

# **SAPS MEMBERS' EXPERIENCE OF DIVERSITY AND DIVERSITY TRAINING WITHIN THE SAPS**

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by

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## **ABSTRACT**

During this study, an attempt was made to explore the opinions and attitudes of members of the South African Police Service (SAPS) towards issues of diversity before, immediately after and three months after participating in diversity training workshops presented by the SAPS Training Division during 1997 in Port Elizabeth. The aim of this thesis was not to assess the diversity training itself, but to discover if the training, as currently presented, in any way influenced the attitudes of participants.

In order to meet this goal, literature and empirical studies were conducted. The literature study sets the theoretical foundation pertaining to the history of the SAPS and the attitudes and prejudices of and diversity among SAPS members.

During the empirical research phase, a non-probability purposive sampling procedure was adopted. Four of a range of diversity workshops presented by the Training Division of the SAPS during 1997 were selected for the purpose of this study. An internal SAPS process was used to nominate members to attend the workshops.

The researcher requested the participants in each of the four workshops to complete a self-administered questionnaire before as well as after the workshop concerned. Immediately after each of the four workshops, a short interview was held with each attendee. To explore the stability of any change evident from responses on the questionnaires completed *after* the workshops, the attendees were again requested to complete the same questionnaire three months later. To increase the validity of any conclusion that attitudinal change was related to the workshop, a control group was used.

This study has revealed that a cross-spectrum of SAPS members of both sexes and diverse racial backgrounds believe that various forms of discrimination exist within the SAPS. It confirmed that the diversity training presented by the SAPS Training Division is a useful instrument to heighten members' awareness of the different norms and customs of other cultural/ethnic groups and of the necessity that the SAPS should be constituted of a cross-spectrum of racial groups reflecting the South African society.

Finally, based on the research findings, recommendations were made involving management and its supportive services and diversity training.

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# CHAPTER 1

## INTRODUCTION

## 1 INTRODUCTION TO THE STUDY

### 1.1 BACKGROUND

Diversity is a concept with far-reaching consequences. In a nutshell : “Diversity implies differences in people based on their identification with various groups. It is a process of acknowledging differences through action. Valuing diversity involves going even beyond the golden rule of treating others as you wish to be treated. It involves treating others as they wish to be treated” (Montague, De Swardt, Kriel and Knoetze, 1996 : 1).

This study will consider diversity and diversity training within the South African Police Service. It will explore the attitude of members of the SAPS towards various problematic issues surrounding diversity, such as discrimination, sexism, racism, cultural diversity, homosexuality, AIDS, affirmative action, education and language.

Recent changes in South Africa have made it imperative that the issue of diversity be addressed. “If diversity is not handled properly, racial and cultural diversity can impede the building of relationships” (Motshabi, 1991 : 117). Diversity training focuses on social cognition. The way one thinks about others influences the way one interacts with them. Fishbein and Potgieter as cited in Van der Westhuizen (1995 : 1) stated that behavioral change would only take place when attitudes (the way people think) change.

Van der Lingen (1994 : 6) stated that managing diversity correctly is one of the greatest challenges facing South African managers. Prejudice would remain in the workplace unless management addresses the issue of diversity with enthusiasm and implement intensive diversity training programmes. Anderson (1993 : 59) stated that diversity can be a stimulus for intellectual, emotional, economic and social growth. Diversity can change the intellectual character of an organization,

especially its perceptions of its status in the global marketplace and its relations to the human community.

## 1.2 REASON FOR CHOICE OF RESEARCH SUBJECT

In 1992, when basic training for new recruits to the SAPS was presented on an integrated basis for the first time, the need for diversity training among members was highlighted. Virtually overnight, the SAPS had to solve issues revolving around differences (diversity) among its personnel. Prior to 1992, the approach to the issue of diversity by police management had been simple and brutal : white supremacy had to be enforced at all cost. In the sixties, blacks were promoted to senior positions, but only in the police forces of the infamous “Bantustans” or homelands.

The researcher has been employed within the SAPS since March 1996. Her professional social work practice within the SAPS has indicated that diversity is not always well handled and that discriminatory practices still exist within the SAPS. The official policy of the SAPS as well as National Government is that all discriminatory practices should be eliminated. By exploring each of the main areas of discrimination, anti-discriminatory practice suggests how social workers in the SAPS can challenge the inequality and oppression that are the products of diverse complex and subtle forms and processes of discrimination.

The above situation has stimulated the researcher’s interest in exploring the opinions and attitudes of members of the SAPS on issues of diversity and in establishing whether the diversity training presented by the SAPS Training Division has changed these opinions and attitudes in any way.

The study is somewhat longer than required. The subject is such a complex one, that it was not considered advisable to exclude any elements of the study material, as such exclusion could detract from certain of the conclusions reached.

### 1.2.1 INDICATORS FOR THE NEED OF A DIVERSITY PROGRAM WITHIN THE SAPS

During 1992, a diversity course was introduced by the Training Division of the SAPS to facilitate better understanding between students from diverse racial and cultural groups. During 1993, a survey conducted amongst 240 members at the SA Police College in Pretoria confirmed the need for diversity training. Members were asked to state any personal experiences of discrimination. The survey revealed high levels of alienation, frustration and poor self-image among members and a consequent deterioration in performance. The attitude of the members towards diversity issues, as established during the survey, gave impetus to the initiative to develop a training program (Els 1996 : 2). Other indicators of the need for diversity training includes a memorandum received from POPCRU, Pretoria Central, in August 1994, which placed “poor race relations” first on the list of grievances (Van der Westhuizen, 1995 : 2).

During January 1995, a white police official in Orlando shot a black colleague. A racial dispute between black and white members subsequently ensued. The whole nation was shocked by the aggression and intolerance between members of different races, as was evident from conversations on police radio broadcast by the media (Ngudle, 1995 : 8). Former diversity project manager, Superintendent N Els (1996 : 2) claimed that unless decisive steps were taken to address these issues, the effectiveness of the Police would be severely compromised.

These examples clearly indicated the prevailing tensions amongst the SAPS staff, mostly related to diversity.

### 1.2.2 THE EFFECTS OF DISCRIMINATION

Du Bois and Miley (1996 : 150) suggested that “people experience negative effects of racism, elitism, sexism, heterosexism, egoism and handicapism”. Populations differentiated from other (dominant) populations by virtue of race,

social class, sex, sexual orientation, age and ability often experience exploitation. Societal “isms” are the prejudicial attitudes directed against groups that society identifies as “lesser” - *less* capable, *less* productive, *less* normal. The “isms” provide rationalizations for stratified social structures that provide fewer prospects, fewer opportunities, fewer possibilities and fewer resources for those with lower status. Du Bois *et al* (1996 : 150) further stated that certain groups have access to power, prestige and resources, while others do not. Inequality, inequity and injustice affect all aspects of personal and societal functioning. When social justice prevails, both individuals and the society benefit from the full participation of societal members in the social order.

### 1.2.3 ROLE OF SOCIAL WORK

Lum (1992 : 36) stated that social work values were rooted in Judeo-Christian principles that emphasize justice, equality and concern for others. Clarke, as cited in Lum (1992 : 36), stated “Social justice is the end that social work seeks and social justice is the chance for peace. There is no other basis on which social stability can or ought to rest. Social work’s ethical codes mandate that professionals promote social and economic justice, protect the rights and freedom of individuals and create societal conditions that uphold the values of worth, dignity, and uniqueness of all persons”.

According to Du Bois *et al* (1996 : 1) social work as a profession emerged early in the twentieth century. Today, the profession is charged with fulfilling the social welfare mandate of promoting well-being and quality of life. Social work encompasses professional activities directed at improving human and social conditions and alleviating human distress and social problems. As caring professionals, social workers help people by enhancing their competence and functioning. Social workers access social supports and resources to create human and responsive social services; and expand the structures of society that provide opportunities. The SAPS Human Resources Management Department (of which

Social Work forms an integral part) similarly strives to improve the socio-psychological functioning of members of the SAPS.

The researcher's professional experience in social work suggests that problems have developed in the effective functioning of the members of the SAPS inter alia because of the ongoing political changes in the country and members' inability to adapt to the major transformation in the SAPS that flowed from this political transition. The research study will hopefully provide social workers with insight in issues of diversity within the SAPS, such as SAPS members' opinions, attitudes and perceptions in this regard. This will enable social workers to become more aware of and sensitive to diversity in their service rendering towards members.

### 1.3 GOALS AND OBJECTIVES

The goal of this study is to explore SAPS members' opinions and attitudes to issues of diversity before, immediately after and three months after participation in SAPS diversity training. This is not an assessment of the diversity training itself, but an attempt to discover if the training, as currently presented, has in any way influenced the attitudes of participants.

This study also provides a literature study, which sets the theoretical foundation of the history of the SAPS, and the attitudes, towards diversity and the prejudice among members.

Other objectives are as follows :

- ◆ Develop a questionnaire as a measuring instrument designed to explore the extent of opinions and attitudes of SAPS members to issues of diversity.

- ◆ Collate, analyze and present data in order to generate knowledge relating to issues of diversity.
- ◆ Make recommendations regarding diversity issues to the SAPS.
- ◆ Make recommendations for further empirical research studies.

#### 1.4 RESEARCH DESIGN AND METHODOLOGY

##### 1.4.1 DESIGN

The research design was an exploratory, descriptive design. According to Grinnell (1988 : 301), “in our fast changing society, social workers are regularly presented with totally new conditions and new configurations of old and new social problems”. Grinnell (1988 : 225) stated that the purpose of exploratory research study was to explore, “nothing more - nothing less”. We only want to build a foundation of general ideas and tentative theories which can be explored later with more precise and hence more complex research designs and corresponding designs.

##### 1.4.2 METHODOLOGY

Purposive sampling was used in the research study. Grinnell (1988 : 152) stated that purposive sampling could be used when sufficient knowledge related to the research problem was available to allow for the selection of “typical” persons for inclusion in the sample.

##### 1.4.3 LITERATURE STUDY

The researcher also relied on a literature study to support the empirical process.



In this study, attention was focused on the history of the SAPS, issues of diversity, and the management of diversity.

## 1.5 PROBLEMS AND LIMITATIONS OF STUDY

1.5.1 The questionnaires were not always completed accurately. When analyzing the data provided during the pre-test, it became apparent that two questionnaires were spoilt, in the sense that the biographical data requested was not completed. Originally, 52 questionnaires were completed. However, during the second workshop on diversity, two respondents fell ill and could not complete the questionnaire at the end of the workshop. Due to the confidentiality factor, it could not be identified who these respondents were, with the result that the respondents' biographical data in the pre-test differed from that in the post-test. It was further identified that a female respondent had identified herself as a man in the third month follow-up. In addition, the respondents were not consistent from pre-test to the follow-up about their age and language preferences.

1.5.2 The interviews took place immediately after the workshops, that is, on the third day of the workshops. Most respondents were rather tired by then and therefore not very enthusiastic about the interview. This could have influenced the respondents' answers to the questions.

1.5.3 Although the questionnaire was pre-tested, minor mistakes slipped through. As a result, certain questions could not be used. The reader will note that an overlapping of the rank structure of Senior Superintendent and Captain occurred in section 1, item 1.6 (see page 283).

## 1.6 PRESENTATION OF DATA

This research study is divided into six chapters.

### 1.6.1 CHAPTER 1: INTRODUCTION

The aim of this chapter is to provide the reader with insight into the reason for the choice of research subject, goals and objectives, the method of research, problems encountered during the research study, definition of concepts and the outline of the presentation of data.

### 1.6.2 CHAPTER 2: RESEARCH DESIGN AND METHODOLOGY

An explanation is given of the aim, design and methodology used during the research study.

### 1.6.3 CHAPTER 3: THE HISTORY OF THE SA POLICE SERVICE : 1910 - 1994

In this chapter, the researcher explores the origins and development of policing in South Africa.

### 1.6.4 CHAPTER 4: DIVERSITY AND SOCIAL WORK

#### 1: PREJUDICE, DISCRIMINATION AND SOCIAL WORK

In this section, the researcher explores the issues of prejudice and discrimination in the SAPS. Attention is given to racism, sources of prejudice, and the consequences thereof.

#### 2: ETHNIC-SENSITIVE SOCIAL WORK PRACTICE

This section consists of a theoretical overview of ethnic-sensitive social work practice. Practice principles are discussed.

### 3: CULTURAL DIVERSITY AND SOCIAL WORK

In this section, the researcher explores cultural diversity and social work. Attention is given to the various dimensions of culture and intercultural teambuilding.

### 4: SEXUAL ISSUES AND SOCIAL WORK

This section contains a discussion on sexual issues, with specific reference to sexism, gender, homosexuality and sexual harassment.

### 5: AIDS AND SOCIAL WORK

This section gives an overview on AIDS and social work. The nature of the disease is outlined. AIDS in the workplace is discussed.

### 6: AFFIRMATIVE ACTION AND SOCIAL WORK

This section contains a discussion on affirmative action and social work.

### 7: SAPS, DIVERSITY AND SOCIAL WORK

An overview is given on attitudes, with specific reference to the formation of attitudes. Communication is discussed, with specific reference to the aim of communication and intercultural and cross-gender communication. Finally, diversity, and the management of diversity, are discussed.

## 1.6.5 CHAPTER 5: PRESENTATION AND DISCUSSION OF FINDINGS

This chapter consists of a full presentation and discussion of the findings of the research study.

#### 1.6.6 CHAPTER 6: SUMMARY OF CENTRAL FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The central findings of the study are summarized in this chapter. Various conclusions are drawn and recommendations made to the SAPS on issues of diversity.

Further recommendations are made for future research studies.

CHAPTER 2  
RESEARCH DESIGN  
AND  
METHODOLOGY

## 1. RESEARCH DESIGN AND METHODOLOGY

### 1.1 AIMS OF STUDY

The present study aims to explore the opinions and attitudes of members of the SAPS towards issues of diversity. In addition, it aims to explore possible opinions and attitudes towards issues of diversity, and whether attending a diversity workshop would influence this (the workshops were part of a SAPS process, and not a direct part of this research).

### 1.2 RESEARCH DESIGN

According to Mouton and Marais (1990 : 32), Sellitz stated that “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure”. Tripodi (1983 : 40) outlined a classification for empirical research studies, namely *experimental*, *quantitative*, *descriptive* and *exploratory* studies. Each of these categories comprised various subcategories. As quoted by Tripodi (1983 : 40) “Combined exploratory-descriptive studies are those studies which seek to describe a particular phenomenon thoroughly. The purpose of these studies are to develop ideas and theoretical generalizations”.

In the current study, the researcher used an exploratory-descriptive research design, since it combined both exploratory and descriptive research.

Grinnell (1985 : 63) stated that a hypothesis is tested for its truth content. Hypotheses are tentative propositions in testable forms that need to be answered. The researcher has not formulated a hypothesis, as the research undertaken is exploratory-descriptive in design and does not seek to test relationships but rather to broaden the knowledge base in the area of diversity.

The research was exploratory in that it sought to explore the opinions and attitudes of members of the SAPS towards issues of diversity. In addition, it also sought to identify whether an attitude change occurred in the groups of members after they had attended the diversity workshops concerned.

The study is descriptive in nature, as the central concepts of diversity are described and explored with regard to both literature and the data gathered from the respondents. The researcher is aware of the fact that exploratory studies represent preliminary research efforts; they are designed to raise questions for further study, not to provide empirical answers (see page 215).

### 1.3 QUESTIONNAIRE DESIGN

All research efforts are dependent on the data collected. Questionnaire design and method of administration are important issues that need to be addressed by researchers. For the purpose of this study, a questionnaire was developed and self-administered. Because of the limited time available for the purpose of this study, four workshops presented by the SAPS during 1997 were selected. The first workshop served as a pilot project. As stated by Grinnell (1988 : 319) “before a research instrument is submitted to the sample of population, it should be pre-tested to be sure that other individuals who are asked to answer the questions understand them and have a favourable impression of the appearance and utility of the instrument”. The researcher needed to evaluate whether the questionnaire needed refinement before progressing to the next workshop. Members were nominated through an internal SAPS process to attend the diversity workshops. To explore the stability of change, three months after the participants had attended the workshops, the same questionnaire was again forwarded to each for completion. To increase the validity of any assertion that attitudinal change was related to the diversity workshops, a control group was used for each of the three workshops. The study sought to attribute changes in attitude to the workshops and therefore needed to differentiate between participants and non-participants. This was done by using a control group in the

pre-test phase, which proved that participants initially did not differ in any sense from non-participants. Because this control group was not re-tested, this study cannot comment on differences in attitudinal change that may have occurred in the control groups over time. The diversity workshop was designed by Mr Julian Sonn and Associates and presented by a trained diversity trainer in the SAPS Eastern Cape, Captain K Scheepers (see page 335).

The aim of this research study was not to evaluate the diversity program or the effectiveness of the trainer, but rather to explore the opinions and attitudes amongst SAPS members towards issues of diversity in the SAPS.

The questionnaire consisted of three sections and was presented in three languages (see pages 281, 295 and 309). Section 1 was aimed at eliciting biographical data from the respondents. Sections 2 and 3 were aimed at exploring the opinions and attitudes of members of the SAPS towards issues of diversity. The questionnaire consisted primarily of statements, to which respondents had to indicate their responses. Respondents were required to mark the appropriate response with a cross. The questionnaire was self-administered both before as well as directly after the workshop. The questionnaire was followed by a short interview with each respondent at the end of each workshop (see page 197). At the three-month follow-up, the researcher handed the questionnaire personally to each respondent to ensure a 100% feedback. This was very successful. For the control group, the questionnaire was also self-administered.

