising and analysing data. For example, questionnaires can be used as a way of obtaining data. Methodology includes the design, setting, sample, methodological limitations and the data collection and analysis techniques in the study (Kobus, 2011:33). Thus, it can be surmised that, methodology means procedures for getting, arranging and studying facts. In this study, the researcher used a mixed method approach and this involved using both qualitative and quantitative research methodologies.

According to Creswell (2003:19), mixed method research is research which involves gathering both numeric information such as instruments, as well as text information such as interviews. This means that the final database represents both quantitative and qualitative information. Burns and Grove (2003:173) state that mixed method research involves integrating quantitative and qualitative approaches to generate new knowledge and can involve either concurrent or sequential use of these two classes of methods to follow a line of inquiry. For the purpose of this study, the researcher used mixed method research. This was done because the mixed method research approach will allow the researcher to corroborate the results obtained from other methods of data collection on the challenges faced by traffic officers in Limpopo province in the enforcement of traffic law with specific reference to Vhembe district.

Merriam (2009:13) defines qualitative research as a research where focus is on understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. Qualitative research is research which uses methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice (Creswell, 2003:20). The researcher seeks to establish the meaning of a phenomenon from the views of participants. For the purpose of this study, the researcher used qualitative research methodology. This was done because there is a close interaction between the researcher and the respondents and it enabled the researcher to understand the situation as it happens.

Quantitative research is research that relies primarily on the collection of quantitative data (Bernard, 2002:27). According to Aliaga and Gunderson (1999:83), Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods, in particular statistics. The researcher also used quantitative research as it works on the assumption that human cognition and behaviour are highly predictable and explainable. Thus, it was beneficial in the formulation of hypotheses which can then be studied and proven to be either true or false. Quantitative research is also useful in the making of questionnaires where respondents may answer yes or no to questions and then the results can be used to make predictions.

### 3.4 STUDY AREA

Vhembe district is one of the five districts of Limpopo province. The other four districts in Limpopo province are Capricorn, Mopani, Waterberg and Sekhukhune districts. It is the northern most district in South Africa.

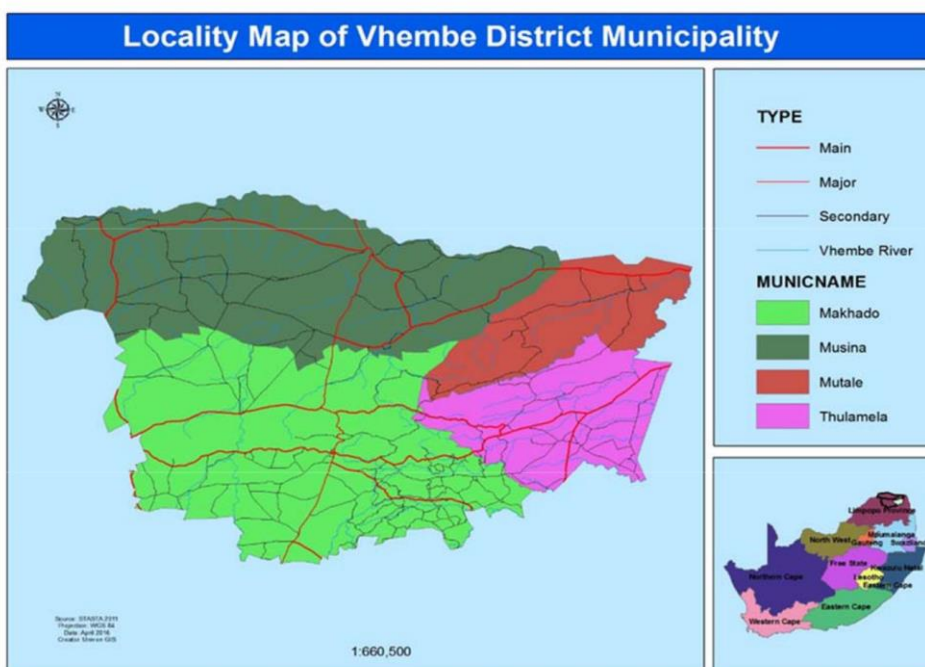


Figure 3.1 Map of Vhembe district (Limpopo annual report, 2015)

Vhembe district is located in the northern part of the Limpopo province. It shares borders with Zimbabwe and Botswana in the north-west and Mozambique in the south-east through the Kruger National Park. It is comprised of four local municipalities: Musina, Mutale, Thulamela and Makhado. It covers a geographical area that is predominantly rural. It is a legendary cultural hub and it is known for being a catalyst for agricultural and tourism development.

### **3.5 POPULATION OF THE STUDY**

Parahoo (1997:218) defines population as the total number of units such as individuals, artifacts, events or organisations from which data can be collected. Burns and Grove (2003:213) describe population as all the elements that meet the criteria for inclusion in a study. The population of the study was consisted of traffic chiefs, traffic principals as well as traffic officers in all the five traffic stations in the Department of Transport in Vhembe district. The five traffic stations in Vhembe district are Sibasa Traffic station, Malamulele Traffic station, Makhado Traffic station, Mutale Traffic station and Musina Traffic station.

### **3.6 SAMPLING**

A sample is a subgroup of a population (Frey *et al.*, 2000:125). It has also been described as a representative taste of a group (Berinstein, 2003:17). As mentioned above the sampled group in this study was consisted of traffic chiefs, traffic principals as well as traffic officers in all the five traffic stations in the Department of Transport in Vhembe district. The five traffic stations in Vhembe district are Sibasa Traffic station, Malamulele Traffic station, Makhado Traffic station, Mutale Traffic station and Musina Traffic station.

### **3.6.1 Sampling Method**

The researcher used non-probability sampling and its sub-type purposive sampling method. Non-probability sampling entails selecting samples based on the subjective judgement of the researcher. The researcher applied non-probability sampling methods by choosing the population of the study to be traffic chiefs, traffic principals as well as traffic officers in all the five traffic stations in the Department of Transport in Vhembe district. This choice was based on the researcher's belief that as senior traffic law administrative personnel they are familiar with the complex processes of traffic law enforcement within Vhembe district. Therefore, purposive sampling method was used because the respondents have been judged to have the information that the researcher requires. Purposive sampling is a method of sampling used when the researcher chooses a sample that is most representative of the issues involved in the research. The people chosen are considered to be experts in traffic law management.

### **3.6.2 Sampling size**

The researcher chose a sample size of 50 people. These 50 people were consisted of traffic officers, within the Vhembe district. This was broken down into categories which consist of ten traffic officers from the Sibasa Traffic station, ten traffic officers from the Malamulele Traffic station, ten traffic officers from the Makhado Traffic station, ten traffic officers from the Mutale Traffic station and ten traffic officers from the Musina Traffic station. The researcher distributed 50 questionnaires to 50 people and in addition to these 50 questionnaires, the researcher conducted interviews with ten interviewees who were regarded as experts in the field of traffic law management. The ten interviewees were not coming from the 50 questionnaire respondents. This brought a total number of respondents in the research to 60. The ten interviewees were consisted of 05 traffic chiefs and 05 traffic principals.

### **3.7 DATA COLLECTION**

Data collection is the precise and systematic collection of information that is relevant to the purpose, objectives, questions or hypothesis of the study (Burns and Grove, 2003:45). According to Mouton (2006:45), data collection focuses on gathering information for a research project through a variety of data sources. Two data collection instruments will be used, namely interviews and questionnaires. For this study data collection instruments will be used, namely interviews and questionnaires.