Before the questionnaire was constructed, a thorough literature study was undertaken (see page 7). It was decided which biographical data was needed for the study (see page 282). For section two, different questions were introduced to shed more light on how respondents felt about various diversity issues. These questions were specifically formulated by the researcher to cover a wide range of diversity related issues, e.g. the respondents' attitudes to and perceptions of gender/race issues, homosexuality, etc. Section two comprised closed-ended questions (see page 283). The responses were limited to a number of specific



choices. Grinnell (1988 : 317) stated that these types of questions could often be presented in such a way as to elicit and maintain reliable responses from individuals. Answers can be easily and quickly compared. Individuals would also be less likely to not answer certain questions.

According to Grinnell (1988 : 318) the disadvantages of closed-ended questions are that individuals may not feel that the alternatives provided truly reflect their attitudes/opinions on the relevant issue.

Section three comprised open-ended questions (see page 289), designed to permit free responses. Open-ended questions put few constraints on individual statements of feelings. A major disadvantage is, however, that such questions are time-consuming to complete. A long questionnaire often discourages people who would be more than willing to answer a short one. Internal validity and the problem of measurement error can also be serious considerations with open-ended questions; unlike the numbered choices in closed-ended questions, they introduce an element of subjectivity. Grinnell (1988 : 319) suggested that a typical survey measuring instrument might include both open- and closed-ended questions; it need not consist entirely of one or the other.

#### 1.4 RESEARCH METHODOLOGY : PRE-TESTING THE QUESTIONNAIRE

The questionnaire was pre-tested personally by the researcher. Grinnell (1988 : 314) stated that the traditional way in which the clarity of our questions (and consequent internal validity) is examined, is by pre-testing the instrument on a sample of individuals who will *not* be included in the final survey. Pre-testing the instrument can give a true indication of how respondents in the actual study will understand the questions. According to Grinnell (1988 : 320), three groups of people are particularly suitable for the pre-testing of an instrument to be used in a survey : firstly, colleagues; secondly, the potential users of the data; and, thirdly, individuals drawn from the population to be surveyed. Feedback is

needed from those who might be the focus of the study to determine whether they have understood the questions and are impressed with the instrument.

The questionnaire was self-developed in Afrikaans and English. A colleague translated the questionnaire into Xhosa. The Afrikaans and Xhosa questionnaires were then translated back into English by lecturers at the Rhodes University in order to test the reliability and validity of the questionnaires. A few mistakes were corrected. With the translation from Xhosa back into English, some semantic problems which could possibly confuse respondents were encountered. The Xhosa questionnaire was then given to two Xhosa-speaking colleagues to address these problems and confirm the questionnaires' validity and reliability.

A small sample of six colleagues, which matched the sample for the larger project and included both black and white males and females, was selected for pre-testing. In pre-testing the questionnaire, the researcher pre-tested the research tool. No major problems in understanding the questionnaire were encountered by these groups; only some minor language errors needed to be corrected.

At the first workshop, attended by thirty respondents, the questionnaires were piloted. After the workshop, brief interviews were held with each respondent. The researcher enquired after and discussed any problems relating to the questionnaire the respondents may have experienced. All thirty respondents were able to answer the questionnaire, and no significant problems with language, instructions or the length of the questionnaire had been experienced.

## 1.5 SAMPLING PROCEDURES

Seaberg, as cited in Grinnell (1988 : 240), stated that once the researcher has stated the research problem in researchable form, the next step was to generate relevant data that would help solve or address the problem. The researcher must decide what or whom to observe, or who must answer the questions posed in the investigation of the problem. This phase of the research process is referred to as

sampling. “A sample is a small portion of the total set of objects, events or persons which together comprise the subject of our study. The total set from which the individuals or units of the study are chosen is referred to as a population” (Grinnell, 1988 : 240).

For the purpose of this research study, the researcher used purposive sampling. Bailey (1987 : 94) suggested that in purposive sampling the investigator did not necessarily have a quota to fill from within various strata, as in quota sampling. Neither would he or she simply pick the nearest warm bodies, as is done in convenience sampling. The researcher uses his or her judgement about which respondents to choose and picks only those who best meet the purposes of the study. The advantage of purposive sampling is that the researcher can use his or her research skills and prior knowledge to choose respondents. The disadvantage of purposive sampling is the absence of a basis for estimating the sample error. One must be aware of attempts to control non-sampling errors (Grinnell, 1988 : 257). Some errors are inevitably produced in collecting and processing data, such as clerical errors, interviewer bias, poorly worded questions and evasions on the part of the respondent.

For the purpose of this study, the SAPS members attending a diversity workshop were chosen as an experimental group, on the basis of their diversity. As stated, the goal of this study is to explore the opinions and attitudes of members of the SAPS to issues of diversity before, immediately after and three months after their participation in SAPS diversity training. This is not an assessment of the diversity training itself, but an attempt to discover if the training, as currently presented, has in any way influenced the attitudes of participants. Members were nominated by an internal SAPS process to attend the workshop. Questionnaires were completed before as well as after the completion of the workshop. A short interview was also held after the workshop.

To explore the stability of any change in the members’ perceptions, three months after the participants attended the workshop, the same members were again

requested to complete the same questionnaire. While analyzing the data obtained during the pre-test phase, it was discovered that two questionnaires were spoilt, in that all the biographical data requested had not been completed. Originally, 52 questionnaires were completed. However, during the second workshop, two respondents fell ill and could not complete the questionnaire at the end of the workshop. Due to the confidentiality factor, the identity of these respondents could not be established, with the result that the biographical data in the pre-test and the post-test differed.

It was identified in the third month follow-up that a female respondent had identified herself as a male. Respondents were also not consistent about their ages as well as their language preferences from the pre-test to the follow-up group phases.

However, these omissions and errors are not seen as having had a negative influence on the research study. The aim of the study is to explore the opinions and attitudes of a sample group of SAPS members towards issues of diversity, not to assess the efficiency of the diversity workshop.

Four sample groups were used for the research study, namely : respondents before they were exposed to diversity training (pre-test); after they had been exposed to training (post-test); three months later (follow-up); and respondents who had not attended any diversity training at all (control group).

To increase the extent to which it is possible to argue that attitudinal change was brought about by the diversity workshops, a control group was used. The members of this group consisted of randomly selected personnel who had not previously attended a diversity workshop. Altogether, there were 50 members in the experimental group, 50 in the control group, and 30 in the pilot group. All the questionnaires issued were returned.

be suggested that the SAPS members who attended the workshop were not markedly different from the SAPS members who did not.

The contents of the tables in this thesis will be divided into racial and gender categories, clearly indicating the differences between black and white males and females (see page 87).

The tables in Appendix B indicate clearly the perceptions of the majority of the respondents (see page 229).

“Black male” and “Black female” included only black (African) males and females, while the term “Other” included Indian and Coloured respondents.

The respondents classified under “Other” constituted such a small minority that they were not discussed in detail. However, details of this group are available in the tables, if required (see pages 229 to 279).

For the purpose of the thesis, the following headings in table 47D to table 51D in Appendix B were grouped together : “Always” remained “Always”; “Sometimes” and “Seldom” became “Sometimes”; “Never” remained “Never” (see pages 276 to 279).

Items refer to item numbers in sections 2 and 3 of the questionnaire (Appendices C, D and E - see pages 281 to 321).

For ease of understanding, the researcher will refer only to the English version of the questionnaire (see page 281).

CHAPTER 3

THE HISTORY OF THE

SA POLICE SERVICE

1910 - 1994

# 1. THE HISTORY OF THE SOUTH AFRICAN POLICE SERVICE

## 1.1 ORIGINS AND DEVELOPMENT OF POLICING IN SOUTH AFRICA

In this chapter, the writer will concentrate on the origins and development of policing in South Africa and identify the different forms of discrimination that existed in the Police from 1910 to 1992, when reform was introduced. The reader will therefore gain more insight into the discrimination that existed within the SAPS historically. To place the present situation regarding discrimination in context, it is vital that the history of discrimination within the SAPS be examined.

### 1.1.1 1910 - 1913

Brewer (1994 : 11) suggested that modern policing needs to be understood in the context of the history and development of policing in South Africa.

In terms of both the Colonial model, which operated in the Natal and Cape Colonies, and the Afrikaner tradition, which operated the Boer Republics of the Transvaal and the Orange Free State, control of race relations was paramount (Brewer, 1994 : 15). Particularly in the rural areas, the focus of policing was on regulating the social and cultural boundaries between black and white, not on crime. Van Zyl Smit, as quoted in Brewer (1994 : 16) stated that issues of crime and race were inextricably linked in the Boer Republics. It was this merging of the two social processes which in later years led to the linking of Afrikaner nationalist criminology with the racial apartheid policy. However, policing race relations was also a feature of the British police tradition.

A pioneering effort in acknowledging the diversity of the population was the absorption of the first Indians into the Natal Mounted Police during 1861. Black policemen in towns were usually allocated foot patrol duties, especially where no white constables were available (Brewer, 1994 : 22).

In 1910, only the Transvaal Police had black non-commissioned officers. There was an ambiguous attitude among white colonists towards the use of black policemen. According to the *Cape of Good Hope*, in Brewer (1994 : 23), black policemen could arrest whites in urban areas only.

A strict disciplinary ethos had to be enforced within the police to avoid open disunity between black and white, Afrikaner and British policemen.

The lives of black South Africans were minutely regulated and controlled by the Police.

When the 1912 *Police Act* became law, it fixed the date for the establishment of a new police force, namely 1 April 1913. The state's need was for a centralized model which could act as its agent in regulating race relations. There was also a need for a modern, professional police force which could provide efficient policing services to the white population. Brewer (1994 : 39) stated that the state ensured that the black population in the rural areas would be policed according to different standards than whites. According to Brewer (1994 : 42 to 43) police files show that black policemen in government departments, namely the Department of Native Affairs and the Native Labor Bureau, were all employed as servants to senior departmental (white) staff. During 1913, only 29,6% of the authorized complement of the SAP were black. The proportion of blacks in the Force fell from 34,2% in 1911 to 29,6% in 1913, indicating that many black policemen had not been integrated into the new Police Force.

Brewer (1994 : 43) stated that the then Chief Commissioner of Police, Truter, wanted to standardize issues such as police discipline, dress and training. In 1914, the new central Training Depot was established in Pretoria West. Training was, however, restricted to white recruits only.

The SAP inherited the chasm created between Afrikaners and the British by the Boer wars. The officer class were overwhelmingly English speaking. In a racially



stratified colonial society like South Africa, the police was required to regulate social boundaries between the groups. According to Brewer (1994 : 49) race was not at that stage understood within South African society solely as the differentiation between black and white, but also to describe the ethnic differences between Brit and Afrikaner.

The new Police Force had three essential tasks after unionification in 1910, namely to perform ordinary or routine police work; to maintain public order; and to regulate and control race relations.

#### **1.1.2 1914 - 1926**

The SAP became an integrated national Police Force, which ensured the state strict control over the police. The police continued to perform extraneous duties for the state in regulating and monitoring race relations. For the first time, in 1916, the SAP employed policewomen to assist in cases involving women and young girls.

The unit cost of a white policeman in 1917 was £173-50, while that of a black policeman, was only £70. This was the measure of apartheid within the Force. In his 1920 annual report, the Police Commissioner noted that members from the black communities would only be required to deal with offenders from their own group. Where white and black police patrolled together, black policemen were required to follow discreetly behind their white colleagues (Brogden van Onselen as quoted in Brewer, 1994 : 61). The reason for the above was mainly to “protect” the white constable and to preserve the social distance and moral boundaries between the races.

Commissioner Truter also introduced a system in terms of which black policemen, who were greatly underpaid compared to their white colleagues, could receive monetary rewards as incentives for displaying the sort of behavior that was expected from white policemen. Given this assumption of the basic

untrustworthiness of black policemen, they were obviously not appointed to positions of leadership. Black policemen were being dismissed at a much greater rate than their white colleagues.

No formal entry requirements were specified for black recruits, and they received no formal training. Brewer (1994 : 81) stated that during 1926 all recruits to the Police were male. The SAP had by then abandoned its wartime experiment of using policewomen.

### 1.1.3 1927 - 1945

In the 1924 general elections, JBM Hertzog came into power. The new government addressed racial issues on two levels : labor policies, which protected whites, especially Afrikaners, and segregation policies, which restricted the material, social and political development of blacks (Brewer, 1994 : 106). Hertzog considered Coloureds to be in many respects closer to whites than Africans and wanted them to be accommodated among whites industrially, economically and politically.

When Truter retired in November 1928, De Villiers assumed the position of Chief Commissioner. At that stage, black policemen were not allowed to progress beyond the rank of sergeant. A sergeant could command a small station, but only if he was white. Black sergeants always had to be under the authority of a more senior (white) officer, even in black areas. This, their lack of formal training and the absence of educational requirements, prevented black policemen's progress through the ranks. The 1937 Landsdown Commission rejected the idea of establishing a formal training depot for black policemen. During the period 1927 to 1945, Standard 4 was the minimum educational entry requirement for black policemen in urban areas.

The racial sensibilities of conservative white farming communities led them to submit complaints about over-reliance on African policemen. The Landsdown

Commission strongly recommended the increased supervision of black policemen by white officers. The basic principle was : white policemen should work in white areas; blacks should be used in black areas, but always under the command of white officers (Brewer : 1994). There was also inequality in expenditure, according to Brewer (1994 : 123). For example : white policemen were entitled to one month's leave per year, while black policemen received only 12 days. However, this was later extended to 21 days per year. If black married policemen who had accommodation in single-men barracks wished to live with their families, they had to build this accommodation at their own expense. This ruling did not, however, apply to white married policemen. In 1934, free medical care was given to the wives and families of white policemen, but not to black families. The black policemen in the mounted units of the SAP had to pay for their own horses, while the expenses of white policemen was covered by the government. The white constables could wear the standard blue uniforms. Black policemen had to wear the cheaper military khaki. Despite the larger financial burden placed on them by these discriminatory measures, black policemen received smaller salaries than White, Asian and Coloured policemen.

As far as the Police's treatment of the black population was concerned, Brewer (1994 : 136) stated that brutality, violence and assaults by the police were commonplace. In the Police's 1931 annual report, the words of an African leader was quoted : "You Europeans look upon the police as your protectors and go to them for safety. We natives have learnt to fear the police and run away for safety".

#### **1.1.4 1946 - 1959**

The apartheid era saw a significant increase in the number of regulations and powers through which police monitored the boundaries between the races. Police gradually assumed much stricter control over the lives of black South Africans.

In November 1947, the Training Depot changed its name to the Police College. In 1948, of the 412 staff members employed in training, only 52 were black. Brewer (1994 : 175) stated that one of the biggest advances in modernizing training was the decision taken in 1947 to train black police formally. A training school for black policemen was accordingly opened in Umtata, on 10 March 1947.

In 1952, temporary schools for black policemen existed in Cape Town, Durban, Port Elizabeth, Johannesburg and Pretoria.

However, the commitment to modernize aspects of recruitment and training and to broaden the social composition of the SAP did not extend to the employment of women. The sixth report of the Public Services Commission of Inquiry, published in 1948, stated that the state's interests would not be served by the recruitment of women. The resistance to the employment of policewomen lasted until 1972.

It is important to note that the racial hierarchy in the police did not change with the transition to apartheid, but that the policing policy underwent a transformation : the "own areas" policing strategy was adopted. Coloured, Asian and African policemen were given responsibility for their own areas. For the first time, a Xhosa-speaking member of the SAP was appointed as an African Station Commander, on 1 October 1951. However, black policemen were generally still not trusted to be left in charge. White supervisory staff were retained in all the townships.

During 1952, legislation was passed requiring all Union-born Africans, men and women, to carry a 'reference book' (the infamous pass book), authorizing them to live and work in specific areas. According to Brewer (1994 : 207) the SAP's role became critical to the successful implementation of apartheid. As the enforcers of discriminatory measures such as the mandatory carrying of pass books by blacks, the police became the key agent of state policy. The Commissioner of the

South African Police issued Standing Orders in this regard for the information and guidance of SAP members.

During 1955, an Afrikaans cultural association was formed in the SAP. The Police Force subsequently became increasingly Afrikanerized.

Brewer (1994 : 215) stated that in the 1950's the SAP commonly used violence and torture against Africans. Electric shocks and gas-masks were used to force confessions from black "offenders". As stated by Brogden and Shearing (1993 : 1), "In its unashamed use of torture, it has a barbaric record".

#### **1.1.5 1960 - 1975**

When Commissioner Rademeyer retired in 1960, Lieutenant General Du Plooy replaced him. The second phase of apartheid, in the 1960's, affected policing in three ways : as part of the push towards Bantustanization, the police had to intervene and enforce the removal of many Africans to the homelands; remove Coloureds and Indians from 'white' areas; and enforce the pass laws with renewed vigor. Policing was decentralized to accommodate the gradual emergence of homeland police forces.

In 1963, educational entry requirements for black policemen were raised to Standard 5. There were still differences in the salaries of black and white members in 1970. Training was also still segregated. Standing Orders dictated that at "white" stations, the national flag was to be hoisted and lowered by white members only.

As Gregory Rockman (POPCRU) told Eugene Abrahams (1989 : 95), he was shocked by the extent of racism he encountered when he joined the force. A black policeman was always regarded as inferior to a white official. He admitted, however, that there were many white policemen who advised and helped him in his career. He stated that he had the highest regard for these whites who treated

him as a colleague. Unfortunately, there were white policemen who treated him like a “hotnot”, regardless of his rank.

In 1960, for the first time, women were appointed on a full-time basis in clerical positions in order to release more physically fit men for active duty. On 1 January 1972, two women were recruited for police duties. By 1975, there were 565 policewomen in the SAP.

#### 1.1.6 1976 - 1992

In 1976, black officers were allowed to wear the same uniform as white officers for the first time. Black constables were given permission to wear the uniforms of white constables in 1980. All members would henceforth wear blue uniforms. During 1982, women were allowed into the SAP reserve forces for the first time. In the same year, black women were allowed to join the SAP.

In 1981, black officers were granted authority over lower ranking white policemen. In 1979, the SAP’s official magazine changed its name to *Servamus*. The magazine also began to publish material in English. Discrimination in pay, housing and pension rights was abolished in 1984.

Frederik Willem de Klerk assumed the State Presidency in September 1989. He introduced a radical change in style and policy of government. Welsh in Mathews, Heymann and Mathews (1993 : 11) stated that President De Klerk took a historic step on 2 February 1990 by unbanning the African National Congress (ANC), the Pan Africanist Congress (PAC), the South African Communist Party (SACP), and various other political organizations. A new approach to policing was announced in De Klerk’s speech at the Opening of Parliament in February 1991. This outline for a new South Africa afforded special attention to policing. President De Klerk announced that all people would henceforth be equal before the law and enjoy equal rights. Violence and intimidation would end, and the police would no longer be subject to political expedience.

As stated earlier in this chapter, Brewer (1994 : 11) suggested that policing should be understood in the context of the history and development of policing in South Africa. The aim of this section was to give the reader insight in the various forms of discrimination that existed in our courts from 1910 to 1994, which led to the entrenchment of certain attitudes and prejudices. The reader will note from this study that although official policies and laws have changed, SAPS members believe that various forms of discrimination exist within the SAPS (see pages 200 to 215).

## 1.2 APPROPRIATE SOCIAL WORK RESPONSE

Since 1910, different forms of legislated discrimination have been entrenched within the South African Police and society in general.

During the era 1946 to 1959, the transition period to apartheid, discriminatory practices were further entrenched. During 1976 to 1992, some reform measures were introduced in the SA Police, and relations between diverse groups within the police started to improve. As previously stated, when FW de Klerk assumed the State Presidency in September 1989, he introduced many changes, stating as his main aim that all citizens would be equal before the law and enjoy equal rights. The recent dramatic political changes in South Africa have made dealing with diversity very important. Professional social work practice in the SAPS seems to indicate that diversity is not always well handled. Du Bois *et al* (1996 : 4) asked the following questions :

“Do you envision a society in which all members have the basic necessities of life and sufficient resources and opportunities to achieve their educational dreams and career aspirations? Are you picturing healthy, competent individuals who have access to needed healthcare and other social provisions to enhance their lives? Is it a society where racism and discrimination is absent and where cultural and racial diversities are celebrated? Can you see a match between society’s resources and needs on the one hand and its citizens, resources and needs on the other? If so, then you have imagined a society that doesn’t need social workers ...”

Human societies are not perfect. Social problems that require societal solutions constantly emerge. Human needs arise that must be satisfied. The social work profession wants to help shape a society that will ensure a high quality of life and social justice for all its members. According to Lum (1992 : 86) many ethnic minorities experience racism and poverty to such a degree that their socio-economic status deteriorates. Increasing unemployment, and single parenthood are negatively affecting many minority individuals and families. Of course, demographically speaking blacks constitute the vast majority of the South African population. Despite this, they were treated as “minorities” and were afforded only minority rights in the land of their birth for many years.

All citizens should enjoy the full benefits that society offers. A society, in turn, flourishes when its citizens contribute their fullest potential. The same applies to the members of the SAPS. The interruption of normal developmental processes by personal crises, poverty, unemployment, poor health and inadequate education jeopardize the well-being of individuals. The prevalence of inequity, discrimination and other forms of social injustice compromise the well-being of society (Du Bois, 1996 : 4).

It is therefore of the utmost importance for the social work practice and researcher to explore the opinions and attitudes of members of the SAPS towards issues of diversity to enable the researcher to make recommendations which will enhance the functioning of SAPS members.



CHAPTER 4

DIVERSITY AND SOCIAL  
WORK

# 1. **PREJUDICE, DISCRIMINATION AND SOCIAL WORK**

## 1.1 **INTRODUCTION**

This chapter presents an overview of prejudice and discrimination in society and of the effects thereof. Different forms of discrimination are explored. Therefore, when the researcher refers to different forms of discrimination in the chapter to follow, the reader will understand how the concepts have been used in this study (see pages 85 to 194).

Prejudice is an attitude, and attitudes are taught and maintained by the social environment. According to Yarmey (1990 : 115) prejudice can be defined as an “unjustifiable aversion and hostility toward members of a particular group, solely on the basis of membership in the group”. Taylor (1994 : 64) suggested that prejudice refers to attitudinal bias; when something or someone is prejudged solely on the basis of some attribute.

Discrimination refers to behavioral bias towards a person based on that person’s group identity (Taylor, 1994 : 64). The *New Dictionary of Social Work* (1995 : 19) defines discrimination as “categoric differentiations based on attributes such as race, gender, religion or social class”.

Feldman (1989 : 68) stated that when people are prejudiced against a different group, they would most likely discriminate against the members of that group. Discrimination occurs when the members of a group are treated negatively or positively due to their membership of that group. Prejudice involves negative feelings, mental images and predispositions to act, but does not necessarily determine actual behavior (Yarmey, 1990 : 115). Yarmey stated that prejudice may or may not result in discrimination. Discrimination has more than one cause, yet does not always emerge from prejudice. Discrimination may result from institutional practices that arbitrarily deny power, privilege and status, even though there is no obvious prejudicial intent.

Racism as a form of discrimination will now be discussed.

## 1.2 RACISM

According to Yarmey (1990 : 118) racism is the differential treatment and control of individuals on the basis of their membership of a specific racial group. Racial prejudice begins in childhood, in the home, at the playground and in the school. It is further entrenched by the wider social and political institutions of society.

Research indicated that it is an error to believe that prejudice is fixed. When whites and blacks share the same goals and interact in a co-operative manner in order to reach common objectives, prejudice is usually lessened. For example, anti-black feelings in the United States have reduced since the end of World War II. United against a common enemy, American soldiers of different race groups found the war a unifying force. White Americans have become more accepting of formal equality between races in terms of supporting black rights to fair housing laws and equal political rights. Blanchare, Adelman and Cook as cited in Yarmey (1990 : 119), stated that mere contact between blacks and whites of unequal status and without common goals would not reduce racial tensions.

The effects of prejudice and discrimination are discussed in the next section.

## 1.3 CONSEQUENCES OF PREJUDICE AND DISCRIMINATION

### 1.3.1 PSYCHOLOGICAL CONSEQUENCES

Feldman (1989 : 72) stated that several psychological consequences of prejudice and discrimination affected the psychological functioning of minority group members who are targets of prejudice. Members of racial minorities may have lower self-esteem (feelings of personal self-worth) than members of the predominant racial groups. Clark and Clark as cited in Feldman (1989 : 72) stated that it was not surprising that research indicated that blacks, on average, tended to

have lower self-esteem than whites. As overt prejudice and discrimination in America declined, the self-esteem of black Americans has risen. As stated on page 32, although blacks constitute the vast majority of the South African population, they were for many decades treated as minority groups, with the associated minority rights and privileges, in the land of their birth.

### 1.3.2 IMPACT OF PREJUDICE ON CAREER

According to Taylor (1994 : 81) interpersonal trust is an important ingredient of effective human relations and performance in organizations. Although many factors influence trust, it is severely eroded by prejudice and discrimination. In addition, trust is harder to build across cultural groups than within them.

Taylor (1994 : 82) suggested that one of the most difficult problems that the existence of prejudice and discrimination presented for members of minority groups was attribution uncertainty. This refers to the added complexity of determining the cause of events and life experiences. For members of groups that were victims of prejudice and discrimination, there is always the question whether or not a particular experience or result was due to discrimination.

Another negative aspect of prejudice and discrimination is that it may result in self-fulfilling prophecies. Expectations about the possibility of future events or behaviors act to increase the likelihood that the event or behavior will occur. Skrypnik and Snyder as cited in Feldman (1989 : 73), stated that if a prejudiced person thought that members of a particular group held some negative trait, they may act in a way that actually produces manifestations of the trait on the part of the group. Feldman (1989 : 73) stated that prejudice and discrimination act as blinders on people as they view others in the world around them.

## 1.4 APPROPRIATE SOCIAL WORK RESPONSE

Social work's vision of the future is based on the ideal of social justice. Social

workers orient their activities as they work with clients to develop solutions in the context of strengths and needs. According to Du Bois *et al* (1996 : 9) social work is known for its integrated view, which is focused on persons in the context of their physical and social environments. In response to the mission of the profession, social workers strengthen human functioning and enhance the effectiveness of the structures in society that provide resources and opportunities for its citizens. Social workers strive to release human power so that individuals can actualize their potential and contribute to the well-being of society. Smalley, as quoted in Du Bois *et al* (1996 : 9) stated that social workers initiate activities that release the social power that creates changes in society. These changes in turn create changes in social policies, social institutions, and other social structures in society. Although people share certain basic needs, they also develop their own unique needs. For individuals, social functioning encompasses striving towards a lifestyle that meets basic needs, establishing positive relationships and accentuating personal growth and adjustment. Many individuals seek supportive assistance from the social service delivery system to enhance their social functioning. Lawton and Nahemow as cited in Du Bois *et al* (1996 : 68), stated that the concept of environmental pressure expanded our understanding of social functioning and illustrated the implication of the transactional relationships between persons and their environment for generalist social work. Environmental forces exert pressure on individuals, affecting them either negatively or positively. Environmental stresses such as poverty, poor health care, inadequate education, unemployment, discrimination, erosion of civil rights, lack of quality education, architectural barriers, and overcrowded housing press on individuals and create barriers, problems and difficulties in functioning.

Social problems affect social functioning in a number of areas of individuals' lives, including physical and mental health, employment and education, financial security, housing, recreation and family and community integrity. Social workers direct their interventions concurrently towards restoring client systems, social functioning and the realignment of opportunities by reforming social conditions.

## 2. **ETHNICALLY-SENSITIVE SOCIAL WORK PRACTICE**

### 2.1 **INTRODUCTION**

The researcher is of the opinion that social workers have a vital role to play in the establishment of ethnically-sensitive practice (see page 195). According to the *New Dictionary of Social Work* (1995 : 60) a social worker can be defined as follows : “Person registered and authorized in accordance with the *Social Work Act*, 1978 (Act 110 of 1978) to practice social work”. Social work is defined as “Professional services by a social worker aimed at the promotion of the social functioning of people”. Social work intervention (social work assistance) is defined as a “Process whereby a social worker, within a professional relationship, uses specific methods and techniques, performs functions and tasks and utilizes resources to prevent, alleviate or eliminate social problems to promote the social functioning of a client system”.

Mo-Yee Lee (1996 : 187) stated that clinical social work traditionally dealt with a wide range of psychological and interpersonal problems of individuals and families. One basic dilemma in a cross-cultural context is the applicability of clinical social work knowledge and practice theories to groups who have diverse cultural values and practices (Segal, as cited in Lee, 1996 : 188).

The SAPS Human Resource Department (of which Social Work forms an integral part) strives to improve the socio-psychological functioning of members of the SAPS. In the following section, the writer gives an overview of past experiences that still have a negative effect on present circumstances and how social work can play a vital role in addressing this problem.

### 2.2 **PRACTICE PRINCIPLES**

Many of the problems social workers deal with involve economic and social inequity and the consequences this has had for individuals. Ethnic-sensitive

practice calls particular attention to the individual consequences of racism, poverty and discrimination. A useful framework for highlighting the process of simulation attention to micro and macro tasks is the one presented by Middleman and Goldbers, as cited in Devore and Schlesinger (1996 : 165). The social worker must look beyond the problems presented by individual clients to establish whether others are suffering from the same problems. This approach also serves to call attention to community and ethnic networks that people can call upon for aid.

According to Du Bois *et al* (1996 : 53), social workers must understand the impact of culture on human behavior. They must recognize that the dynamics of ethnic, social and cultural diversity account for the unique ways in which people deal with the myriad of challenges in their daily lives. Devore and Schlesinger as cited in Du Bois *et al* (1996 : 53), stated that social workers needed to recognize the total impact of ethnic reality on a person's day-to-day life. Understanding the roles and status of women, ethnic groups, racial minorities, people with disabilities, gay men and lesbians and others who suffer discrimination and oppression is critical to effective social work practice. Solomon, as cited in Du Bois *et al* (1996), stated that this understanding should include an ability to identify differences between various groups as well as individual differences within groups.

### 3. **CULTURAL DIVERSITY AND SOCIAL WORK**

#### 3.1 **INTRODUCTION**

Each person or group has an own culture that is unique to that person or group. This often causes conflict, as people discriminate against one another because of cultural diversity (difference). To give the reader insight into what culture is, the dimensions of cultural difference and how these can be overcome will now be explained. The *New Dictionary of Social Work* (1995 : 16) defines culture as a “system which includes knowledge, belief, art, morals, law, custom and any other

capabilities and habits shared by members of a society". Kroon (1996 : 523) suggested culture was the "learned, shared way in which things are done within a certain community, how the members eat, dress and teach and how they greet each other". Kroon (1996 : 158) further suggested that a person was not born with a culture, but is born into a society that teaches people their culture.

According to Sachs (1992 : 158) culture in a sense is everything - who we are, how we see each other, etc. It is the foundation of our fortune or of our ruin. It includes the language we use, our body movements, the way we sit down next to each other, even the differing textures, rustiness and fragrances of our clothes. Sachs (1992 : 159) stated that it was crucial that South Africans disestablish their cultures and break away from the conceptual and structural strangulations of the past. "We are afraid to be ourselves, and terrified of discovering one another". According to Trompenaars (1993 : 3) in every culture in the world, phenomena such as authority, bureaucracy, creativity, good fellowship, verification and accountability are experienced in different ways. The essence of culture is not what is visible on the surface. It is the shared ways groups of people understand and interpret the world. To give the reader insight into how different people see and interpret the world, the various dimensions of culture will now be discussed.

### 3.2 DIMENSIONS OF CULTURE

According to Kroon (1996 : 523) the popular dimensions of culture are as follow :

#### 3.2.1 LANGUAGE

Language reflects culture. The words of every language reveal the history of the community and what is important for that community. Tannen, as cited in Cox (1994 : 120), argued that the differences between men and women in communication styles were outgrowths of gender differences in childhood experiences and the use of language in those experiences. Gender differences in communication styles are manifested in the way men and women identify a problem. Women often acknowledge problems in an effort to solicit



confirmation, support and discussion of issues. Men often respond with a strongly worded piece of advice on how to solve the problem.

Differences in communication styles also occur between people of different nationalities, different racial/ethnic groups, and genders. Information is often presented and interpreted differently by members of different cultural groups. Differences between cultural group and men and women have also been observed in non-verbal communication. Ignorance of cultural differences such as communication styles creates a high potential for the misunderstanding of and dissatisfaction with interaction in the workplace. According to Cox (1994 : 124) the implications of cultural differences in communication styles for behavior in the workplace are numerous. Women often communicate their problems in an effort to obtain support and an exchange of ideas, while men often interpret the statement of a problem as a request for help in solving it. In organizations, this difference may manifest itself when a female colleague shares a problem with a male colleague and he responds by, as she interprets it, telling her how to solve it.

### 3.2.2 TIME ORIENTATION

Attitude toward time often differs in different cultures. The traditional view is that time operates in a cycle. If today with its opportunities passes, there is no need to worry, as another day lies ahead. The modern view is that time moves in a straight line and that the past is gone forever. The present is only of short duration and the future is almost here (Kroon, 1996 : 523).

### 3.2.3 PERSONAL SPACE

The manner in which space is utilized also varies between cultures. Some cultures, e.g. as Arabs and black South Africans, have a small personal space. Other cultures, such as North Americans and white South Africans, require a larger personal space. In some cultures space is arranged so that more than one activity can take place at the same time. According to Kroon (1996 : 524) white

South Africans and North Americans prefer individual offices, whereas the Japanese tend to prefer open-plan offices.

### 3.2.4 RELIGION

Religion is an important element of culture and is one of its most visible manifestations. A religion/belief often upholds certain principles with regard to holy days, rituals and the preparation and consumption of food. Ethical codes and morals also usually have their basis in religion.

## 3.3 CULTURAL DIFFERENCES

According to Cerky (1985 : 1) problems between black and white are frequently regarded as problems of racism. Cultural differences are generally ignored when attempts are made to understand how and why black and white communication fails, particularly when the police are involved. Cerky (1985 : 1) suggested one reason for this may be that cultural differences play a covert role in the communication process. Baron (1994 : 65) claimed that in order to change or manage culture, organisations must not only be able to identify the determinants of culture, but also have the capacity to understand the way in which they interact with one another. According to Trompenaars (1993 : 8) every culture distinguishes itself from others by the specific solutions it chooses to certain problems.

## 3.4 DO CULTURAL DIFFERENCES MAKE A BUSINESS DIFFERENCE?

Kanter and Corn (1994 : 7) referred to a study conducted to learn more about managerial problems provoked by cultural differences. Situations in which cross-cultural interactions may produce organisational tensions were studied. It was established that nationality based culture was one of the less significant variables affecting the integration of companies and their organizational effectiveness.

Many employees felt that the differences that existed between cultures in the workplace were not creating significant problems.

### 3.5 AFRICAN CULTURAL VALUES VERSUS TRADITIONAL POLICE VALUES

Ntunja and Fowler (1997 : 90) suggested that police practices in South Africa have mainly been based on white European culture. As such, African culture was not accommodated. A lack of understanding of other cultures has often led to unnecessary conflict in organizations such as the SAPS. Ntunja *et al* (1997 : 90) further suggested that if black and white people recognized, understood and appreciated other cultures, incidences of conflict should decrease. In a country where so many cultures exist side by side, one should be aware that there are differences. These differences do not mean one group is inferior to the other. Understanding these differences will create greater harmony among members of the SAPS and the public and will bring about a more tolerant environment conducive to better work and an improved quality of life.