According to Bless and Higson (2000:104), an interview is a direct contact with a participant who is then asked to answer questions relating to the research problem. Brink (2006:151) states that an interview is a method of data collection in which an interviewer obtains responses from a subject and is used in exploratory and descriptive research. The researcher used open-ended interview questions and these interviews will be carried out face to face with the respondents. An appointment was made first with the interviewees before the actual interview.

According to McMillan (1993:23), a questionnaire is an economical object with standardised questions and which ensures anonymity. Questionnaires are based on an established set of questions with fixed wording and sequence of presentations, as well as more or less precise indication of how to answer each question (Bless and Higson, 2000:105). The researcher used a structured questionnaire. The researcher chose a day to distribute the questionnaires and the researcher collected the same questionnaires the day after the distribution. The questionnaires were collected for data analysis.

### **3.8 PILOT STUDY**

According to Burton (2000b:426), a pilot study is done so as to remove major biases, check wording in questions or to test whether the questionnaire solicits the required data from the respondents. A pilot study is a mini-version of a full-scale study or a trial run done in preparation of the complete study. The latter is also called a feasibility study (Polit,

Beck and Hungler, 2001:187). For the pilot study of this research, the researcher interviewed two respondents and distribute three questionnaires to respondents who possess the same characteristics as the final 60 respondents who will participate in the study. The five respondents chosen for the pilot study were not be part of the final study of this research. This pilot study was done to check whether the procedures and methods chosen will be effective.

### **3.9 DATA ANALYSIS**

Data analysis is a mechanism for reducing and organising data to produce findings that require interpretation by the researcher (Burns and Grove, 2003:479). According to De Vos (2002:339), data analysis is a challenging and creative process characterised by an intimate relationship between the researcher and the participants and the data generated. Two data analysis methods were used, namely thematic analysis and statistical analysis. Data collected through questionnaires will be analysed using a computer programme called Statistical Package for Social Sciences (SPSS) version 22.0. The information was presented in graphical or tabular form, showing frequencies and percentages.

Data collected through interviews was analysed using thematic analysis. The information was grouped into memos and coding. The information was presented in a narrative form. According to Zhang and Wildermuth (2009:2), there are various steps which should be used to analyse data. The steps which the researcher used are as follows:

- **Preparing the data**

As data is being collected, notes were written, and then the data was transformed into written text before it could be analysed. Data preparation involves checking or logging the data in; checking the data for accuracy; entering the data into the computer; transforming the data and developing it. Data may be logged into notebooks, tablets and other data storing devices such as laptops. It may also include recording devices. Research assistants may be employed to aid in checking data for accuracy.

- **Defining the unit of analysis**

The unit of analysis is the major entity that is being analysed in a study. It is the what or who that is being studied. In social science research, typical units of analysis include individuals most commonly, groups, social organizations and social artefacts. In this context, the unit of analysis refers to the basic unit of text to be classified during context analysis. For the purpose of this research, themes were used as a unit of analysis. For example, a theme might be expressed in a single word, a phrase, a sentence or a paragraph or an entire document.

- **Developing categories and coding schemes**

Categories were developed inductively from raw data, using constant comparative method. Raw data was generated from the questionnaires and the interviews conducted from respondents. Raw data was also generated from studies carried out by previous researchers. The coding manual was created throughout the process of data analysis and this will be augmented by interpretive memos. Interpretive memos make a summary of the material and allow the researcher to make comments on the content.

- **Test coding scheme on a sample of text**

The coding of sample text, checking of coding consistency and revision of coding rules will be done in an interactive manner and continued until sufficient coding is achieved. Coding text is one of these comprehension-monitoring strategies. By responding to and marking a piece of text, the researcher stays focused on meaning. For example, the researcher made notes using symbols to identify important information or unfamiliar terms. The reader also may mark the text with a question mark when anything is confusing or unclear.

- **Code all the text**

When sufficient consistency has been achieved, coding rules were applied to the entire corpus of the text. During the coding process, the coding was checked repeatedly. Coding will be checked repeatedly in order to remove any errors or prevent the researcher from excluding any relevant text from being coded. Rules in coding ensured uniformity and remove randomness and thus avoid inconsistency. Thus, errors and exclusion of relevant text from being coded were avoided by coding the entire text.

- **Assessing their consistency**

After encoding the entire data set, the consistency of the coding was rechecked. Coding consistency was checked by enquiring as to whether emerging themes are relevant to the research question.

- **Drawing of conclusions from the coded data**

Drawing of conclusions from the coded data may involve exploring the properties and dimensions of the different categories of data. The researcher also identified relationships between categories, uncovered patterns and tested categories against the full range of data. Thus, drawing of conclusions from the coded data was done according to these generally the accepted guidelines.

- **Reporting methods and findings**

The analytical procedures and processes were reported as truthfully as possible. Presentation of research findings was done using typical quotations to justify conclusions, and other options for data display such as graphs or charts were incorporated. Discussions on how the results were achieved was made and explanations was provided of how data was generated and how the data was analysed.

### **3.10 ETHICAL CONSIDERATIONS**

Ethics is a set of moral principles that concerns human conduct (Albertse, 2007:16). According to Burns and Grove (2003:166), ethics means that researchers must have ethical responsibility to protect participants' human rights during research. The following are the ethical considerations the researcher followed:

#### **3.10.1 Permission to conduct a study**

The researcher obtained an ethical clearance letter from the University and permission was also sought from the institutions where the research was conducted. Since the research is to be conducted at traffic station in Limpopo, permission to conduct the research was sought from the relevant officials in these Traffic stations. An ethical clearance letter will ensure that the researcher has been made aware of and will follow proper ethical guidelines in conducting the research.

#### **3.10.2 Informed Consent**

Informing is the transmission of essential information from the researcher to the subject regarding the research (Burns and Grove, 2003:177). Explanations were given to the respondents regarding the purpose of the research and what it entails. Respondents were only interviewed after they were given their consent. Vital information which the respondents need to know was given to them. Thus, informed consent was sought from the respondents in conducting the study.

#### **3.10.3 Anonymity and confidentiality**

According to Burns and Grove (2003:172), anonymity exists when the subject cannot be linked to the data collected. Confidentiality means that none of the information that the participant gives to the researcher will be traced back to that same participant (Polit and Hungler, 1999:143). No personal details which may reveal the respondents' identities will

be captured on the questionnaires or during the interviews. Thus, respondents' anonymity and confidentiality were safeguarded by the researcher in conducting the research.

#### **3.10.4 Rights to self determination**

Respondents have a right to self-determination, meaning that they have freedom of choice (Brink, 2006:32). This means that respondents will be given the right to choose whether or not they want to participate in the study at hand. Respondents have to be made aware of this right therefore before they can agree or disagree to participate in the research. The researcher shall not in any way force or coerce unwilling candidates to the participation of this research. Therefore, the respondent's right to self-determination was safeguarded.

### **3.10 CONCLUSION**

The researcher got permission from the Department of Road and Transport, Vhembe District. During the whole process of data collection, every participant was treated with respect and told that all information given by them is confidential. It also described the instrument used to collect and analyse data and highlighted the efforts made to ensure its validity and reliability. In the next chapter, the analysis of the study will be presented.

## **CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION AND ANALYSIS**

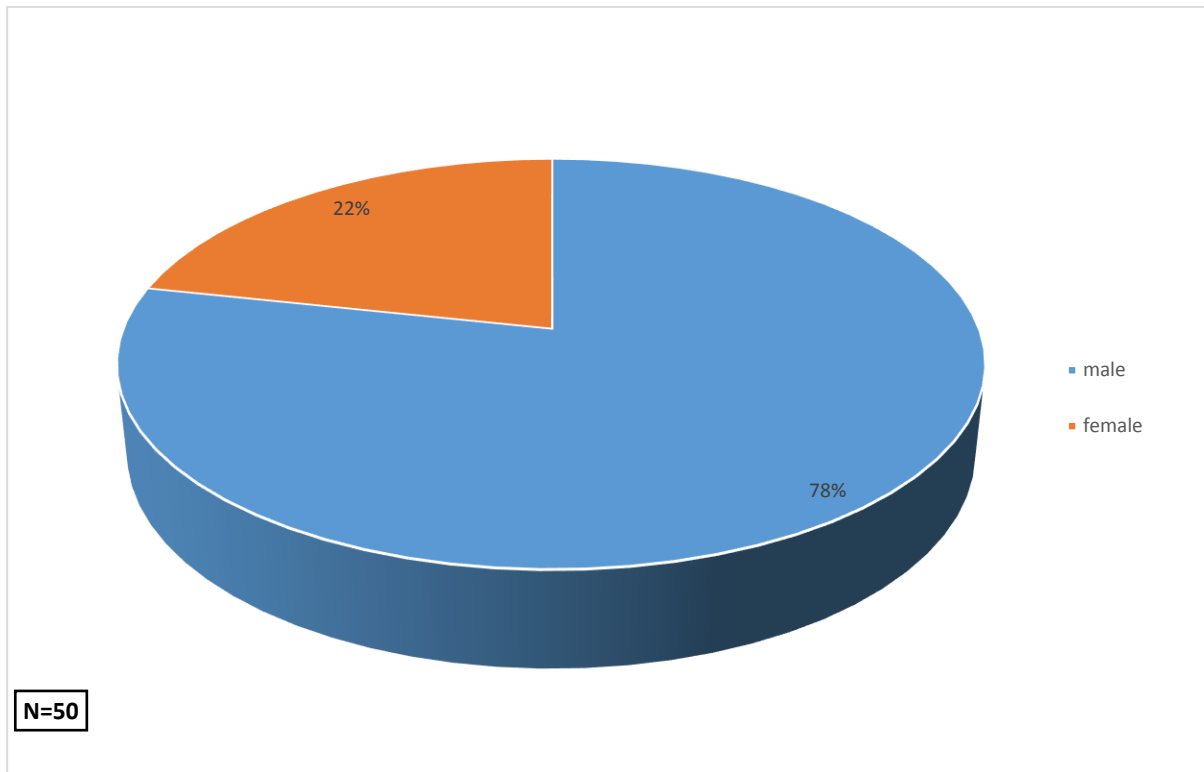
### **4.1 INTRODUCTION**

Creswell (2003:190) indicates that the process of data analysis involves making sense out of text and data. Creswell (2003:190) further postulates that data analysis involves preparing data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data and interpreting the larger meaning of the data. This chapter presents the results of the study. Quantitative results are numerically depicted in table and figure formats. Qualitative data is presented by narrative text with direct quotations. The quantitative data focuses on all three objectives of the study, namely; describing the challenges facing Vhembe District in the management of traffic law; determining the processes of the management of traffic law in Vhembe District; and exploring the strategies that can be used to overcome the challenges faced by Vhembe District in the management of traffic law. The qualitative data enriches and contributes to all the three themes/objectives by supplementing data not covered in the questionnaires. Firstly, a demographic background of the participants will be provided, followed by the findings from the survey and interviews.

### **4.2 BIOGRAPHICAL AND BACKGROUND DATA**

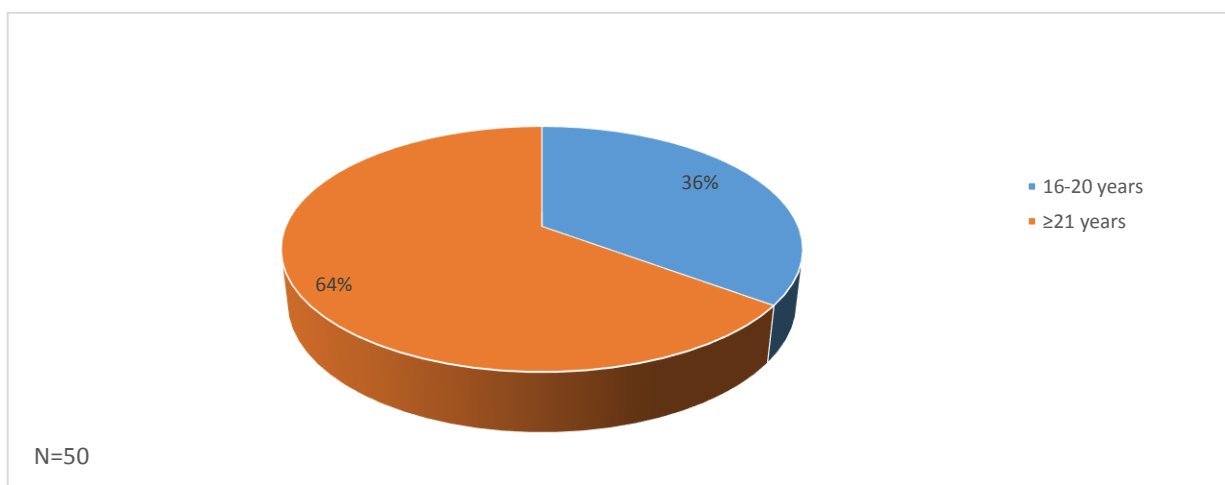
The following Tables and Figures, 4.1, 4.2, 4.3 and table 4.1-4.2 represent the biographical data of the respondents: The interpretation and discussion of results is supported by Tables, which clearly display the survey data that is being analysed. Specific explanations are given with regards to the validity test. For analysis purposes, all questionnaire responses were found to be reliable