### 3.6 INTERCULTURAL TEAMBUILDING

According to Mcnamara (1992 : 19) South Africa is struggling with two major challenges, namely to find a political accommodation between races and cultures and to revitalise the economy for production and growth. Poor intercultural understanding has undermined the effectiveness of work groups in the South African industry. There is a need for accepted forms of contact between cultures at work, respected supervision discipline and effective task co-operation and initiative. Teambuilding offers a practical and effective method for simultaneously meeting people and production needs. The aim of teambuilding should be to encourage employee involvement in solving workplace problems. According to Mcnamara (1992 : 21), the practical focus of teambuilding is on identifying and removing 'blockages' to team effectiveness. In the South African context, these include intercultural mistrust, poor styles of supervision and low

work motivation. Teambuilding provides a practical method to meet both key people and production goals in the South African industry. People's goals are addressed in the process, in that teambuilding contributes to a climate of intercultural understanding. Better channels of communication between supervisor and subordinate are also established.

### 3.7 APPROPRIATE SOCIAL WORK RESPONSE

Shifting demographics, cultural pluralism and varied lifestyles have magnified the need for social workers to be ethnically sensitive and non-sexist in their professional practice. According to Du Bois *et al* (1996 : 174) cultural diversity is a broad concept that includes racial, ethnic and social diversity. Social workers need to understand and appreciate human diversity. According to Du Bois *et al* (1996 : 12), the mission of the social work profession as well as the statements of its goals and objectives, implicitly concerns human needs and human strengths as the building blocks of social work practice, the source of energy for solutions. One of these strengths is cultural diversity. The values, customs and symbols associated with each society reflect diversity in cultural heritage and define cultural identity. Many people treasure the cultural patterns of their ancestors. Ethnic groups share particular traits, customs, values and symbols. As a source of pride and esteem, cultural identity offers a sense of belonging to ethnic and racial groups. Ethnicity influences all of the tasks related to the various stages in the life cycle. The effects of racism, discrimination and segregation may impede the completion of development tasks, which may have a negative effect on the social functioning of the member. According to Thompson (1997 : 80) social work must operate on the basis of cultural difference and not deficit. Every step must be taken to ensure that assessment and intervention do not hinge on negative stereotypes. A good practice must be anti-discriminatory. According to Thompson (1997 : 70) a social worker that is unaware of his/her potential for discrimination and oppression is a dangerous worker. Ethnically sensitive social work involves developing at least a basic understanding of local ethnic minority communities

and cultures. Social work assessment needs to be based on understanding and analysis rather than ignorance and assumptions.

#### 4. SEXUAL ISSUES AND SOCIAL WORK

In this section, various different sexual issues such as sexism, gender issues, homosexuality, and sexual harassment will be discussed.

##### 4.1 SEXISM

Sexism involves discriminatory practices against a specific sex (usually women), particularly in employment. There is an institutionalized practice of systematically making decisions simply on the basis of anatomical traits, which result in oppression, ridicule or embarrassment (Yarmey, 1990 : 116). According to Feldman (1989 : 70) sexism refers to negative attitudes and behavior based on an individual's sex. According to Benokraitis and Feagin (1995 : 39), sex discrimination refers to the unequal and harmful treatment of people because of their sex (i.e. biological differences between males and females, which include hormones, chromosomes and anatomical characteristics).

##### 4.2 GENDER

###### 4.2.1 INTRODUCTION

According to Garrett (1987 : vii) the term 'sex' refers to the biological differences between males and females. 'Gender' refers to the socially determined personal and psychological characteristics associated with being male or female, namely masculinity and femininity. Garrett (1987 : vii) further suggested that whether one is born male or female will have major consequences in all aspects of one's life. It largely determines the expectations others in society will have of you, your treatment by other people, and your own behavior. The consequences will vary from society to society. Virtually all societies are organized on the basis of

gender differences between men and women. Nicholson (1984 : 1) stated that surveys showed that most of us still believe that men and women are very different creatures. Men are thought to be physically tougher, more aggressive, more rational, better able to handle sex without love, and more likely to be successful at work by virtue of their greater will to succeed. Women, on the other hand, are perceived to be more emotional and unpredictable, interested in people rather than ideas, and too suggestible and dependent to wield authority comfortably over anyone except perhaps their own children.

#### 4.2.2 BIOLOGY AND GENDER

It is often argued that men are stronger than women and are therefore better suited to physically exacting work. According to Garrett (1997 : 1) some people maintain that biological factors are responsible for the personality and temperamental differences between the two sexes. Women are widely considered to be more emotional than men and to have an innate desire to nurture or care for others. Those qualities eminently qualify women for the nursing and teaching careers and for caring for children. The qualities women 'naturally' possess are, however, often thought to be inferior. Clarke, as cited in Garrett (1987 : 3), stated that the smaller size of women's brains has been said to indicate intellectual inferiority to men. This view has often been used to justify the more favorable treatment of and better opportunities available to men in education. Academic education was traditionally considered undesirable for women, because it would seriously impair their capacity to bear children, the latter being regarded as their primary purpose in life.

Murdock, as cited in Garrett (1987 : 5), found that in a survey of 224 societies, men were predominantly responsible for physically demanding tasks such as hunting and mining, while the women were responsible for domestic tasks and childcare. Hunt, as cited in Garrett (1987 : 7), found that many employees used biology as a justification for treating women differently from men as workers. She discovered that women were widely regarded as less desirable employees than

men because they were believed to be more prone to illness and therefore more likely to be absent from work and also because those in their reproductive years were regarded as potential mothers.

#### 4.2.3 CREATURES OF EMOTION

According to Nicholson (1984 : 69) men and women respond to emotion in different ways : women, verbally, and men, physiologically. By responding to stress and emotion physiologically rather than verbally, men can disguise their feelings, but at a high cost. A physiological response to stress takes a toll on the body's resources if it occurs too often or for too long. The masculine way of dealing with emotion may contribute to the fact that men are more prone to disease and have a shorter life expectancy than women. Because men tend to bottle up their feelings and refrain from talking about emotional matters, those who are under severe pressure may be unwilling to seek professional help until it is too late. This may explain the phenomenon that alcoholism and suicide are more prevalent among men than women.

#### 4.2.4 COMMUNICATION BARRIERS BETWEEN MEN AND WOMEN

Research by Deborah Tannen provides us, according to Robbins (1996 : 394), with some insight into the differences between men and women in terms of their conversational styles. Smith (1996 : 10) suggested that communication barriers occur when men and women cannot readily adapt to each other's communication style. Robbins (1996 : 394) explained that the essence of Tannen's research is that men use talk to emphasize status, whereas women use it to create connection. For many men, conversations are primarily a means to preserve their independence and maintain their status in a hierarchical social order. For many women, conversations are negotiations for closeness in which people try to seek and give confirmation and support. According to Smith (1996 : 10) the military communication style is extremely masculine. Ideally, women need to become less concerned with personal opinion, personality and attitudes and more

concerned with a factual style. Conversely, men need to become more conscious of how human emotions can modify the interpretation of factual situations. The relevance of this to the communication style in the SAPS is obvious.

#### 4.2.5 LEADERSHIP

Robbins (1996 : 440) referred to two conclusions regarding gender and leadership in literature. Firstly, the similarities between men and women tend to outweigh the differences. Secondly, the main difference seems to be that women usually fall back on a more democratic leadership style, whereas men feel more comfortable with a directive style. Women tend to encourage participation; they share power and information and attempt to enhance their followers' self-worth. They prefer to lead through inclusion and rely on their charisma, expertise, contacts and interpersonal skills to influence others. Men rely on the formal authority of their position for their influence base. In modern-day organizations, flexibility, teamwork, trust and information-sharing are replacing the old rigid structures, competitive individualism, control and secrecy. The best managers listen, motivate and provide support. And, according to Robbins (1996 : 443) many women seem to do these things better than men.

#### 4.2.6 APPROPRIATE SOCIAL WORK RESPONSE

Radical social work has taken on the wider issues of race and gender and, albeit to a lesser extent, also ageism, disability and sexual orientation (Thompson, 1997 : 10). Oppression and discrimination are presented as aspects of the decisive nature of the social divisions of class, race, gender, age, disability and sexual orientation. Du Bois *et al* (1996 : 154) stated that sexist attitudes and practices favored men and preferred masculine traits and behavior. This view confers power and authority on men, and relegates women to a second class status. Sexist social structures devalue women, discriminate against them economically and discourage their full participation in society. Discrimination based on sex, linked



with the already mentioned discrimination on the basis of race or class, has a double jeopardy effect on poor women of minority groups (Du Bois *et al*, 1996 : 154). In its broadest sense, sexism limits choice and opportunities for both men and women. The call for androgyny maintains that both men and women should be valued equally. Both men and women need freedom to express their full range of potential. According to Du Bois *et al* (1996 : 155) the goal is not to create a homogenous society, but to provide for choice and diversity for both men and women in a society where social justice predominates.

### 4.3 HOMOSEXUALITY

#### 4.3.1 INTRODUCTION

The *New Dictionary of Social Work* (1989 : 31) defines homosexuality as “Sexual attraction to and/or sexual intercourse between people of the same sex”.

According to Isaacs and McKendrick (1992 : xiii) homosexuality is “a broad spectrum of psychological, emotional and sexual variables in a state of interplay between people of the same sex”. West (1977 : 1) claimed that both men and women are liable to homosexuality. Savin-Williams (1990 : 1) stated that cultural forces such as the media, law, religion and tradition and the forces in a youth’s immediate social world, namely family members and adolescent peers, reinforce the negative stereotypes of homosexuality so prevalent in our society.

Stereotyped perceptions of what others believe what it means to be gay are frequently voiced and perpetuated through ‘fag’ and ‘dyke’ jokes and demands that all aspects of life be ‘gender appropriate’. Through an almost automatic association, homosexuality has become a stigma, and is regarded as such even among well intentioned, reasonable heterosexual youth and adults. As a result, the self-esteem and identity of gay and lesbian youth are threatened, as the social and emotional validation upon which those constructs are built, are denied (Hammersith as cited in Savin-Williams : 1990). Gay and lesbian adolescents are faced with a hostile and unbelieving world. For those who discover the truthfulness and inevitability of their homosexuality and decide to challenge their

previously assumed sexual identity, there are few sources of psychological, social or legal assistance.

#### 4.3.2 REACTIONS TO HOMOSEXUALITY

Westwood (1952 : 19) suggested that most people preferred to ignore the issue of homosexuality within our society. When it becomes impossible to avoid discussing the issue, the very word 'homosexuality' engenders any amount of blind prejudice and extreme emotional reactions. Homosexuals, even those with the highest ethical standards, therefore cannot escape mental anguish or a feeling of guilt. Westwood (1952 : 21) stated that all but a few homosexuals were ashamed of their "abnormality" and were desperately anxious to hide manifestations of it from others. Some homosexuals go through life in an agony of self-torture over their continence, but sooner or later yield to temptation, paying for in untold pangs of remorse and self-disgust. According to West (1968 : 53) the sense of guilt may grow so acute that the individual feels he fits in nowhere and can do nothing right because the burden of shame and inferiority paralyses all initiative and destroys all pleasure in human contact. Depressive and suicidal reactions are therefore common among homosexuals. In a study of 200 neurotic soldiers, Karel Lambert, as cited in West (1968 : 53), found that suicide attempts or severe depression was much more prevalent among those with homosexual tendencies. However, later in life many homosexuals succeed in partly conquering their initial sense of alarm. Mixing with other homosexuals who accept their condition as a matter of course eases their conscience and removes their acute feelings of isolation. They gain the security of group membership and discover a milieu in which they can express themselves freely and without fear of persecution. West (1968 : 55) suggested that this sense of belonging to a group, even though a persecuted minority, gives considerable relief to the guilt-ridden homosexual.

### 4.3.3 PREJUDICE AGAINST HOMOSEXUALS

Prejudice against homosexual actors may be characterized by a set of unfounded negative beliefs and stereotypes about 'homosexuals'. These beliefs and stereotypes create and maintain the oppression of the group or caste labelled 'homosexual'. Weinberg, as cited in Nungesser (1983 : 108), used the term 'homophobia' to describe prejudice against homosexuals, because he considered the fear component to be the most significant. The fear mediated prejudice and hostility.

Thomson and Zoloth (1990 : 3.2) stated that personal homophobia (prejudice) was primarily caused by misinformation. As with racism and sexism, people are taught to be homophobic. Myths about lesbian, gay and bisexual people are constantly perpetuated in our society, despite the availability of accurate information. Few children are given any unbiased information about lesbian, gay and bisexual people. Many adults continue to believe the stereotypes they learned as children, while some religious and conservative organizations promote and perpetuate lies about lesbian, gay and bisexual people.

Paul, as cited in Nungesser (1983 : 107) identified knowledge as the ultimate enemy of prejudice. Therefore, the restriction of knowledge, whether consciously intended or not, is an agent of prejudice.

### 4.3.4 APPROPRIATE SOCIAL WORK RESPONSE

The general public often characterizes homosexuals as having a single identity. As Evelyn Hooker stated in Du Bois *et al* (1996 : 200) "We like things in nice neat packages, so we stereotype all groups. But the world isn't that simple. Chicanos, Blacks and Jews have the same range of characteristics and concerns that other people have. So do homosexuals. They aren't just homosexuals". "... they also read books, paint, go to the movies, miss the bus, work, have fights, vote and pay taxes ...".

According to Du Bois *et al* (1996 : 200) the American Psychiatric Association in 1973 removed homosexuality as a diagnostic category from the Diagnostic and Statistical Manual for Mental Disorders. This changed the professional view of homosexuality from that of a mental disorder to simply a characteristic of a lifestyle. Markowitz as cited in Du Bois *et al* (1996 : 200) stated that recent research indicated that the incidence of mental disorders among gay men and lesbians was no greater than among heterosexuals. Many researchers have concluded that the prejudice and oppression gay men and lesbians encounter in the social environment are in fact their main sources of stress (Gochros, Gochros and Fischer as cited in Du Bois *et al*, 1996 : 200). For gay men and lesbians, “coming out” means recognizing and accepting their homosexual identity and publicly revealing their homosexual identity to their non-gay peers and family members. Cain, as cited in Du Bois *et al* (1996 : 202), stated that it was important for social workers to emphasize to those who wanted to reveal their true sexual identity the social context in which they would do it and how it would affect their everyday life. They also need the assurance of the social worker that other gay men and lesbians experience a similar range of feelings. Homophobia is an irrational fear and negative emotional reaction to homosexuality. It manifests itself in contempt for, the condemnation of and malice against gay men and lesbians.

Markowitz as cited in Du Bois *et al* (1996 : 202) stated that ignorance, insensitivity, stereotyped thinking, outright prejudice, discrimination and a host of negative attitudes could all be loosely grouped under the umbrella of homophobia. Social problems result when societies do not accord citizens equity and equality. Prejudicial attitudes, discriminatory practices, oppression and the exclusion of some citizens from full participation in society deny people equal access to the opportunities and resources necessary for optimal social functioning.

#### 4.4 SEXUAL HARASSMENT

##### 4.4.1 INTRODUCTION

According to Robbins (1996 : 475) sexual harassment is legally defined as “unwelcome advances, requests for sexual favors and other verbal or physical conduct of a sexual nature”.

According to Robbins (1996 : 476), the problem of sexual harassment is nowadays likely to manifest itself in subtler forms, e.g. unwanted looks or comments, off-color jokes, sexual artifacts like a nude calendar in the workplace, or the misinterpretation of where the line between friendliness ends and harassment begins. According to Robbins (1996 : 476) most studies have confirmed that the concept of power is central to understanding sexual harassment. Sexual harassment is about controlling or threatening another individual. It is wrong and it is illegal.

Because of power inequities, the sexual harassment of an employee by his/her boss creates a special dilemma. If there are no witnesses, it is the employee's word against the boss's. Many employees who are harassed refrain from speaking out for fear of retaliation. Jacobs (1997 : 1) suggested that we need to distinguish between sexual attention that is wanted and sexual attention that is unwanted. All sexual attention is not sexual harassment, for example, an occasional compliment or flirtation, when mutually acceptable, between peers. A single incident of sexual advance or even a request for a sexual favor is not harassment, unless the person at whom it was directed indicated that it was unwanted or unless it is backed by a work-related threat.

##### 4.4.2 REMEDIES FOR SEXUAL HARASSMENT

Cox (1994 : 79) suggested that both organizations and individuals bear responsibility for the elimination of sexual harassment in the workplace. On an

individual level, two actions warrant special emphasis, namely, firstly, that a firm rejection of harassing behavior be expressed and secondly, if the harassing behavior cannot be resolved by expressing an objection to it, that it be reported to internal or, if necessary, external authorities. Many behaviors that may be interpreted as harassment are simply insensitive remarks or actions by people who need to be educated. An important opportunity to provide that education rests with the victims. However, persistent behavior should never be ignored; research has indicated that simply ignoring harassing behavior usually does not solve the problem.

According to Sanroff, as cited in Cox (1994 : 70) there is evidence that 95% of all persons who have experienced or observed harassment are reluctant to complain due to fear of retaliation and loss of privacy. Benokraitis *et al* (1995 : 74) further noted that most victims said they had not reported the sexist attacks because they feared reprisal or felt that nothing could be done to solve the problem. Individual employees should assume some responsibility for eliminating harassment. According to Cox (1994 : 79), individuals could start keeping a diary, or talk to others who may have observed harassing behavior or may later be in a position to witness such behavior.

Organizational leaders must also address this problem by, for example offering training for all employees. A written policy on sexual harassment with clear guidelines as to what behavior may be considered harassment could be compiled. A procedure for filing complaints that protects the confidentiality of the complainant could be introduced. A special position could be created for a person from whom employees could obtain information or file a complaint about harassment, or a committee could be established for this purpose.

Research further indicated, as cited in Benokraitis *et al* (1995 : 74), that while many men considered behavior such as, seductive behavior, sexist remarks and jokes as 'acceptable or even funny', women felt humiliated, angry or intimidated by such actions. Many women may regard that which many men regard as

normal, as repulsive or menacing. Many men are apparently oblivious to the damage they do to women.