**Figure 4.1: Gender distribution of survey respondents**



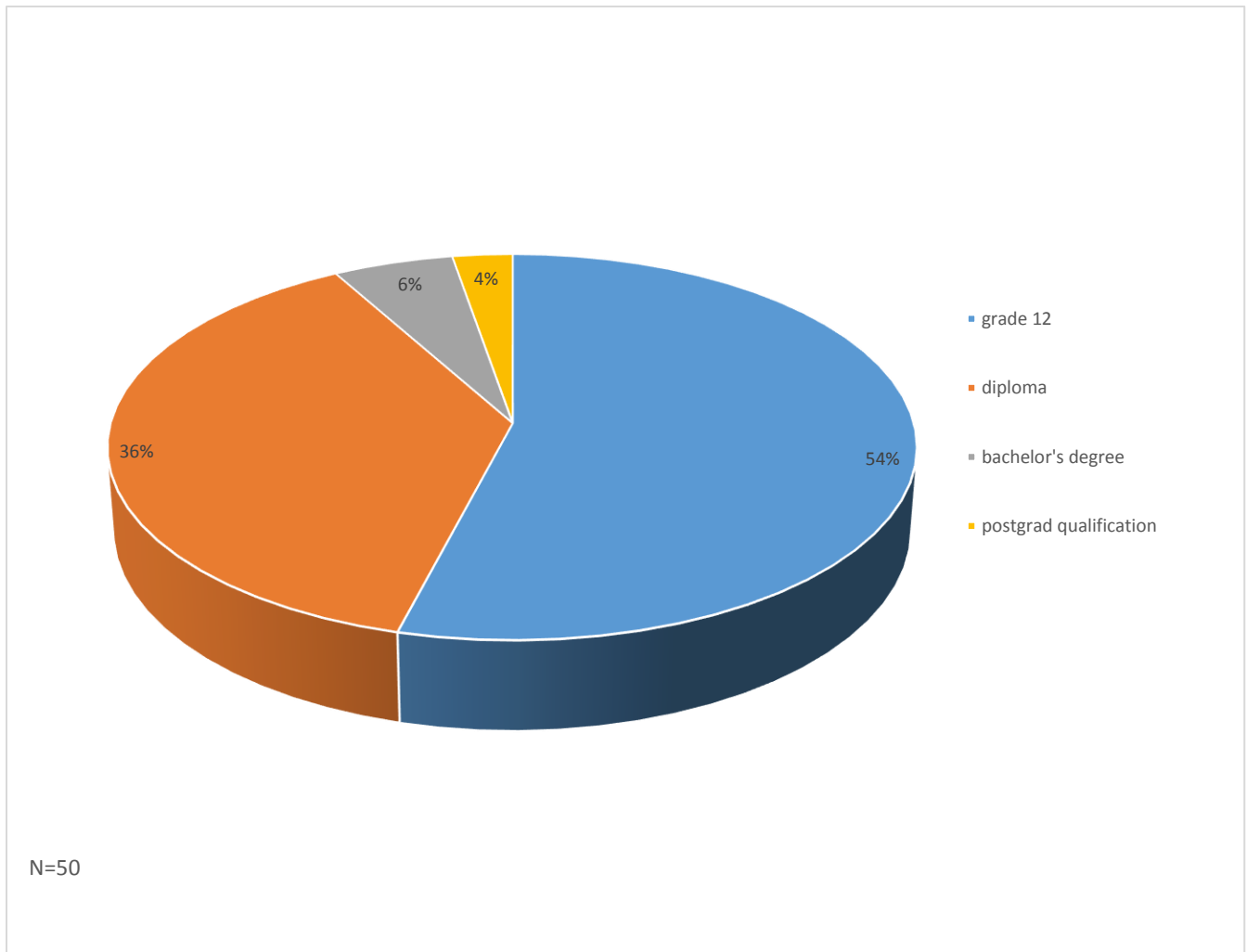
The quantitative respondents consisted of 37 traffic officers working in Vhembe District of Limpopo Province and the qualitative participants were 8 traffic officers from the same district. Of the, 22% were females and 78% were males (Figure 4.1).

**Figure 4.2: Age distribution of survey respondents**



The respondents were categorized into two age groups namely; 16-20 years old and those greater than 20 years old. More than half of the respondents, 64% were above 20 years old and 36% were in the age group 16-20years (Figure 4.2).

**Figure 4.3: Distribution of survey respondents by educational level**



The traffic officer's highest qualification is matric (grade 12), with more than half of the respondents (54%) having matric as their highest qualification. Of the (36%) have diplomas, (6%) have bachelor's degrees and only (4%) has a postgraduate qualification.

**Table 4.1: Employment status of the respondents**

	Frequency	Percentages
<b>Full time</b>	33	<b>66</b>
<b>Part time</b>	7	<b>14</b>
<b>Unemployed</b>	0	<b>0</b>
<b>Pensioner</b>	10	<b>20</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

In terms of employment status, the majority of the respondents were full time employed as traffic officers, that is, 66%. Ironically, 14% of the respondents were employed though the majority of this category was employed on a part-time basis. In addition, traffic officer's pensioners constituted 20% of the total number of respondents (See Table 4.1).

**Table 4.2: Work experience by the respondents**

	Frequency	percentage
<b>1-10 years</b>	10	40
<b>Over 10 years</b>	15	60
<b>Total</b>	<b>25</b>	<b>100</b>

Table 4.2 revealed that majority of respondents have over 10 years of work experience while minority of respondents which constitutes 40% of total sample is ranged between 1-10 years of work experience. The results indicated that majority of respondents (60%) have over 10 years' experience this means that they will revealed the relevant information.

**Table 4.3: Language of the respondents**

	Frequency	percentage
English	5	10
Tshivenda	33	66
Tsonga	7	14
Other	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

The data shows that 66% of total respondents were proficient in the Tshivenda language, which is their mother tongue. Only 10% of the respondents were proficient in English and 14% indicated that they could communicate in Tsonga.

### 4.3 TRAINING OF TRAFFIC OFFICERS

The data was analysed using a SPSS version 22.0 computer based programme for analysing data from social science studies. The statistical analysis is based on the training of traffic officers.

**Table 4.3: There is education, training & development**

	Frequency	Percentage
Strongly Agree	24	48
Agree	10	20
Neutral	4	8
Disagree	6	12
Strongly Disagree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.3 indicates that 4 respondents which constituting 8% of the total sampled did not answer the question it is uncertain. The respondents may not have seen this question, been uncomfortable answering the question or be unsure if There is education, training

and development. Again, 34 respondents constituting 68% of the total sample was strongly agreed with the statement that there is education, training & development while 12 respondents constituting 24% of the total sample disagreed with the statement. This means that 12 participants constituting 24% of the total sample are not aware that there is education, training and development.

**Table 4.4: Environment at training colleges is conducive**

	Frequency	Percentage
Strongly Agree	20	40
Agree	10	20
Neutral	8	16
Disagree	6	12
Strongly Disagree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.4 also supports this idea as 30 respondents constituting 60 % of the total sample strongly agreed with the statement that environment at training colleges is conducive while 8 respondents constituting 16% of the total sample were neutral. Contrary, 12 respondents constituting 24% of the total sample strongly disagreed with the statement that the environment at training colleges is conducive and this is a clear indication of the lack of knowledge by a certain group of people in the officers.

**Table 4.5: Training prongs are relevant**

	Frequency	Percentage
Strongly Agree	12	24
Agree	18	36
Neutral	10	20
Disagree	8	16
Strongly Disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

Tables 4.5 also supports this idea as 30 respondents constituting 60% of the total sample strongly agreed with the statement that Training prongs are relevant while 10 respondents constituting 20% were neutral. Again, this idea is not supported by all as 10 respondents constituting 20% of the total sample strongly disagreed with the statement that Training prongs are relevant and this is a clear indication of the lack of knowledge by a certain group of study population.

**Table 4.6: Traffic Curriculum is developed by professionals**

	Frequency	Percentage
Strongly Agree	24	48
Agree	10	20
Neutral	4	8
Disagree	6	12
Strongly Disagree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.6 also indicates that 34 respondents constituting 68 % of the total sample agreed with the statement that traffic curriculum is developed by professionals while only 4 respondents constituting 8% were neutral with the statement due to the lack of the information. Further 12 respondents constituting 24% of the total sample disagreed with the statement that Traffic Curriculum is developed by professionals. Therefore, majority of the respondents (68%) agreed with the statement that traffic curriculum is developed by professionals.

**Table 4.7: Traffic curriculum is relevant to the skill needed**

	Frequency	Percentage
Strongly Agree	26	52
Agree	12	24
Uncertain	4	8
Disagree	6	12
Strongly Disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.7 also supports this idea 38 respondents constituting 76% of the total sample agreed with the statement that Traffic curriculum is relevant to the skill needed. This idea is not supported by all as 8 respondents constituting 16% of the total sample disagreed with the statement that Traffic curriculum is relevant to the skill needed while 4 respondents constituting 8% were neutral and it is a clear demonstration of lack of information the lack of knowledge by a certain group of participants on the study population.

#### **4.4 CHALLENGES FACING TRAFFIC OFFICERS IN THE MANAGEMENT OF TRAFFIC LAW**

Participants responded to each item on a 5-point Likert scale (1= *strongly disagree*, 5 = *strongly agree*). The responses to each of the statements were averaged together to create an indicator of the level of importance of each challenge faced by traffic officers in the Vhembe District (based on the level of *affirming* or *disapproving*), where higher scores were indicative of higher levels of affirming/agreeing to the statement/challenge being faced in the management of traffic laws.

When it comes to challenges facing Vhembe District in the management of traffic law, the findings indicated that “the existence of interpersonal relationships between management and junior traffic officers” is not a major challenge. The least agreed on or major challenge is “officers lacking good managerial skills”

**Table 4.8: There are enough numbers of traffic officers**

	Frequency	Percentage
Strongly Agree	22	44
Agree	8	16
Uncertain	10	20
Disagree	6	12
Strongly Disagree	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.8 also supports this idea as 30 respondents constituting 60% of the total sample agreed that there are enough numbers of traffic officers while 10 respondents constituting 20% were neutral. This idea is not supported by all as 10 respondents constituting 20% of the total sample disagreed with the statement that says: There are enough numbers of traffic officers who lack of knowledge by a certain group of people.

**Table 4.9: Officers are well trained**

	Frequency	Percentage
Strongly Agree	14	28
Agree	18	36
Uncertain	10	20
Disagree	8	16
Strongly Disagree	0	0
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.9 also supports this idea 32 respondents constituting 64% of the total sample agreed with the statement that the Officers are well trained while 10 respondents constituting 20% were neutral due to lack of information. This idea is not supported by all as 8 respondents constituting 16% of the total sample disagreed with the statement that the officers are well trained.

**Table 4.10: Interpersonal relations exist between management and junior staff**

	Frequency	Percentage
Strongly Agree	18	36
Agree	12	24
Uncertain	6	12
Disagree	10	20
Strongly Disagree	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.10 also indicates that 30 respondents constituting 60% of the total sample agreed with the statement that interpersonal relations exist between management and junior staff while only 6 respondents constituting 12% were neutral with the statement due to the lack of the information. Further, 14 respondents constituting 28% of the total sample disagreed with the statement that Interpersonal relations exist between management and junior staff. Therefore, majority of the respondents (60%) agreed with the statement that the Interpersonal relations exist between management and junior staff.

**Table 4.11: Officers have good managerial skills**

	Frequency	Percentage
Strongly Agree	20	40
Agree	10	20
Uncertain	8	16
Disagree	6	12
Strongly Disagree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.11 shows that 30 respondents constituting 60% of the total sample agreed with the statement that the officers have good managerial skills while 8 respondents constituting 16% percent were neutral it was a clear demonstration of lack of information. Only 12 respondents constituting 24% of the total sample disagreed with the statement

that the officers have good managerial skills. As result the majority of respondents (60%) agreed with the statement says that: Officers have good managerial skills.

**Table 4.12: Officers are sufficiently motivated to work**

	Frequency	Percentage
Strongly Agree	14	28
Agree	16	32
Neutral	4	8
Disagree	8	16
Strongly Disagree	8	16
<b>Total</b>	<b>50</b>	<b>100</b>

Tables 4.12 also support this idea, 30 respondents constituting 60% of the total sample agreed with the statement that the Officers are sufficiently motivated to work while 4 respondents constituting 8% were neutral. This idea is not supported by all as 16 respondents constituting 32% of the total sample disagreed with the statement that the officers are sufficiently motivated to work.

**Table 4.13: There is coordination between departments**

	Frequency	Percentage
Strongly Agree	4	8
Agree	12	24
Uncertain	6	12
Disagree	14	28
Strongly Disagree	14	28
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.13 also indicate that 16 respondents constituting 32 % of the total sample agreed with the statement that the there is coordination between departments while only 6 respondents constituting 12% were neutral with the statement due to the lack of the

information. Further 28 respondents constituting 56% of the total sample strongly disagreed with the statement that the school feeding programme should be stopped. Therefore, majority of the respondents (56%) disagreed with the statement that there is coordination between departments.

#### 4.5 STRATEGIES TO OVERCOME THE CHALLENGES FACING TRAFFIC OFFICERS

When it comes to strategies to deal with challenges faced by traffic officers, the participants responded to each item on a 5-point Likert scale (1= strongly disagree, 5 = strongly agree). The responses to each of the statements were averaged together to create an indicator of the level of importance of each strategy (based on the level of *affirming* or *disapproving*), where higher scores were indicative of higher levels of affirming/agreeing to the statement/strategy to overcome the challenges faced by Vhembe District in managing traffic laws.

**Table 4.14: Training improves abilities**

	Frequency	Percentage
<b>Strongly Agree</b>	8	16
<b>Agree</b>	10	20
<b>Uncertain</b>	10	20
<b>Disagree</b>	12	24
<b>Strongly Disagree</b>	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.14 also supports this idea as 18 respondents constituting 36% of the total sample agreed with the statement that training improves abilities. This idea is not supported by all as 10 respondents constituting 20% of the total sample disagreed with the statement that training improves abilities while the neutrality demonstrated by 22 respondents who constituted 44% of the total sample reveals confusion by the respondents who were in the majority.

**Table 4.15: Diversifying training makes it effective**

	Frequency	Percentage
Strongly Agree	16	32
Agree	10	20
Uncertain	4	8
Disagree	6	12
Strongly Disagree	14	28
<b>Total</b>	<b>50</b>	<b>100</b>

Tables 4.15 also supports this idea as 26 respondents constituting 52% of the total sample agreed with the statement that Diversifying training makes it effective. This idea is not supported by all as 20 respondents constituting 40% of the total sample disagreed with the statement that diversifying training makes it effective while 4 respondents constituting 8% were neutral and it is therefore due to lack of information of Diversifying training makes it effective.

**Table 4.16: Positive public involvement helps**

	Frequency	Percentage
Strongly Agree	12	24
Agree	12	24
Uncertain	10	20
Disagree	8	16
Strongly Disagree	8	16
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.16 also indicates that 24 respondents constituting 48% of the total sample agreed with the statement that positive public involvement helps while only 10 respondents constituting 20% were neutral with the statement due to the lack of the information. Further, 16 respondents constituting 32% of the total sample disagreed with the statement

that positive public involvement helps. Therefore, majority of the respondents (48%) agreed with the statement that the Positive public involvement helps.