#### 4.4.3 APPROPRIATE SOCIAL WORK RESPONSE

According to Thompson (1997 : 57) one major aim of social work intervention is empowerment. The social work task should not be to help women to adjust to their 'rightful' place in the family, but rather to overcome or challenge the oppression they experience. Sexual harassment is an important issue. Unwelcome sexual comments, looks, actions, suggestions or physical contact can cause great distress to women and damage their confidence, job performance and promotion prospects. Although much sexual harassment is unintentional and based on insensitivity to women's needs and feelings, it is nonetheless oppressive. Anti-sexist social work must challenge intentional forms of harassment and develop sensitivity to unintentional forms.

Thompson (1997 : 58) stated that anti-sexist practice involved challenging dominant discriminatory attitudes, values, practices and structures. It entails 'problematizing', that is, taking everyday, apparently unproblematic matters and showing just how problematic they are; highlighting just how discriminatory and oppressive they are.

An appropriate social work response amounts to adopting a critical approach in questioning assumptions about men and women in society.

## 5. **AIDS AND SOCIAL WORK**

### 5.1 **INTRODUCTION**

Discrimination against people with AIDS or HIV is prevalent in our society. This issue, which was identified for inclusion, during the literature study, was explored with SAPS members during the research study.

AIDS is defined as a syndrome of opportunistic diseases, infections and certain cancers, which occur in people with acquired immune deficiency following infection with the human immuno-deficiency virus (HIV) (AIDS Training and Information Centre, 1989 : 1).

De Witt (1993 : 7) suggested that the uncertainties surrounding AIDS and the sometimes sensationalist coverage of the disease in the media have resulted in irrational perceptions and responses among the public. As a result, the AIDS dilemma has had an impact far beyond the narrow physical dangers of the disease. A second epidemic - the social, cultural and political reaction to AIDS - is as central to the global AIDS challenge as the disease itself. In order to address the AIDS issue and the employment situation properly, it is, according to De Witt (1993 : 7), necessary to know as many facts as possible, to inform the workforce clearly and objectively and, above all, to make sure that unfounded, vindictive and discriminatory prejudices against AIDS victims are not allowed to take root.

To give the reader an overview of what the illness entails, the spectrum of AIDS-related psychiatric illnesses will now be discussed.

## 5.2 THE SPECTRUM OF AIDS-RELATED PSYCHIATRIC ILLNESSES

Ostrow (1990 : 13) said that in addition to the fear of developing AIDS and a feeling of inefficacy in those behavioral changes already taken place, persons in AIDS risk groups might have a number of other sources of chronic stress. These include the social isolation and stigmatisation of being in an AIDS risk group or having prodromal symptoms; the sense of helplessness one has in dealing with a disease for which there is no cure and for which there is at present no available intervention to prevent development once infected; the significant loss of friends, lovers and others to the disease; the cessation of sexual relations or drug use and the loss of pleasure and anxiety reduction that these behavioral changes may entail; and the related loss of intimacy when common forms of close social interaction are deemed 'unsafe'.



According to Ostrow (1990 : 13) given the number and magnitude of sources of chronic stress that are present in persons at a high risk of AIDS, it is not surprising that we see an enormous range of psychiatric morbidity in their study population.

### 5.3 EMOTIONAL REACTIONS

Helm (1988 : 68) suggested that the identification of persons with a HIV positive status may cause intense emotional perturbation, leading to suicidal ideas and behavior, especially if the sufferer has received no preparatory counselling. To learn that one is HIV positive is a catastrophic trauma, followed by intense emotional symptoms resembling those observed when patients are diagnosed with other life-threatening illnesses. These symptoms include shock and numbness, denial of illness, guilt and self-reproach, fear rising to panic, intense anger and sadness, with a deep sense of loss and anticipatory grief.

### 5.4 AIDS IN THE WORKPLACE

In the following section, AIDS in the workplace will be discussed to give the reader an outline of the discrimination that exists within the workplace.

Seligson and Peterson (1992 : 185) stated that a number of HIV positive employees who were subject to discrimination have already filed and won lawsuits against their employers in the USA. A company can discourage HIV positive workers in many ways. A resentful supervisor may punish the infected employee by underrating his or her performance, making negative comments about the worker to co-workers, or by avoiding recommending raises or promotions. Employees from other departments may exclude the individual from informal meetings necessary to conduct business successfully.

Co-workers may directly or indirectly refuse to participate in meetings which the HIV positive employee will attend or may claim that their extreme anxiety

prevents them from using the same equipment or facilities. Some employees may refuse to use the same drinking fountain or handle memos and reports that the HIV positive employee has touched. Some employers have even terminated the services of employees who are rumored to be or actually are HIV positive.

De Witt (1993 : 33) stated that widespread ignorance and unnecessary prejudice could and did exacerbate the highly sensitive and complicated ethnical, legal and relationship problems associated with AIDS. A healthy balance should be struck between the interests of the individual infected with AIDS and the community in which he works and lives. In this process, facts, not fear, should be the point of departure. Unnecessary discrimination should be avoided at all cost. For all practical purposes, AIDS should be addressed in the same way as other serious diseases, that is, with sympathy, understanding and tact.

## 5.5 APPROPRIATE SOCIAL WORK RESPONSE

According to Lockhart, as cited in Du Bois *et al* (1996 : 350), many experts have identified AIDS as the foremost contemporary health concern. Buckingham, as cited in Du Bois *et al* (1996 : 350), stated that AIDS was a disease that cut across virtually all cultural lines and boundaries and was touching the lives of all people over the globe.

A number of psychosocial tasks face people suffering from a terminal illness such as AIDS. Their developmental stage and socio-cultural circumstances, as well as the nature of the illness itself, will influence the exact nature of these tasks.

Initially, people must deal with the crisis of the diagnosis of the illness. Then they must adapt to living with the prospect of an early death and, finally, they must deal with death itself. Problems they confront include whether to disclose the nature of their illness, how to deal with the stigma associated with the disease, feelings of anger, guilt, grieving and denial, as well as issues of control.

People with AIDS must deal with public fear, isolation, victimization and even ostracism. They face numerous difficulties in their everyday lives. Challenges in

continuing employment include maintaining interpersonal relationships and work activities during the illness, while the worker and his/her colleagues deal with the terminal nature of AIDS. Another challenge is coping with disfigurement and loss of function, which inevitably leads to a struggle with self-esteem. Physical changes precipitate a mourning process, because people must deal with the loss of their attractiveness and social desirability. Many must cope with an acute sense of loneliness and isolation.

People with a terminal illness face existential or spiritual issues that involve finding meaning in their lives and searching for value or meaning in suffering and death. They must also plan for their survivors.

These are merely some of the problems with which a person living with AIDS is confronted on a daily basis. Prejudice and discrimination against a person with AIDS should not be acceptable in our society, as this denies people equal access to opportunities and resources necessary for optimal social functioning. Ryan and Rowe as cited in Du Bois *et al* (1996 : 353), stated : “Based on the traditions and values of Social Work Practice, the participation of social workers in assisting those affected by the AIDS epidemic is vital to the profession, to affected clients and to the community at large”.

## 6. **AFFIRMATIVE ACTION AND SOCIAL WORK**

### 6.1 **INTRODUCTION**

The term “affirmative action” has different meanings for different people. Many see it as just another form of discrimination. Many organisations implement affirmative action programs to ensure that their decisions and practices enhance the employment, upgrading and retention of members from protected groups, such as minorities and females (Robbins 1996 : 62). By implementing affirmative action, organisations not only seek to refrain from discrimination, but also actively seek to enhance the status of members from protected groups.

Cahn (1993 : 23) stated that affirmative action is commonly defended as compensation owed to victims of past injustices. Fischer (1996 : 30) stated that affirmative action has different meanings for different people. For millions of black South Africans, it is a beacon of hope and a chance of a better life. For many white South Africans, it has come to signify a new form of discrimination that is threatening their future and livelihoods.

According to Fischer (1996 : 30) the objective of affirmative action is to create a society where everyone has the same chance to get on in life.

Makwana, as cited in De Villiers (1990 : 15), makes a very clear distinction between affirmative action and employment equity. "Affirmative action is a means to an end, whereas employment equity is about dealing with current discrimination and preventing future discrimination in the broader sense". Sachs (1992 : 139) stated that one person's dream of advancement is another person's nightmare. He further noted that in the case of affirmative action the interests of present incumbents or titleholders must be taken into account, as well as those of other persons from the privileged group who wish to get employment, advance up the ladder, or build a house. Their interests must then be balanced against those of the groups that have been prejudiced by past and present discrimination. Sachs (1992 : 130) noted that it was clear that in post-apartheid South Africa, the main rationale for affirmative action was to repair the damage done by apartheid.

Fischer (1996 : 32) suggested that in the minds of many white South Africans affirmative action is simply reverse discrimination in terms of which unqualified black men and women are hired because of their race and/or gender.

## 6.2 WHAT IS AFFIRMATIVE ACTION?

Cox (1994 : 24) stated that there were at least three common beliefs about what affirmative action was that hindered its use. The first is that affirmative action requires the use of rigidly defined quotas for the appointment of minority group

members. While quotas may be used in affirmative action programs, they are by no means a required feature. Many contemporary programs in fact do not use them.

The second belief is that affirmative action results in the selection of unqualified people, and thus inevitably leads to a noticeable decline in the overall quality of human resources. While this result has occurred, through misguided efforts, affirmative action was never intended to bring about a lowering of minimum standards or a reduction in the number of knowledgeable workers.

The third and, according to Cox (1994 : 249), perhaps the most damaging belief is that affirmative action is essentially reverse discrimination. If the use of affirmative action in selection decisions is viewed in the context of overall employment opportunity and the history of opportunity (both within the organization and within the society) characterizing it as reverse discrimination seems inaccurate.

Dovido, Mann and Gaertner as cited in Cox (1994 : 249), suggested that if people from certain targeted identity groups have been disadvantaged in seeking to obtain the qualifications required for employment and if there continues to be discrimination against them in the absence of affirmative action, the use of affirmative action can be appropriately viewed as a balancing of overall employment related opportunity to compete for a position.

### 6.3 APPROPRIATE SOCIAL WORK RESPONSE

Cox (1994 : 250) stated that when viewed in the context of a philosophy which values diversity, there are two distinctly different motives for the use of affirmative action.

Firstly, it addresses the equal opportunity goal, which is the traditional motive for affirmative action. It is a tool for redressing past and present factors that tended

to systematically advantage or disadvantage individuals based on group identities like gender and race ethnicity.

The advent of the managing diversity perspective has given rise to an additional motive for implementing affirmative action, namely to enhance organizational performance through improvements in decision-making, problem-solving, marketing strategy and creativity.

Social work supports the concept.

## 7. **SAPS, DIVERSITY AND SOCIAL WORK**

In this study, the researcher will explore the attitudes and opinions of SAPS members to various diversity issues. The nature of attitudes and how attitudes are formed will now be discussed.

### 7.1 **ATTITUDES, SOCIAL WORK AND THE SAPS**

#### 7.1.1 INTRODUCTION

According to Kroon (1990 : 524) attitudes are a relatively stable emotional tendency to react in a certain way towards a specific object, person or category of persons. The *New Dictionary of Social Work* (1995 : 4) defines an attitude as a “learned predisposition of a person to judge, evaluate or react to other people or situations in a characteristic and consistent manner”. Robbins (1996 : 180) stated that attitudes were evaluative statements, either favorable or unfavorable, concerning objects, people or events. It is a reflection of how one feels about something. Allport, as quoted in O’Sears, Peplou, Freedman and Taylor, suggested “an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual response to all objects and situations with which it is related”. Because this definition was influenced by a learning tradition, it emphasizes how past

experiences form attitudes. In contrast, Krech and Crutchfield, as cited in O'Sears *et al* (1988 : 156), defined an attitude as “an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual's world”. These authors were committed to a cognitive perspective. They omitted any reference to the origins of an attitude, focusing on current subjective experience.

Each of the traditional definitions of attitude contains a slightly different conception of what an attitude is, or emphasizes a different aspect.

### 7.1.2 THE FORMING OF ATTITUDES

Robbins (1996 : 180) suggested that attitudes were acquired from parents, teachers and peer group members. In our early years, we begin modelling our attitudes on people we admire, respect, or maybe even fear. We observe the way family and friends behave, and we shape our attitudes and behavior to align with others. People imitate the attitudes of popular individuals and those they admire and respect. According to Kroon (1990 : 525) attitudes are a function of what a person thinks and feels. Attitudes reflect accepted facts about the nature of things. In organizations, attitudes are important, because they affect job behavior.

### 7.1.3 APPROPRIATE SOCIAL WORK RESPONSE

Societal “isms” are the prejudicial attitudes directed against groups that society identify as lesser : *less* capable, *less* productive, *less* normal. The “isms” provide rationalizations for stratified social structures that provide fewer prospects, fewer opportunities, fewer possibilities and fewer resources for those with lower status.

Cawthra (1992 : 31) stated that there was clearly an urgent need to re-orient and retrain the police to purge it of its racist and anti-democratic attitudes. Social problems result when societies do not accord citizens equity and equality. Members of society must start to apply the golden rule of treating others as you

wish to be treated and even go beyond this rule by treating others as they wish to be treated.

## 7.2 COMMUNICATION, SOCIAL WORK AND THE SAPS

During the literature study, it became clear that communication is a vital factor. If adequate attention is not given to communication, the risk of conflict becomes much greater. The researcher accordingly explored the issue of communication. It will now be discussed to give the reader an overview of the aim of communication and intercultural and cross-gender communication.

### 7.2.1 INTRODUCTION

According to the *New Dictionary of Social Work* (1995 : 11) communication is the process by which thoughts or feelings are conveyed, either verbally or non-verbally, by one person to another. Hybels and Weaver (1992 : 5) defined communication as any process in which people share information, ideas, and feelings. This process not only involves the spoken and written word, but also body language, personal mannerisms and style, surroundings, anything that adds meaning to a message.

### 7.2.2 THE AIM OF COMMUNICATION

Smith, as cited in Kroon (1990 : 373), said that the aim of communication was to inform, remind or bring about a certain activity. The communicator and the receiver of information must have a common clear message to achieve the aim of communication. Good communication within a business helps to reach a number of important objectives, namely to contain costs, to increase productivity, to give moral support and to overcome obstacles.



### 7.2.3 INTERCULTURAL COMMUNICATION

Hybels *et al* (1992 : 34) suggested the people we communicate with best are those who see us in pretty much the same light that we see ourselves. They know what we think and feel; they speak our language. However, our daily lives, at work and at social gatherings, we have to communicate with people who may not know us very well. According to Kroon (1990 : 535) the clarification of the difficulties involved in inter-cultural communication requires that a set of preliminary assumptions be articulated. These include the following :

Every person is a reflection of the basic values of his/her culture and yet a unique interpretation of it. The first step in understanding another culture is understanding one's own. Cultures are not right or wrong, superior or inferior, they are just different. Life presents a certain number of problems that everyone has to solve and every culture reflects a coherent way of dealing with them. Cultures change. Cultures reflect the values and unspoken assumptions of the people in those cultures. Differences in cultural perceptions often give rise to problems.

### 7.2.4 CROSS-GENDER COMMUNICATION

Smith (1996 : 10) suggested that many communication barriers between men and women were caused by commonly held beliefs or feelings that have become part of the lore of society. Communication barriers occur when men and women cannot readily adapt to one another's communication style. For example, the military communication style so prevalent in the SAPS is extremely masculine. Female members therefore need to become less concerned with personal opinions, feelings and attitudes, and adopt a more factual communication style. Conversely, male SAPS members need to become more conscious of how human feelings can modify interpretations of factual situations.

Zukowski, as cited in Kroon (1990 : 536), suggested that managers should expect that the following aspects of interpretation and perceptions would probably lead to poor communication and disharmony : time and appropriate space, standards of conduct, communication, attitudes toward work and accomplishment, authority, relationships, use of space, control and power.

According to Kroon (1990 : 536) managers will have to become more actively involved in the creation of new cultures in the workplace. A culture characterized by the awareness of a need for a greater understanding of and tolerance towards people who differ in skills, values and expectations, is needed. This culture must accommodate such differences.

#### 7.2.5 APPROPRIATE SOCIAL WORK RESPONSE

Professional social work practice in the SAPS seems to indicate that various problems between diverse parties and groups originate from communication barriers. Members need to be made aware of these barriers. Everyone needs to communicate more effectively. Successful communication brings success and pleasure, helps one to change the way others act and behave and aids one in maintaining and improving relationships. Whenever we communicate, we go through a six step perceptual process, as suggested by Hybels *et al* (1992 : 45) : how I see myself; how I see you; how I think you see me; how you see yourself; how you see me; and how you think I see you. It depends on past and present experiences and is influenced by the roles the participants play.

Perception is tied to self-concept : how you see yourself will influence how you perceive the world. Self-concept is made up of the conclusions you draw about yourself. Self-esteem is how much you value yourself. Your self-esteem will also influence your perceptions. What other people tell one is particularly important in this regard. Self-esteem is made up of body image, the roles one plays, the scripts one uses, and self-fulfilling prophecies. How one perceives the world will be influenced by one's need for psychological safety, countered by

one's need to take risks. One can achieve personal growth only if one is willing to take risks. The greatest risk one can take is to try to see people who are different from one from their own point of view.

### 7.3 DIVERSITY AND THE SAPS

#### 7.3.1 INTRODUCTION

This study will explore the attitudes and opinions of members of the SAPS towards issues of diversity and investigate whether diversity training has any impact on the attitudes of members. For this reason, an outline is given of diversity.

In a lecture on diversity to members of the SAPS, Montague and colleagues (1996 : 1) suggested that : "Diversity implies differences in people based on their identification with various groups. It is a process of acknowledging difference through action".

According to Daniel (1993 : 38) with diversity normally comes prejudice. Biases and stereotypes are framed by outside forces from an early age and reinforced every day. The terms 'diversity' and 'multi-culturalism' involve recognizing and effectively using people of different genders, ages, colors, values and nationalities. Differences do not, however, mean that certain people are either good or bad, inferior or superior.

Anderson (1993 : 59) stated that diversity could be a stimulus for intellectual, emotional, economic and social growth. Diversity could change the intellectual character of an organization, especially its perceptions of its status in the global market place and relations with the human community. Daniel (1993 : 38) noted that diversity went beyond race, gender, age, and nationality; it extended to education, personality, lifestyle, values and function.

Fuhr (1992 : 14) stated that racism and prejudice have troubled South Africa for many decades. However, the answer to this dilemma is not integration, but the recognition and acceptance of the diversity of others and the effective management of diversity. Oakley Smith (1993 : 22) stated that the issue of valuing diversity is no longer a moral issue or a 'soft option'. It is a business imperative without which organizations will not be able to survive in the years ahead. Valuing and managing a diverse workforce must be an empowering process for all employees, one which creates an organizational climate which is motivating for all employees. Advancement must be synonymous with achieving personal potential in a self-actualizing environment. How an organization implements valuing and managing diversity will, to some extent, be specific to that particular organization. The managing of a diverse workforce hinges around the interdependent principles, namely, valuing the differences between people, and managing people in such a way that differences are taken into account.

Ingram, as cited in Training and Development (1993 : 21), stated that diversity seems to revolve around several things, e.g. communication. More language training as well as cross-cultural communication training and even training in the use of new technologies such as videoconferencing are required. Diversity is about recognizing, valuing and managing people's differences. Diversity is about change and the cause of change.

Diversity finally seems to be about power; the sharing of power amongst diverse groups of people, and the generation of power from the synergy of diverse ways of thinking and acting.

### 7.3.2 MANAGEMENT OF DIVERSITY

It is vitally important that diversity is managed efficiently and effectively. According to Rosmarin (1992 : 33), managing diversity supports the notion that individual contributions to an organization should be appreciated. The management of diversity means that the managers is able to work with individuals

from different backgrounds in a manner that enables them to reach their full potential, in pursuit of organizational objectives, without anyone being disadvantaged by irrelevant considerations. Daniel (1993 : 38) stated that managing diversity was a process whereby an environment could be created that fosters awareness and the valuing and acceptance of individual differences, that gives employees opportunities, and judges them fairly on their talents, skills, and contributions. It is therefore a process that attempts to address expectations and to remove/reduce biases and stereotypical behavior. Diversity goes beyond race, gender, age and nationality and extends to education, personality, lifestyle, values and function. Managing diversity is a commitment to the entire workforce by the entire organization. It is a process that integrates and fully utilizes all employees.

Robbins (1996 : 15) claimed that management used to take a melting pot approach to differences in their organizations, assuming people who were “different” would somehow automatically want to assimilate. It is now recognized, however, that employees do not set aside their cultural values and lifestyle preferences when they come to work. The challenge for organizations is, therefore, to better accommodate diverse groups of people by addressing their different lifestyles, family needs and work styles. The melting pot assumption is being replaced by one that recognizes and values differences.

According to Robbins (1996 : 15), workforce diversity, in other words, the increasing heterogeneity of organizations with the inclusion of different groups, has important implications for management practice. Managers need to stop treating everyone alike and start to recognize differences and respond to those differences in ways that will ensure employee retention and greater productivity. Thomas (1990 : 109) suggested that if one is managing diverse employees, one should ask oneself this question : “Am I fully tapping the potential capacities of everyone in my department?” Diversity must be managed in such a way as to obtain from a heterogeneous workforce the same productivity, commitment, quality and profit obtained from the previous, more homogeneous, workforce.

According to Norris (1996 : 36) for diversity to succeed, it must form part of an organization's strategic management process. Donnellon and Kolb (1994 : 139) claimed that disputes would arise out of social diversity. As new social groups entered the workforce and were advanced in organizations, conflicts rooted in class, gender, race and ethnicity have become more common. Donnellon *et al* (1994 : 144) stated that this diversity has infused all aspects of organizational life. It holds enormous potential for creativity and learning in an organization. Members must learn not merely how to resolve diversity disputes, but also learn from them.

Baron (1994 : 65) suggested that in order to manage or change culture in organizations, one must not only be able to identify the determinants of culture, but also have the capacity to understand the way in which they interact with one another. One of the most important skills for managers attempting to manage or change corporate culture is the ability to identify and manage tension.

Motshabi, as cited in Human (1991 : 117) stated that the way in which this new diversity is handled, is of crucial importance. To work as an effective team, employees must be able to relate to one another in meaningful and positive ways. If not handled properly, racial and cultural diversity can impede the development of such relationships. Human (1992 : 25) stated that bad people management, either through ignorance or negative expectations, could lead to underperformance, even in the presence of real ability. Not all Afrikaners are the same culturally, neither are all English South Africans, Jews or any other group. We must learn to know and manage individuals to show respect for individual sameness and difference.

Fuhr (1992 : 16) suggested that when people believed they had a legitimate place in the organization and a meaningful contribution to make, regardless of their cultural or ideological differences, a culture of trust would emerge and the long journey towards employee commitment would have begun. According to Robbins (1996 : 16) diversity, if positively managed, can increase creativity and

innovation in organizations as well as improve decision-making by providing different perspectives on problems. When diversity is not managed properly, there is a potential for higher turnover, more difficult communication and more interpersonal conflicts.

### 7.3.3 DIVERSITY TRAINING WITHIN THE SAPS

One of the goals of this study is to explore whether diversity training has had any effect on the attitudes of members of the SAPS on issues of diversity. For this reason, it is important to discuss diversity training within the SAPS.

Van der Lingen (1994 : 6) stated that managing diversity correctly was a big challenge. Prejudice would remain in the workplace unless management addresses the issue of diversity with enthusiasm and implement intensive diversity training programmes. Anderson (1993 : 59) stated that diversity could be a stimulus for intellectual, emotional, economic and social growth. Diversity could change the intellectual character of an organization, especially its perceptions of its status in the global marketplace and its relations with the human community. According to Els (1996 : 4) diversity training can be defined as follow :

“Diversity training is a process to enhance awareness, sensitivity and knowledge of similarities and differences, dysfunctional perspectives, stereotypes and prejudices to generate cognitive and emotional insight aimed at attitudinal and behavioral change to achieve equality”.

Don Wiggill (1994 : 13) stated that diversity training is no panacea, no wonder drug of the 1990's. Its impact will only be as good or as bad as the motivation, strategy and contact with which it is attempted. Training strategies are like a 'cookbook' approach : they entail discovering other people's cultures and developing recipes for dealing with them.

The need for a diversity program within the SAPS became apparent in 1992 when the basic training of all new recruits was integrated for the first time. The SAPS

had to deal with issues of difference (diversity) in its personnel. Blakemore, Barlow and Padgett (1995 : 71) suggested that the preparation of police officers for work in a multi-cultural society has become a major concern for police departments, local government and the general community. During 1992, a diversity course was accordingly introduced by the Training Division to facilitate better understanding between students of diverse backgrounds.

During 1993, a survey conducted amongst 240 police members at the South African Police College in Pretoria confirmed the need for diversity training. Members were asked to reflect their personal experience of discrimination. The survey revealed high levels of alienation, frustration, poor self-image and a consequent deterioration in performance. The attitude of members gave impetus to the initiative to develop a training program that would make a difference (Els, 1996 : 2).

Other indicators of the need for diversity training included a memorandum received from POPCRU, at Pretoria Central in August 1994, on which “poor race relations” headed the list of grievances. Psychological services also realized the need for this type of intervention, and a study on diversity sensitivity was accordingly conducted in 1995.

During January 1995, a white police official in Orlando shot a black colleague. A racial dispute between black and white members ensued. The whole nation was shocked by the aggressive tones used in police radio broadcasts (Ngudle, 1995 : 8).

Former diversity project manager, Superintendent Nico Els, claimed (1996 : 2) that unless decisive steps were taken to address this issue, the effectiveness of the entire Police Services would be severely compromised.

The above-mentioned examples clearly indicate that the SAPS has problems with its internal relations, many related to diversity issues. Dealing with these



problems is a national priority and diversity training is the strategy which has been identified to address the problems experienced. Diversity training will be an ongoing process : as long as there are differences amongst people, this form of training will be required.

Diversity training offers several benefits. It supports mechanisms to prevent discrimination and to encourage the transformation process within the SAPS, which will eventually contribute to a safer and more secure environment (Els, 1996 : 16) (see pages 179 to 188).

An independent company, Julian Sonn and Associates, is training diversity trainers from within the SAPS at Basic, In-Service and Management levels. These trainers conduct workshops at provincial level. The diversity program is aimed at reinforcing a value system that enables SAPS members to internalize the concept of equality.

#### 7.3.4 THE CONSTITUTION

According to the Constitution, the Bill of Rights is the cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom. The State is obliged to respect, protect, promote and fulfil the rights contained in the Bill of Rights (Government Gazette, No 17678 : 1996).

A directive on fundamental equality in the SAPS, dated 20 August 1996, was received from the office of the National Commissioner of Police, Commissioner Fivaz, with the clear instructions that the contents must be brought to the attention of all members of the SAPS. The directive stated that in embracing fundamental equality in the SAPS, the SAPS is not only responsible to ensure that specific policy with regard to equality and non-discrimination is formulated, but that a supportive environment is created which sustains these principles and ensures consistent and dedicated application. In the celebration of diversity, a distinction

should not be made between various rights in a manner that would suggest that a particular right had preference over any other. All rights have equal status and should be afforded equal recognition. What must be recognized in this regard, however, is that due to entrenched prejudices and perceptions, certain rights have previously either been totally disregarded or accorded very limited recognition. Therefore specific endeavors are required to ensure that discriminatory practices or behavior with regard to such rights are not perpetuated.

In this sense, the SAPS has enshrined fundamental equality as envisaged in the Constitution, in the *South African Police Act*, 1995 by recognizing the diversity of the South African society and accentuating equality of opportunity in the filling of any post, whether by appointment, promotion or transfer. This must be done in accordance with the provisions of the Constitution.

Any form of discrimination in the SAPS, whatever the nature or guise, is in contradiction of its recently adopted ethical Code of Conduct and will be considered to constitute misconduct against duty and discipline.

It was further stressed in Commissioner Fivaz's directive that the SAPS would not allow any manner of discrimination or prejudice to compromise relationships. Due to discrimination, prejudice and intolerance, certain groups, for instance women, children, the elderly, the disabled, gays, lesbians and bisexuals, have become vulnerable sectors of the community and have been targeted for attacks and harassment. According to Commissioner Fivaz, the full extent of resources available to the SAPS must be made available to protect the people of South Africa, including those subjected to hate attacks and bashing.

Commissioner Fivaz emphasized that the dignity of victims must be respected and protected at all times. Any discrimination against any group at any level will be considered as serious misconduct and dealt with accordingly.

### 7.3.5 TRANSFORMATION GUIDELINES : SAPS

Transformation guidelines were set out for the SAPS in a minute dated 20 February 1996, received from the office of National Commissioner Fivaz. According to the Commissioner, the purpose of this document was to provide a basis for the implementation and monitoring of transformation; to transfer responsibility to line functionaries; and to establish accountability. It contained a new vision for the SAPS, of policing in the future, the corporate strategy by which transformation is to take place, long-term objectives, transformation priorities, focus areas, and an overview of the transformation process. It was noted that the perception should not be created that the process of transformation had not already started, as the focus areas identified in the document were already receiving attention.

According to Commissioner Fivaz (minute dated 20 February 1996) the country was in a stage of social-political transformation, which is an ongoing process. This, together with the high prevailing levels of crime and violence, had necessitated a new vision for policing in South Africa. Policing should lead to the creation of a safe and secure environment. This vision forms the essence of the transformation process. Externally, the community and all roleplayers need to share the broad vision of future policing in order to create understanding of the role of the police and the role of the community, the difficulties of policing, and to facilitate support for the Police.

There is general consensus among the public, institutions and organizations in South Africa that community policing is the style of policing most appropriate for the local situation. True institutionalization of community policing entails, in addition to community involvement and participation, the total alignment of the police organization to support the philosophy and principles of community policing.

It entails the following :

- ◆ Development of shared visions, missions and values.
- ◆ Development of new organizational structures, to facilitate managerial autonomy and the empowerment of the lowest level possible.
- ◆ The establishment of management styles based on teamwork, participation and problem-solving.
- ◆ Development of new policies and practices to support quality service, and the philosophy and style of community policing.
- ◆ The development of a new culture which accommodates principles such as accountability, participation and transparency to replace the existing culture of militarism and internal orientation.

The prevailing culture of non-involvement is to be replaced by a culture of involvement. The Police should facilitate this by, inter alia, creating trust by delivering quality professional service and by facilitating participation. The corporate strategy by which such transformation is to take place is the institutionalization of community policing.

The long-term objectives are as follows : firstly, improved quality of service in terms of effectiveness (internal and external); secondly, the establishment of a community-oriented service (policing in consultation and participation with the community) and; thirdly, optimal utilization of resources.

In order for such transformation objectives to be attained, it is necessary to focus on those issues which are crucial for success. According to Commissioner Fivaz (1996) these issues are transformation priorities.

They have been identified as :

- ◆ Developing/enhancing consultation and participation.

- ◆ Education, development and training.
- ◆ Developing a people-oriented approach to personnel management.
- ◆ Optimizing functions, methods and procedures.
- ◆ Effective information management.
- ◆ Optimizing use of resources (cost-effective and priority directed).
- ◆ Enhancing representative and equal opportunity.
- ◆ Establishing effective communication.

Given the environment within which transformation takes place, the vision, the corporate strategy, the long-term objectives and the content of transformation, a methodology whereby integrated transformation is to take place has been developed.

In order to understand the holistic process, the total process has been broken down into constituent steps :

- ◆ Environmental analysis and needs determination (analysis of influences, environment and determination of just and reasonable needs and expectations).
- ◆ Development of a shared vision (includes mission and value system).
- ◆ Formulation of principles whereby transformation is to be managed and whereby a new policing style, new structures, policies, practices and management styles are to be developed.
- ◆ Definition of future state of policing in terms of analyses and the development of a vision.
- ◆ Gap analysis - difference between present and future state.
- ◆ Identification of focus areas, guidelines and performance/success indicators.
- ◆ Creation of a climate conducive to change (includes the management of resistance).
- ◆ Allocation of responsibilities to line functionaries (Divisional Heads and Heads of components).

- ◆ Compilation of detailed strategies, action and implementation plans by such line functionaries (to include approach to implementation and whether full implementation or by means of pilot project).
- ◆ Development of performance measurement/indicators.
- ◆ Setting up a management system for monitoring of progress.
- ◆ Setting up of a reporting system in terms of which top management is able to take responsibility.
- ◆ Approval and implementation (new structures, policies).
- ◆ Continuous communication, evaluation, intervention and alignment.

Most focus areas are to be addressed at national level. This does not imply that the provincial level, where most of the functions are performed and most of the resources are located, has no transformation responsibilities. At this level, the implementation and execution of new policies are crucial. Consultation, participation and empowerment are to become institutionalized.

According to Commissioner Fivaz (letter dated 20 February 1996), the aforementioned guidelines, should serve as a basis for the implementation and monitoring of transformation.

#### 7.3.6 APPROPRIATE SOCIAL WORK RESPONSE

Social workers need to understand and appreciate human diversity. Human diversity recognizes that there are differences and similarities in the characteristics, life experiences and belief systems of all people. People are diverse in race, ethnic and cultural heritage, age, sex, religious affiliation, sexual orientation, class, and physical and mental abilities.

The issue of diversity in social work is not so much that practitioners work with people who are diverse, but that they work with diverse populations who also

suffer the consequences of past and present discrimination, economic deprivation and oppression.

Populations defined as at risk for experiencing these consequences include women, minorities of color, homosexuals, the disabled, the elderly and the poor. Culturally competent social workers utilize assessment, intervention and evaluation skills that take into consideration the dynamics of culture, race, age, sex and sexual orientation, as well as the consequences of discrimination, oppression and degradation (Du Bois, 1996 : 15).

When people are prejudiced, they are more likely to discriminate against others. Discrimination has more than one cause; it does not always emerge from prejudice. Diversity in race, culture, sex and sexual orientation often leads to discrimination. People with AIDS are often discriminated against. Sexual harassment is also seen as a form of discrimination and is often directed against females within the workplace. Affirmative action (see page 59) is being implemented in South Africa to create a society where everyone has the same chance. Because of diversity, which often leads to conflict, it is of vital importance that diversity is managed correctly. Diversity training is a useful tool to make people aware of diversity (see page 213). It was discovered that the SAPS is aware of the problems surrounding issues of diversity and is already moving in the right direction in dealing with diversity issues.