**Table 4.17: Increasing duration of training increases effectiveness**

	Frequency	Percentage
Strongly Agree	20	40
Agree	10	20
Uncertain	8	16
Disagree	6	12
Strongly Disagree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.17 reveals that 40 respondents constituting 30% of the total sample agreed that increasing duration of training increases effectiveness. Again Table 4.17 showed that 8 respondents constituting 16% of the total sample were neutral due to lack of information while 12 respondents constituting 24% of the total sample disagree that increasing duration of training increases effectiveness. The overall of the above statistics analysis revealed that majority the respondents indicate that increasing duration of training increases effectiveness is the best strategy to overcome challenges in management of traffic law.

**Table 4.18: Other measures besides training improves effectiveness**

	Frequency	Percentage
Strongly Agree	22	44
Agree	12	24
Uncertain	4	8
Disagree	6	12
Strongly Disagree	6	12
<b>Total</b>	<b>25</b>	<b>100</b>

Table 4.18 indicates that 34 respondents, constituting 68% of the total sample agreed with the statement that: Other measures besides training improve effectiveness. And 8 respondents were neutral with the statement due to the lack of information while 12 respondents, constituting 24% of the total sample disagrees with the statement that other measures besides training improve effectiveness. Therefore, majority of respondents (68%) agree that other measures besides training improves effectiveness.

**Table 4.19: Promoting good ethics improves effectiveness**

	Frequency	Percentage
Strongly Agree	16	32
Agree	10	20
Uncertain	4	8
Disagree	6	12
Strongly Disagree	14	28
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.19 indicates that 26 respondents constituting 52% of the total sample was agreed with the statement that: Promoting good ethics improves effectiveness. And 4 respondents were neutral with the statement due to lack of the information while 20 respondents which constitutes 40% of the total sample disagrees that learners eat their food under supervision of educators. Therefore, majority of respondents (52%) disagreed with the idea that promoting good ethics improves effectiveness.

**Table 4.20: Continuous training increases effectiveness**

	Frequency	Percentage
Strongly Agree	20	40
Agree	10	20
Uncertain	8	16
Disagree	6	12
Strongly Disagree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.20 reveals that 30 respondents which constitute 30% of the total sample agree that continuous training increases effectiveness. Again table 4.20 shows that 8 respondents constituting 16% of the total sample were neutral due to lack of information while 12 respondents which constituting 24% of the total sample disagree that continuous training increases effectiveness. The overall of the above statistics analysis revealed that majority of the respondents agree with the statement says that continuous training increases effectiveness.

**Table 4.21: Increased state involvement improves effectiveness**

	Frequency	Percentage
Strongly Agree	22	44
Agree	12	24
Uncertain	4	8
Disagree	6	12
Strongly Disagree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.21 indicates 4 respondents which constitute 8% of the total sample did not answer the question as they are neutral. The respondents may have not seen this question, been uncomfortable answering the question or be unsure if increased state involvement improves effectiveness. Over 68% of the total sample indicated that they agree with the statement that increased state involvement improves effectiveness while 24% of the total

sample participants thought they disagree with the statement. This means that the majority of respondents are aware of increased state involvement improves effectiveness.

#### **4.6 ANALYSIS OF DATA COLLECTED THROUGH INTERVIEW**

This data collection procedure was preceded by an introduction of myself, followed by a comprehensive explanation of the purpose of the meeting. The importance of free participation and contribution was also highlighted. The researcher asked for participants' consent to participate in the study and for interviews to be written. The researcher promised the participants confidentiality and anonymity and further indicated that a copy of the interview transcript may be available for them if they so deem necessary. A face-to-face in-depth interview was held with 10 selected respondents.

- **Responses to questions on the challenges of traffic officers**

Respondent 1 mentions that the main problem is about bribery that is offered to the traffic police officials and this practice is everywhere. If the traffic police found someone on the road driving without a driver's licence, they just take a bribe. The general traffic police ranks are really all about if you do not have drivers licence when driving, you give me R20 and you are allowed to go scot-free.

Respondent 2 narrates that in most of the time when the traffic police stop taxis; they find the driver with no driver's licence. The drivers tend to beg them not take legal action against them and they simply offer the police official's bribes. The traffic police then do not take any action against them and they allow them to go with no fine. In support, Respondent 3 said that bribery on our public roads occurs when the lawbreakers bribe police officials not to give them a ticket. Sometimes you find the taxi driver jumps a red robot with a taxi overloaded with 20 children in it.

The traffic police are there, they see everything, they pull them off and the taxi driver just gives them R50. Respondent 6 articulates that police corruption is the wrong practice by police officials. For instance, if they take bribes and let someone to go who is driving a

vehicle that does not have the brakes, then later the same vehicle ends-up killing innocent people who are walking on the side of the road. This takes place because of dishonest police officials who took bribes and let the driver of the non-roadworthy vehicle go free, a person can kill another person, and then bribe the police to get rid of the case. Respondent 1 declares that some of the police join with the organisation with the intention of benefitting themselves by taking bribes.

Respondent 4 asserts that some of the police officials arrest someone who has committed a particular crime. The next thing they collect money from them and set them free to walk the streets again. Respondent 8 postulates that when their property is stolen, they knew who the suspects were; they approach them and found their stolen items. They called the police to arrest those suspects, but to their surprise, those suspects never went to court. They released them after few hours because they forced them to pay bribes so that they can release them. The perpetrators keep on doing as they wish due to the police's willingness to accept bribes. Respondent 8 accentuates that in most 58 cases when traffic police officials find that some people committed illegal activities they take bribes from them.

Respondent 9 proclaims that some of the traffic police officials try to remain honest and to enforce the law, but the corrupt ones influence them to join their dishonest behaviour. They do this because if they take bribes while others do not, they would not trust each other. In addition, Respondent 10 reveals that some of the traffic police officials are on the payroll of crime syndicates. Some of the police officials are bribed by the criminals to get rid of the certain dockets for personal gain, such as the money or other benefits.

- **Responses to questions on the perceptions on training of traffic officers**

Findings of the qualitative interviews showed that traffic officers in the district are normally nominated by the district office to undertake certain training courses and/or workshops. Much of the training/workshops are done at the traffic college. The respondents 1 and 5 indicated that *“sometimes police officials and traffic officers are engaged in bilateral workshops on management of traffic laws in the district”*. However, of importance to note, one respondent suggested that *“...training of traffic officers in management of traffic law should also involve justice officials to enhance simultaneous enforcement”*.

Bearing in mind that the specific nature and needs during the training of traffic officers and the ever growing demands of the road traffic milieu made on the traffic officer, it is clear that traffic officers are not only enforcers of the law, but that their tasks stretch over a much wider range, and that their career requires a particular professionalism. The findings of the study are asserted by respondent 6 and 7 who found that, in South Africa, formal traffic law enforcement training courses are considered by many in the profession to only touch on part of the wide range of activities traffic officers have to perform daily and this highlights the need for more effective in-service training courses.

Respondent 7 indicated that traffic offenders being acquitted when traffic officers have played their role in trying to bring them to book. The respondents also indicated that this is worsened by the National Prosecuting Authority (NPA) not being conversant with traffic laws, thus leading to offenders getting away unpunished. Some participants even pointed out that, even when some offenders are sentenced, the sentences are usually light and do not deter offending in future.