CHAPTER 5  
PRESENTATION  
AND  
DISCUSSION OF  
FINDINGS



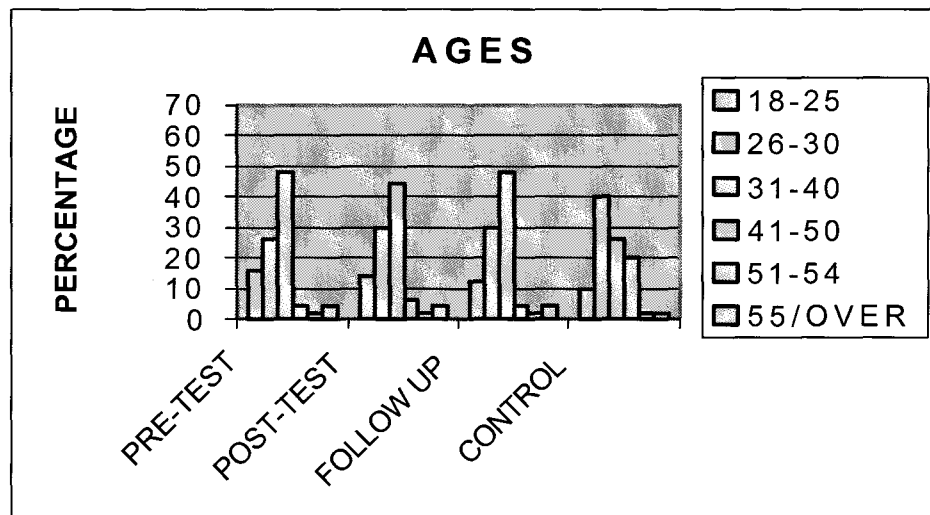
## 1. PRESENTATION AND DISCUSSION OF FINDINGS

### 1.1 INTRODUCTION

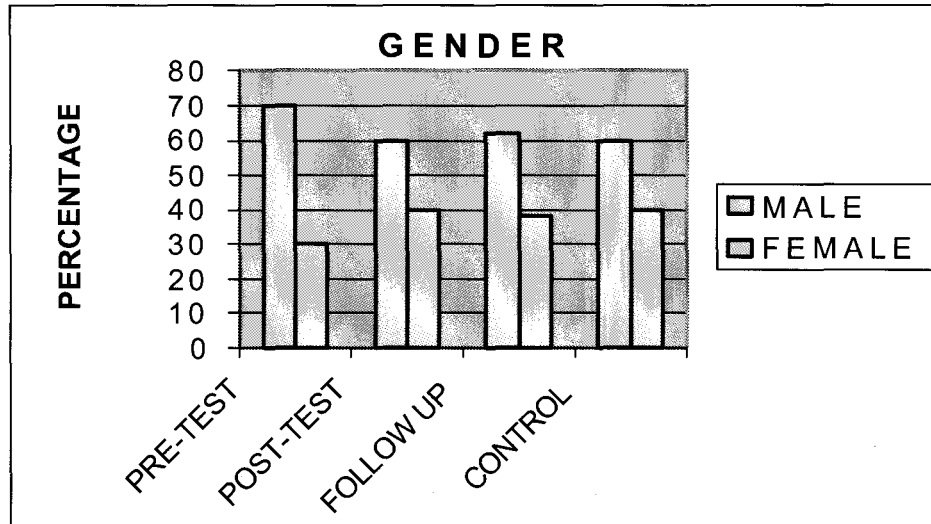
In this section, the researcher will present and interpret the findings elicited during the research study. The first part of the section refers to background information (biographical data). This will give the reader an outline of the age, gender, marital status, home language, population group and rank of respondents. In the second part of the section, the findings will be presented in accordance with identified themes. These themes are as follows : findings related to sexism; racism; discrimination; cultural diversity; homosexuality; HIV; affirmative action; diversity and diversity training; education; skills; and experience.

### 1.2 DATA PERTAINING TO BIOGRAPHICAL INFORMATION

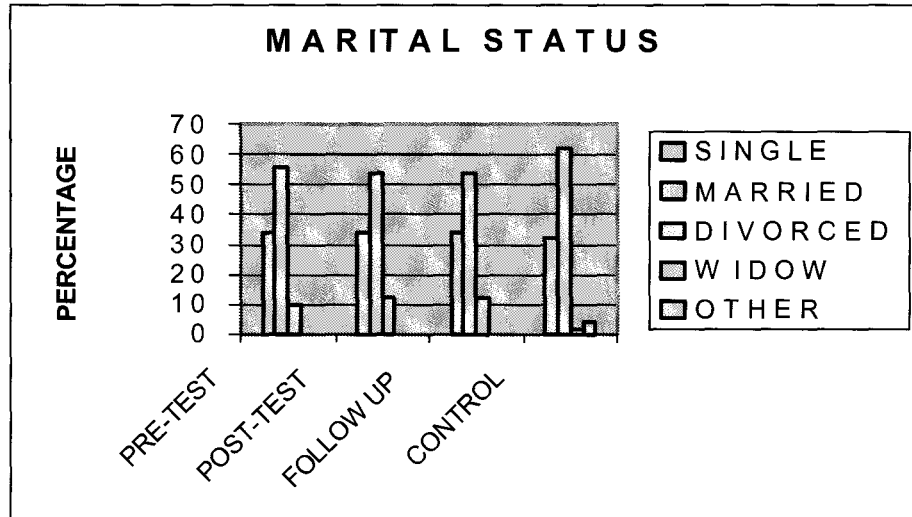
**FIGURE 1 : AGE OF RESPONDENTS**



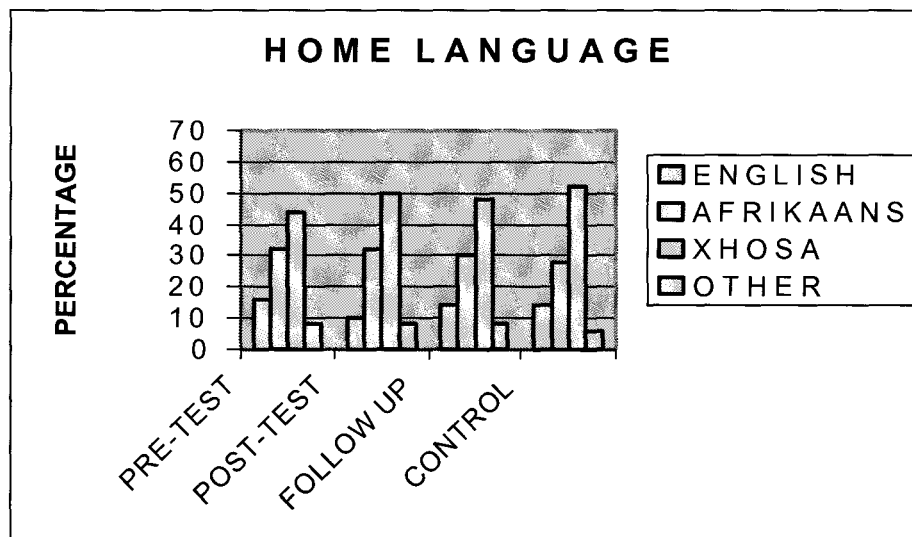
In the pre-test, post-test and follow-up of the experimental group, an average of 46% (n=23) of respondents fell into the 31 to 40 years age group. In the control group, 40% (n=20) fell into the 26 to 30 years age group.

**FIGURE 2 : GENDER OF RESPONDENTS**

In all four groups, the largest distribution was male. In an information note compiled by Captain M J Crouse, Management Services, Provincial Level, Port Elizabeth, dated 2 April 1998, it was stated that in the SAPS, 22% of the males were white, 78% of the males were black, 45% of the females were white and 55% of the females were black. These figures reflect the actual personnel in the Eastern Cape as at 31 March 1998 (see page 323). Of the total manpower in the Eastern Cape, 81% were male and 19% were female. In the study, 63,3% of the males were black, of whom in this section one Indian and two Coloureds were included. Altogether 36,7% of the males were white. Of the females, 52,9% were black respondents, and 47,1% white. The group was representative of SAPS manpower in the Eastern Cape.

**FIGURE 3 : MARITAL STATUS OF RESPONDENTS**

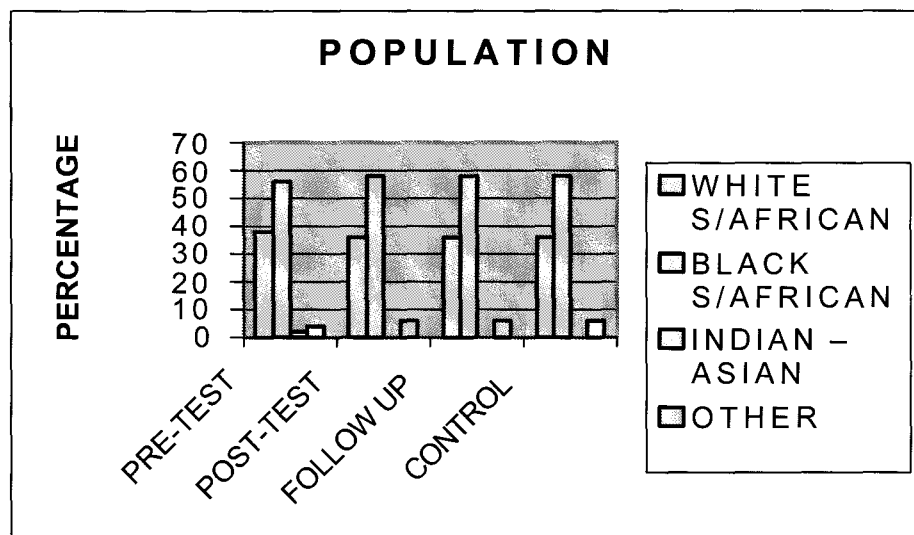
In all four groups, the majority of the respondents were married.

**FIGURE 4 : HOME LANGUAGE OF RESPONDENTS**

In all four groups, an average of 48,5% (n=24) were Xhosa speaking. The next biggest language group was Afrikaans. Some 10% to 16% of the respondents in

each group were English speaking. For this section in the pre-test, the 'Other' section comprised of two Zulus, one South Sotho and one Sesotho speaking respondent. In the post-test, the 'Other' section comprised of two Zulus, one South Sotho and one Sesotho speaking respondent. In the follow-up group, the 'Other' section comprised of two Zulus, one South Sotho and one Sesotho speaking respondent. The three respondents in the control group in the 'Other' section were Coloured.

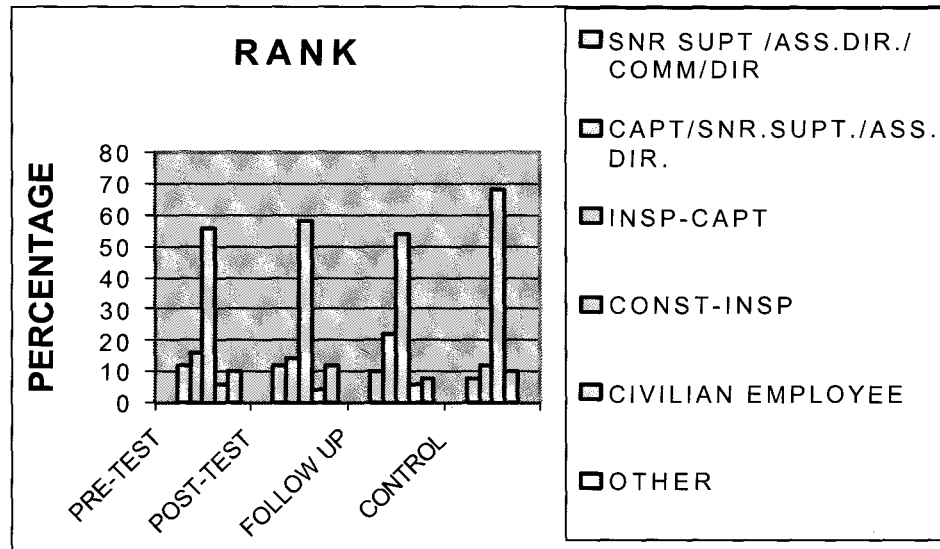
**FIGURE 5 : POPULATION GROUP OF RESPONDENTS**



The reader will note that in all four groups the majority of respondents, namely 56% to 58%, were black South Africans. In all four groups, between 36% to 38% of the respondents were white South Africans. Only 2% of the respondents in the pre-test were Indian. Between 4% to 6% of the respondents in all four groups were Coloured. A discrepancy was found between the pre-test and the post-test : in the pre-test, there were 19 white South Africans, whereas in the post-test there were only 18. In the pre-test, there were 28 black South Africans, but in the post-test only 29. The Indian member was present during the pre-test but not the

post-test. This was due to illness, for which he had to withdraw from the workshop.

**FIGURE 6 : RANK OF RESPONDENTS**



The reader will note an overlapping in the ranking structure in the above table between Senior Superintendent and Captain.

### 1.3 DATA PERTAINING TO DIVERSITY

In this part of the section, the findings will be presented in accordance with identified themes (see page 81).

The identified items on the scale in the questionnaire referred to issues broadly classified as relating to the specific theme.

For each item, three tables were drawn (Table A to C). Table A concerns the male respondents. They are subcategorized as black and white, and the total of male respondents. Table B concerns black and white female respondents, as well as the

total of female respondents. Table C focuses specifically on the race of respondents and the respondents classified as “Other” (see page 87).

Four categories of responses, namely “Agree”, “Uncertain”, “Disagree” and “Not answered” were allocated. Another division was made according to whether respondents had attended the “Pre-test”, “Post-test”, “Follow-up” or the “Control group”.

The number of respondents was indicated as ‘N’, and the percentage of respondents as ‘%’. It was very important to have detailed tables, because of the vast amount of information collected during the study. In this section the tables will be reproduced and then discussed. The fourth table (D) in each category can be found in Appendix B (see page 229). These tables relay information pertaining to the percentage of respondents who agreed or disagreed with or felt uncertain about the item on the scale in the questionnaire.

The reader will note that a discussion is given of related tables before and/or after each group of tables.

### 1.3.1 DATA PERTAINING TO SEXISM

Some of the items on the scale in the questionnaire referred to issues that can be broadly classified as relating to sexism. These items explored the attitude of the respondents towards women managers and the role of women in the workplace. The researcher grouped together all those questions in the questionnaire (see page 284, items 2.1, 2.24, 2.11, 2.5, 2.27, 2.29, 2.9, 2.43, 2.14, 2.41, 2.46 and 3.6) related to issues of sexism and then discussed them in some detail.

#### ***I WOULD BE COMFORTABLE WORKING UNDER A WOMEN AS A MANAGER (Item 2.1)***

Before training, (pre-test) 60% (n=30) of all respondents stated they would be comfortable working under a woman as a manager. Altogether, 8% more women than men felt this way. However, 23,3% (n=7) of the men did not appear to be certain, while 20% (n=6) said that they would not work under a woman (see page 229).

TABLE 1

*I would be comfortable working under a woman as a manager*

TABLE 1A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	8	42,1	14	82,4	11	61,1	6	35,3
	UNCERTAIN	6	31,6	2	11,8	4	22,2	4	23,5
	DISAGREE	5	26,3	1	5,9	3	16,7	7	41,2
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	9	81,8	10	100	10	100	8	80
	UNCERTAIN	1	9,1	0	0	0	0	0	0
	DISAGREE	1	9,1	0	0	0	0	2	20
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	17	56,7	24	88,9	21	75	14	51,9
	UNCERTAIN	7	23,3	2	7,4	4	14,3	4	14,8
	DISAGREE	6	20	1	3,7	3	10,7	9	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 1B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	4	44,4	6	50	6	54,5	6	50
	UNCERTAIN	3	33,3	4	33,3	2	18,2	4	33,3
	DISAGREE	2	22,2	2	16,7	3	27,3	2	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	7	87,5	8	100	7	87,5	7	87,5
	UNCERTAIN	0	0	0	0	0	0	1	12,5
	DISAGREE	1	12,5	0	0	1	12,5	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	11	64,7	14	70	13	68,4	13	65
	UNCERTAIN	3	17,6	4	20	2	10,5	5	25
	DISAGREE	3	17,6	2	10	4	21,1	2	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 1C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	12	42,9	20	69	17	58,6	12	41,4
	UNCERTAIN	9	32,1	6	20,7	6	20,7	8	27,6
	DISAGREE	7	25	3	10,3	6	20,7	9	31
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	16	84,2	18	100	17	94,4	15	83,3
	UNCERTAIN	1	5,2	0	0	0	0	1	5,6
	DISAGREE	2	10,6	0	0	1	5,6	2	11,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	2	66,7	2	66,7	2	66,7	1	33,3
	UNCERTAIN	0	0	0	0	0	0	2	66,7
	DISAGREE	1	33,3	1	33,3	1	33,3	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Of significance is that of the respondents within the group who indicated that they would be willing to work under a woman, 84,2% (n=16) were white, while only 42,9% were black (see table 1C). This changed dramatically after the workshop : 40,3% (n=8) more black males now indicated that they would be willing to work under a woman. Three months later, this positive attitude had fallen back to 61,1%, which indicates that the increased positive attitude had not maintained itself (see table 1A).

More women than men were positive about working under a female manager. It is also important to note that more white than black respondents indicated that they would have no problem about working under a woman.

Black male respondents became more sensitive and in fact changed their attitudes after exposure to training. However, as stated this positive attitude was diminished after three months.

It is common knowledge that traditionally most South African black ethnical groupings are strong patriarchal systems in which women play subservient roles. This traditional perception of women as somehow inferior to men may partly explain this response from black respondents. Whatever the cause, this thesis will indicate the need that especially black SAPS members be made more aware of gender and equality issues. This is highlighted by the unfortunate statistics of the high rate of domestic violence against women and children in South Africa. It is generally recognized that more female members need to be appointed to the SAPS to make it more representative of the South African society. In the light of this, the fact that three months after the diversity workshop only 61,1% of the black male respondents indicated that they would be willing to work under a woman is obviously cause for concern.

#### ***WOMEN ARE NOT GOOD MANAGERS (Item 2.24)***

In an associated question, altogether 86% (n=43) of the respondents stated before training (pre-test) that they believed that women could be good managers (see page 230). Altogether 78,9% (n=15) of the black male respondents were also of the opinion that women could be good managers. Directly after the training,



14,2% black male respondents less than in the pre-test felt that women could be good managers. Altogether 29,4% (n=5) of the black male respondents felt uncertain directly after the workshop (post-test) whether women could be good managers (see table 2A). Three months later, this attitude was maintained by the black male respondents : 66,7% (n=12) of them felt that women could be good managers.

The attitude of white male respondents was very positive. All the white male respondents felt before and directly after training and three months later that women could be good managers (see table 2A).