Respondent 8 shows that there is shortage of staff, lack of modern equipment, resulting in some jobs being done manually and lack of training on the side of pedestrians and drivers on traffic laws.

Findings of the qualitative study were in consistent with literature. Mphela (2011:268) states that a serious challenge that developing economies are faced with is shortage of resources which makes it difficult for traffic law enforcement agencies to afford the technology and equipment that is required to make enforcement efficient. Mphela (2011:268) further asserts that, traffic law enforcement can also be overwhelming to enforcement agencies.

- **Responses to questions on the strategies to overcome challenges in management of traffic law**

One priority strategy pointed out by the interviewed officers in the qualitative study was the need to train NPA and department of justice officials in the management of traffic laws for consistent application and interpretation of traffic laws and good practice. Based on the findings of the qualitative study, some of the strategies to overcome challenges faced in the management of traffic laws in Vhembe district maybe summarized as:

- having informed deployment;
- need to develop a formal and informal training for the management team; and
- Informing traffic officers if there is need to improve their knowledge of traffic laws and enforcement.

Finding of the qualitative study clearly indicate the lack of cohesion in the manner in which enforcement of traffic laws is managed by the different branches of law enforcement (traffic officers, prosecuting authorities and courts). Respondent revealed that road traffic safety is a multi-disciplinary science and as such needs to be managed by a team of experts from different institutions in a holistic, integrated and coordinated manner. Looking at the South African situation, Respondents also revealed that the lack of an implementation strategy, a management plan, involvement of teams of experts, and a scientific and multi-disciplinary approach of the developed road traffic management models under the Traffic Management System (TMS) in South Africa in order to reduce road traffic violations and road traffic casualties.

As much as the traffic officers did not consider the duration of the training programmes for traffic officers to be a strategy in overcoming challenges, finding from other studies seem to suggest otherwise. The duration of the training for traffic officers in South Africa is only six months and this can be compared to other countries, for example, most traffic officers in California and Arizona in the United States of America, hold university qualifications. The initial training in these cities stretches over 20 weeks for gentlemen and 21 weeks for ladies, which is then followed by a 12 months trial period before permanent appointment is considered (Grimbeek, 2006:12). Intensive selection is conducted in view of the quality of the students who are considered for appointment as traffic officers.

Respondent is also of the opinion that the six month training course for traffic officers at the six training colleges in South Africa, namely Limpopo College in Thohoyandou in the Limpopo Province, Lengau College in Bloemfontein in the Free State Province, Boekenhoutskloof College in Pretoria in the Gauteng Province, KwaZulu-Natal College in Durban in KwaZulu-Natal Province, Port Elizabeth College in Port Elizabeth in the Eastern Cape Province and Philippi College in Cape Town in the Western Cape Province, does not allow sufficient training time to fully and extensively address current training needs of traffic officers.

The traffic officers were also agreeing on the importance of training as a strategy in overcoming challenges faced in the management of traffic laws in Vhembe District. Respondent also supports this further by asserting that traffic policing should not be excluded from academics and related professionalism. Respondent also feels that every traffic officer who cares about his profession, who cares about his professional identification, has an obligation to continually add value to his profession through further training. Respondent further states that academics and further training should be in high demand among the new generation of traffic officers.

## 4.7 CONCLUSION

At this stage, it was clear to the researcher that his research objectives had been supported by this questionnaire and interview responses as had been proposed in this research aims. To be mentioned in conclusion is that the entire population of traffic officers had been involved in the research questionnaire and that all 30 of them had clearly indicated the need for training at local level to focus on identified shortcomings that will be addressed more extensively in the following chapter. The following chapter will be devoted to findings that were identified during the research and the resulting recommendations based on those findings.

## CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS

### 5.1 INTRODUCTION

In the previous chapter, findings of the investigation into the management of traffic law in Limpopo Province with specific reference to Vhembe and the responses of the respondents were discussed. The researcher analyzed and interpreted the responses of the respondents as entailed in the completed questionnaires and interviews that were conducted. The overall results were presented, analyzed and discussed. The purpose of this chapter is to draw conclusions, provide summary and findings of chapters and recommendations from all the preceding chapters with regard to possible solutions to the challenges facing Vhembe District in the management of traffic law.

### 5.2 MAJOR FINDINGS

- Training needs analysis needed to compare the current situation versus the desired situation in the local traffic department as a workplace environment
- Identifying the causes of performance problems among traffic officers
- The speed of change in the workplace in this time and age requires attention to ensure that traffic officers at local level are keeping abreast with other professions
- Emphasis on individual learning and gender differences has to really be considered burning issues of importance to contribute to a more representative profession which has for so long been male dominated
- The lack of clarity concerning who should focus on training has to be critically scrutinised in the local traffic officer environment
- That trainers have a moral imperative, which implies that they need to develop the skills of those employees who welcome further training
- Gender and individual differences differ from one organisation to another when training is at stake

- Age is surely an issue when further training is considered with perhaps more focus on the younger generation of traffic officers who are really crying out for further training
- Professional and academic qualifications are determinants that are crucially sought after by mainly the younger age group of traffic officers
- Current ranks held by traffic officers are indicative of the need for further training to be considered so that future promotions of traffic officers and personal competence levels will be a consideration by the local traffic department
- Training, when conducted, has to focus on identified training needs to ensure that education, training and development will not merely be buzz words in the local traffic department, having a pleasant ring to them instead of being a necessity
- The quantitative study identified lack of good managerial skills, lack of motivation to work and lack of training as challenges. The interviews identified the treatment of traffic offenses as “petty” by the Department of Justice and in particular magistrates as a major challenge. Among other challenges pointed out in the qualitative study were; “shortage of staff”, “lack of modern equipment, resulting in some jobs being done manually” and “lack of training on the side of pedestrians and drivers on traffic laws

### **5.3 RECOMMENDATIONS**

This section briefly gives the recommendation of the study based on the major findings of the study.

The traffic officers’ top management should be aware of the traffic police corruption that exists within the Department of Transport and they should deal with it. They should strive to maintain a high standard of ethical conduct that can serve as the key to prevent traffic police corruption and maintain the community member’s trust. They should visit the police

stations 80 once or twice yearly so that they can understand police member's problems and other challenges they encounter

The South African government should establish a very sophisticated anti-corruption body that is independent from the Department of Transport to spearhead the strategy to combat corruption. It should consist of well-trained officials who would take their job seriously to deter traffic police officials from committing illegal activities. It is essential for government to recall passionate former traffic police officials to investigate all the corrupt officials. In support, those who have retired because they hate traffic police corruption should be the people who are used to deal with traffic police corruption.

The traffic police officials should have every reason not to take a bribe. They should be able to say that their wages, and incentives are enough for them and they are bound not to be corrupt. If they are well paid, it may be enough reason to make them not to accept the bribes. This is very important because they should not have any doubt that everything was done for their well-being. They may regain confidence about their profession. At least by doing that, the traffic police would lessen police officials desire to collect bribes from people. When you only give them basic training and pay them little, they are likely to keep on taking bribes.

It was recommended that the Department of Transport should acquire enough vehicles to address the shortage, which was mentioned frequently by the community members. In addition, for emergencies, it should have enough motor cycles as part of their fleet because they consume less petrol. It is very important for the traffic police to have stable transport at the stations in order to fight crime more quickly and easily.

Addressing the shortage of resources in the traffic police should form part of its strategic plans to meet the needs of the community at large. The traffic police management should provide police officials with sufficient resources and equipment at the police stations in order to perform optimally.

Equipping the senior traffic department managers be it traffic chiefs and/or traffic principals as well as traffic officers with skills and knowledge through training will enhance capacity development which will enable them to develop innovative and appropriate technologies for managing the performance of their units and for better management of traffic law in Vhembe District. Many times, senior managers are sent for training without consideration for the relevance to present job or future appointment. The researcher therefore recommends that proper consideration of training need take place through a skills audit on a regular basis (preferably quarterly) before the Department of Transport in Vhembe district can send a senior manager to train. Senior managers must not attend training for the sake of attending but they must attend when the training is necessary.

Performance management system will not only improve the management of traffic laws in the District but it will also benefit senior managers, in that senior managers who perform their duties above the expected level should be rewarded in order to ensure that they maintain a high level of performance. Therefore, the researcher recommends that the Department of Transport must offer incentives in a form of financial rewards such as performance bonuses and nonfinancial rewards such as individual recognition to encourage high performers to continue with the good work.

Use of modern technologies would definitely increase efficiency and effectiveness in the management of traffic laws. This would assist in prosecuting offenders of traffic laws and speed up the prosecution processes and procedures.

### **5.3.1 Other strategies to overcome identified challenges**

The researcher also suggests the following to address the identified challenges in the management of traffic laws in the district:

- The opportunity has to be created for local traffic officers to be trained formally, intensively, during education, training and development interventions at local level.
- Opportunities must be created for further specialized training at local level.

- A career development route has to be created for local traffic officers, whether as a manager, an administrative officer or a specialist law enforcer.
- There should be more intensive coordination among traffic management and traffic officers in lower ranks so that the first-mentioned group will be able to address the training needs and shortcomings of the latter-mentioned group or outsource
- To ensure that all traffic law stakeholders are working together at national, provincial and local levels to ensure consistent management and enforcement of traffic laws.
- To ensure that the implementation of traffic laws is done in a holistic, coordinated and integrated approach to reduce interpretation and enforcement inconsistencies and fragmentation in application.

#### **5.4 RECOMMENDATIONS FOR FURTHER RESEARCH**

The researcher recommends future studies to look into the following:

- The identification of specific training needs in relation to human relations away from mere law enforcement duties of traffic officers at local level.
- That one or more tertiary institutions should be involved with the further training of trainees of traffic officers at local level.
- Identify curriculum needs for the training of traffic officers based on research by experts in such matters

#### **5.5 CONCLUSION**

The study identified lack of good managerial skills, lack of motivation to work and lack of training as challenges. The interviews identified the treatment of traffic offenses as “petty” by the Department of Justice and in particular magistrates as a major challenge. Among other challenges pointed out in the qualitative study were; “shortage of staff”, “lack of modern equipment, resulting in some jobs being done manually” and “lack of training on the side of pedestrians and drivers on traffic laws”. The study revealed that the training

programmes are not relevant and the environment at the training colleges is not conducive. Among strategies suggested to address the challenges were; training to improve abilities of traffic officers; continuous training to improve effectiveness; increased state involvement to increase effectiveness and diversifying training to make it effective. In conclusion, it is necessary to emphasize that Department of Transport in Vhembe district needs to make use of the above recommendations for improving the management of traffic laws by the departments' personnel.

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## APPENDICES

### APPENDIX A: DRAFT QUESTIONNAIRE

#### SECTION A: BIOGRAPHICAL INFORMATION

Please complete all questions

##### Distribution of respondents by gender

Male	
Female	

##### Age distribution of survey respondents

18-24	
<b>25-31</b>	
<b>32-38</b>	
<b>39 and above</b>	

##### The frequencies and percentage of respondents by parents' education level

University	
College	
Secondary school	

##### Employment status of the respondents

Full time	
Part time	
Unemployed	
Pensioner	

##### Work experience by the respondents

1-10 years	
Over 10 years	

### Language used by the respondents

English	
Tsonga	
Tshivenda	
Other	

### **SECTION B: QUESTIONNAIRES ON CHALLENGES FACING TRAFFIC OFFICERS IN THE MANAGEMENT OF TRAFFIC LAW**

For the following statement, please tick the box that matches your view most closely

**1: Strongly Disagree (SD), 2: Disagree (D), 3: Undecided (U), 4: Agree (A), 5: Strongly Agree (SA)**

No		SA	A	U	D	SD
<b>TRAINING OF TRAFFIC OFFICERS</b>						
1	There is education, training & development	5	4	3	2	1
2	Environment at training colleges is conducive	5	4	3	2	1
3	Training prongs are relevant	5	4	3	2	1
4	Traffic Curriculum is developed by professionals	5	4	3	2	1
5	Traffic curriculum is relevant to the skill needed	5	4	3	2	1
<b>CHALLENGES FACING TRAFFIC OFFICERS IN THE MANAGEMENT OF TRAFFIC LAW</b>						
6	There are enough numbers of traffic officers	5	4	3	2	1

7	Officers are well trained	5	4	3	2	1
8	Interpersonal relations exist between management and junior staff	5	4	3	2	1
9	Officers have good managerial skills	5	4	3	2	1
10	Officers are sufficiently motivated to work	5	4	3	2	1
11	There is coordination between departments	5	4	3	2	1
<b>STRATEGIES TO OVERCOME THE CHALLENGES FACING TRAFFIC OFFICERS</b>						
12	Training improves abilities	5	4	3	2	1
13	Diversifying training makes it effective	5	4	3	2	1
14	Positive public involvement helps	5	4	3	2	1
15	Increasing duration of training increases effectiveness	5	4	3	2	1
16	Other measures besides training improves effectiveness	5	4	3	2	1
17	Promoting good ethics improves effectiveness	5	4	3	2	1
18	Continuous training increases effectiveness	5	4	3	2	1
19	Increased state involvement improves effectiveness	5	4	3	2	1

## APPENDIX B: INTERVIEW SCHEDULE

**What are the perceptions on training of traffic officers?**

.....  
.....  
.....

**What are the challenges facing traffic officers?**

.....  
.....  
.....

**What are the strategies to overcome challenges in management of traffic law?**

.....  
.....  
.....

## APPENDIX C: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

P.O. Box 3780

Thohoyandou

0950

11 February 2016

The Vhembe Traffic Manager

Vhembe District

Dear Sir/Madam

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a Masters student at the University of Venda and engaged in a research project in the Vhembe District. My research study is entitled: **“THE CHALLENGES FACING TRAFFIC OFFICERS IN THE MANAGEMENT OF TRAFFIC LAW IN LIMPOPO PROVINCE WITH SPECIFIC REFERENCE TO VHEMBE DISTRICT”**. The aim of my research is to investigate the challenges facing traffic officers in the management of traffic law in Limpopo Province with specific reference to Vhembe District.

I therefore request permission to conduct this research. You are further assured that data collected during the investigation will be highly confidential and will only be used for the purpose of my research.

For further information about this study, please contact my supervisor, Prof Khwashaba, at this number: 079 783 9291

Thanking you in anticipation.

Yours Faithfully

MUTHUHADINI HENDRICK RAMAVHUNGA