TABLE 2

*Women are not good managers*

TABLE 2A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	3	15,8	1	5,9	2	11,1	4	23,5
	UNCERTAIN	1	5,3	5	29,4	4	22,2	4	23,5
	DISAGREE	15	78,9	11	64,7	12	66,7	9	52,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	0	0	0	0	0	0	0	0
	UNCERTAIN	0	0	0	0	0	0	3	30
	DISAGREE	11	100	10	100	10	100	7	70
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	3	10	1	3,7	2	7,1	4	14,8
	UNCERTAIN	1	3,3	5	18,5	4	14,3	7	25,9
	DISAGREE	26	86,7	21	77,8	22	78,6	16	59,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 2B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	1	11,1	1	8,3	0	0	2	16,7
	UNCERTAIN	2	22,2	1	8,3	1	9,1	0	0
	DISAGREE	6	66,7	9	75	10	90,9	10	83,3
	NOT ANSWERED	0	0	1	8,3	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	0	0	1	12,5	0	0	1	12,5
	UNCERTAIN	0	0	1	12,5	0	0	1	12,5
	DISAGREE	8	100	6	75	7	87,5	6	75
	NOT ANSWERED	0	0	0	0	1	12,5	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	1	5,9	2	10	0	0	3	15
	UNCERTAIN	2	11,8	2	10	1	5,3	1	5
	DISAGREE	14	82,3	15	75	17	89,5	16	80
	NOT ANSWERED	0	0	1	5	1	5,3	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 2C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	4	14,3	2	6,9	2	6,9	6	20,7
	UNCERTAIN	3	10,7	6	20,7	5	17,2	4	13,8
	DISAGREE	21	75	20	69	22	75,9	19	65,5
	NOT ANSWERED	0	0	1	3,4	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	0	0	1	5,6	0	0	1	5,6
	UNCERTAIN	0	0	1	5,6	0	0	4	22,2
	DISAGREE	19	100	16	88,9	17	94,4	13	72,2
	NOT ANSWERED	0	0	0	0	1	5,6	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	0	0	1	33,3	1	33,3	0	0
	UNCERTAIN	0	0	0	0	0	0	1	33,3
	DISAGREE	3	100	2	66,7	2	66,7	2	66,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

In contrast, before training 66,7% (n=6) of the black female respondents felt that women could be good managers, while 22,2% (n=2) did not express an opinion. This attitude became stronger directly after training, when 75% (n=9) of the black female respondents stated that women could be good managers. Three months later, 24,2% more black female respondents than the 66,7% before training felt that women could be good managers. At the three month follow-up, altogether 13,1% fewer of the black female respondents felt uncertain than before the training.

In contrast to the black female respondents, all the white female respondents stated before training that women could be good managers. However, directly after the workshop, only 75% (n=6) of the white female respondents stated that women could be good managers. The original positive attitude was therefore not maintained.

Throughout the research study, white male respondents indicated a very positive attitude towards the question whether women could be good managers. Before the training, more black male respondents felt positive towards women as managers (see table 2A). After a three-month period, more black male respondents felt uncertain. The black female respondents' attitude towards women as managers was stronger directly after training, and still stronger after a period of three months. All the white female respondents felt positive about the issue just before the training. There was a decline of 25% in this positive attitude

after the female respondents had been exposed to diversity training. However, their attitude became more positive after a period of time (87,5% (n=7)) (see table 2B).

An interesting fact that emerged was that women were also included in the small proportion of respondents who stated that women could not be good managers, or who did not express an opinion. The researcher speculates that one reason for this is that those women had accepted the stereotyped view of women. As stated by Nicholson (1984 : 1), men are taught to be physically tougher, more aggressive, more rational; they are better able to handle sex without love and more likely to be successful at work by virtue of their greater will to win. Women, on the other hand, are held to be more emotional and unpredictable, interested in people rather than ideas, and too suggestible and dependent to wield authority comfortably over anyone except perhaps their own children.

***I CONSIDER WOMEN AS “LESS THAN” MEN (Item 2.11)***

In response to the question “I consider women as ‘less than’ men”, 76% (n=38) of all the respondents stated before training that they did not consider women to be inferior to men. This attitude was maintained until three months after the training, when 84% (n=42) of the respondents stated that they did not consider women as ‘less than’ a men (see page 231).

**TABLE 3**

***I consider women as “less than” men***

**TABLE 3A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	6	31,6	7	41,2	5	27,8	6	35,3
	UNCERTAIN	1	5,3	2	11,8	0	0	1	5,9
	DISAGREE	12	63,2	8	47,1	13	72,2	10	58,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	2	18,2	0	0	1	10	2	20
	UNCERTAIN	1	9,1	0	0	0	0	1	10
	DISAGREE	8	72,7	10	100	9	90	7	70
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	8	26,7	7	25,9	6	21,4	8	29,6
	UNCERTAIN	2	6,7	2	7,4	0	0	2	7,4
	DISAGREE	20	66,7	18	66,7	22	78,6	17	63
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

TABLE 3B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	1	11,1	1	8,3	0	0	2	16,7
	UNCERTAIN	0	0	1	8,3	1	9,1	0	0
	DISAGREE	8	88,9	9	75	10	90,9	10	83,3
	NOT ANSWERED	0	0	1	8,3	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	0	0	0	0	0	0	1	12,5
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	8	100	8	100	8	100	7	87,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	1	5,9	1	5	0	0	3	15
	UNCERTAIN	0	0	1	5	1	5,3	0	0
	DISAGREE	16	94,1	17	85	18	94,7	17	85
	NOT ANSWERED	0	0	1	5	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 3C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	7	25	8	27,6	5	17,2	8	27,6
	UNCERTAIN	1	3,6	3	10,3	1	3,4	1	3,4
	DISAGREE	20	71,4	17	58,6	23	79,3	20	69
	NOT ANSWERED	0	0	1	3,4	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	2	10,5	0	0	1	5,6	3	16,7
	UNCERTAIN	1	5,3	0	0	0	0	1	5,6
	DISAGREE	16	84,2	18	100	17	94,4	14	77,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	1	33,3	0	0	1	33,3	1	33,3
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	2	66,7	3	100	2	66,7	2	66,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Before training, 66,7% (n=20) of the male respondents stated that they did not consider women as inferior to men, while 94,1% (n=16) women felt this way. Conversely, 26,7% (n=8) of the male respondents stated before training that women were 'less than' men. This negative attitude was maintained directly after training (25,9% (n=7)) and also three months later, when 21,4% (n=6) of the male respondents still felt this way (see table 3A). Directly after training, 41,2% (n=7) of the black male respondents stated that women were inferior to men. Altogether 11,8% (n=2) did not express an opinion. A male respondent made the following comment : "Vrouens kry deesdae nes anderkleuriges meer voordele as mans en kry meer reg". Barnett, as cited in Ngan-Hing Chow, Wilkinson and Zin (1996 : 279), claimed that "... when Europeans came to America, women had to take a back seat to males. Men didn't do the work that women did and yet they

got all the praises. This European patriarchal influence is evident not just among blacks but also among whites. Women don't get credit and praised for the work they do because that's how the white European tradition sets things up". This may explain why some women and men agreed with the statement. In contrast to the black male respondents, all the white male respondents stated directly after the training that women were not inferior to men.

All the white female respondents (100% (n=8)) stated before training, directly after and three months later that women were not inferior to men.

Altogether, 88,9% (n=8) of the black female respondents felt before training that women were not inferior to men. Directly after training, 8,3% (n=1) felt uncertain. After a three-month period, 90,9% (n=10) of the black female respondents felt that women were not inferior to men. Over a period of time, the black female respondents' positive attitude became stronger (see table 3B). More women than men felt that women were not inferior to men. White male respondents felt more positive about women than black male respondents. According to information gathered, white female respondents also felt more positive than black female respondents that women were not inferior to men.

### ***MEN AND WOMEN ARE EQUAL (Item 2.5)***

In an associated question, 74% (n=37) of all respondents stated that men and women were equal (see page 232). Altogether 63,3% (n=19) of the male respondents said before training that men and women were equal (see table 4A). Women were regarded as equal to men by 94,1% (n=16) of the women. Before training, almost 30% of the male respondents did not regard men and women as equal. The same trend was seen in the previous question, when nearly 30% of the male respondents stated that women were inferior. After three months, an attitude change had taken place : only 3,6% (n=1) of the male respondents did not regard women as equal. Directly after training, 66,7% (n=18) of the male respondents felt that men and women were equal, whereas 80% (n=10) of the female respondents felt this way. Three months later, 85,7% (n=24) of the male respondents and 84,2% (n=16) of the female respondents felt that men and women were equal.

TABLE 4

*Men and women are equal*

TABLE 4A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	10	52,6	8	47,1	15	83,3	8	47,1
	UNCERTAIN	2	10,5	3	17,6	2	11,1	3	17,6
	DISAGREE	7	36,8	6	35,3	1	5,6	6	35,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	9	81,8	10	100	9	90	7	70
	UNCERTAIN	1	9,1	0	0	1	10	1	10
	DISAGREE	1	9,1	0	0	0	0	2	20
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	19	63,3	18	66,7	24	85,7	15	55,6
	UNCERTAIN	3	10	3	11,1	3	10,7	4	14,8
	DISAGREE	8	26,7	6	22,2	1	3,6	8	29,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 4B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	8	88,9	9	75	8	72,7	10	83,3
	UNCERTAIN	0	0	1	8,3	1	9,1	0	0
	DISAGREE	1	11,1	2	16,7	2	18,2	2	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	8	100	7	87,5	8	100	7	87,5
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	1	12,5	0	0	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	16	94,1	16	80	16	84,2	17	85
	UNCERTAIN	0	0	1	5	1	5,3	0	0
	DISAGREE	1	5,9	3	15	2	10,5	3	15
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 4C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	18	64,3	17	58,6	23	79,3	18	62,1
	UNCERTAIN	2	7,1	4	13,8	3	10,3	3	10,3
	DISAGREE	8	28,6	8	27,6	3	10,3	8	27,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	17	89,4	17	94,4	17	94,4	14	77,8
	UNCERTAIN	1	5,3	0	0	1	5,6	1	5,6
	DISAGREE	1	5,3	1	5,6	0	0	3	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	2	66,7	1	33,3	1	33,3	3	100
	UNCERTAIN	0	0	2	66,7	0	0	0	0
	DISAGREE	1	33,3	0	0	2	66,7	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Before training, 89,4% (n=17) of the white respondents stated that they considered men and women as equal. This was 25% more than the black respondents. Three months later, 94,4% (n=17) of the white respondents and 79,3% (n=23) of the black respondents felt that men and women were equal. However, a sizable proportion of 10,3% (n=3) of the black respondents expressed no opinion (see table 4C).

More women than men felt that women were equal to men. However, after men were exposed to training, they felt more positive about the issue whether men and women were equal. This confirms the validity of the contention of this study that diversity training and social work services are very important. It became clear that the white respondents felt more positive than the black respondents that men and women were equal. This could be another manifestation of traditional African culture that places a much lower value on the female members of society.

***A WOMAN'S PLACE IS ANYWHERE SHE WISHES IT TO BE (Item 2.27)***

**TABLE 5**

***A woman's place is anywhere she wishes it to be***

**TABLE 5A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	13	68,4	13	76,5	13	72,2	8	47,1
	UNCERTAIN	2	10,5	0	0	2	11,1	3	17,6
	DISAGREE	4	21,1	4	23,5	3	16,7	6	35,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	7	63,6	7	70	8	80	5	50
	UNCERTAIN	0	0	0	0	0	0	4	40
	DISAGREE	4	36,4	3	3	2	20	1	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	20	66,7	20	74,1	21	75	13	48,1
	UNCERTAIN	2	6,7	0	0	2	7,1	7	25,9
	DISAGREE	8	26,7	7	25,9	5	17,9	7	25,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 5B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	8	88,9	9	75	9	81,8	7	58,3
	UNCERTAIN	0	0	2	16,6	1	9,1	5	41,7
	DISAGREE	1	11,1	1	8,3	1	9,1	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	4	50	3	37,5	5	62,5	2	25
	UNCERTAIN	1	12,5	0	0	1	12,5	5	62,5
	DISAGREE	3	37,5	5	62,5	2	25	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	12	70,6	12	60	14	73,7	9	45
	UNCERTAIN	1	5,9	2	10	2	10,5	10	50
	DISAGREE	4	23,5	6	30	3	15,8	1	5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 5C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	21	75	22	75,9	22	75,9	15	51,7
	UNCERTAIN	2	7,1	2	6,9	3	10,3	8	27,6
	DISAGREE	5	17,9	5	17,2	4	13,8	6	20,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	11	57,9	10	55,6	13	72,2	7	38,9
	UNCERTAIN	1	5,3	0	0	1	5,6	9	50
	DISAGREE	7	36,8	8	44,4	4	22,2	2	11,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	2	66,7	2	66,7	2	66,7	1	33,3
	UNCERTAIN	0	0	1	33,3	0	0	1	33,3
	DISAGREE	1	33,3	0	0	1	33,3	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 68% of all respondents stated before training that a woman's place was anywhere she wished it to be. Three months later, this attitude had grown stronger : 74% (n=37) of the respondents felt this way (see page 233). Before training, 66,7% (n=20) of the male respondents said that a woman could be anywhere she wished to be. A sizeable proportion (26,7% (n=8)) of the male respondents stated that they did not believe in this statement (see table 5A).

The researcher's opinion is that, as stated by Garrett (1997 : 1), biological factors are responsible for personality and temperamental differences between the two sexes. Women are widely considered to be more emotional than men and to have an innate desire to nurture or care for others. These qualities eminently prepare women for such jobs as nursing, teaching and caring for children. The qualities women 'naturally' possess, however are often considered inferior. As stated by



Zastrow (1989 : 387), women have historically been socialized in our society to have different life scripts than men. Robbins (1996 : 441) stated that men historically held the great majority of leadership positions in organizations. It is tempting to assume that the existence of the differences identified between men and women should automatically favor men. They do not. In modern organizations, flexibility, teamwork, trust and information sharing are rapidly replacing the rigid structures, competitive individualism, control and secrecy of the traditional male-dominated corporate sphere. The best managers listen, motivate and provide support to their people. And, according to Robbins (1996 : 443), many women seem to do those things better than men.

Altogether 70% (n=12) of the female respondents stated that a woman's place was anywhere. However, the attitude of both male and female respondents, irrespective of race, had become more positive over a three-month period : 75% (n=21) of the male respondents and 73,7% (n=14) of the female respondents then felt positive about this issue. However, some respondents had retained their negative attitudes.

More women than men believed that a woman's place was where she wishes it to be. Irrespective of training, 75% of the black respondents felt that a woman's place was where she wished it to be (tables 5A and B).

Altogether 57,9% (n=11) of the white respondents agreed before training that a woman could decide for herself where she wanted to be. After three months, 72,2% (n=13) of the white respondents felt this way. A male respondent said, "There is a greater tendency to accept females for their abilities, which is a reflection of what is happening in society. The younger generation policemen are more accepting" (see table 5C).

***IN THE 1990's WOMEN GET MORE OPPORTUNITIES WITHIN THE SAPS THAN MEN (Item 2.29)***

Before training, 44% (n=22) of all the respondents stated that women were not getting more opportunities in the 1990's, with 28% (n=14) expressing no opinion. Altogether 28% (n=14) of the respondents stated that women were getting more

opportunities than men. Directly after the workshop, 12% more respondents stated that women were getting more opportunities. Three months later, 28% (n=14) of the respondents had no opinion, 38% (n=19) of the respondents stated that women were not getting more opportunities, while 32% said that they believed women were getting more opportunities than men (see page 234).

TABLE 6

*In the 1990's women get more opportunities within the SAPS than men*

TABLE 6A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	4	21,1	6	35,3	7	38,9	7	41,2
	UNCERTAIN	7	36,8	2	11,8	4	22,2	5	29,4
	DISAGREE	8	42,1	9	52,9	7	38,9	5	29,4
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	8	72,7	7	70	7	70	4	40
	UNCERTAIN	0	0	0	0	2	20	1	10
	DISAGREE	3	27,3	3	30	1	10	5	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	12	40	13	48,1	14	50	11	40,7
	UNCERTAIN	7	23,3	2	7,4	6	21,4	6	22,2
	DISAGREE	11	36,7	12	44,4	8	28,6	10	37
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 6B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	1	11,1	2	16,7	1	9,1	0	0
	UNCERTAIN	3	33,3	3	25	4	36,4	4	33,3
	DISAGREE	5	55,6	7	58,3	6	54,5	8	66,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	0	0	4	50	0	0	3	37,5
	UNCERTAIN	3	37,5	1	12,5	3	37,5	4	50
	DISAGREE	5	62,5	3	37,5	4	50	1	12,5
	NOT ANSWERED	0	0	0	0	1	12,5	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	1	59	6	30	1	5,3	3	15
	UNCERTAIN	6	35,3	4	20	7	36,8	8	40
	DISAGREE	10	58,8	10	50	10	52,6	9	45
	NOT ANSWERED	0	0	0	0	1	5,3	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 6C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	5	17,9	8	27,6	8	27,6	7	24,1
	UNCERTAIN	10	35,7	5	17,2	8	27,6	9	31
	DISAGREE	13	46,4	16	55,2	13	44,8	13	44,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	8	42,1	11	61,1	7	38,9	7	38,9
	UNCERTAIN	3	15,8	1	5,6	5	27,8	5	27,8
	DISAGREE	8	42,1	6	33,3	5	27,8	6	33,3
	NOT ANSWERED	0	0	0	0	1	5,6	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	1	33,3	1	33,3	1	33,3	1	33,3
	UNCERTAIN	1	33,3	2	66,7	1	33,3	1	33,3
	DISAGREE	1	33,3	0	0	1	33,3	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Before training, 72,7% (n=8) of the white male respondents stated that women were getting more opportunities. This attitude was subsequently maintained. However, 42,1% (n=8) of the black male respondents stated before training that women were *not* getting more opportunities, while 36,8% (n=7) expressed no opinion. This attitude was maintained until three months after the training (see table 6A).

A very interesting trend was revealed : white male respondents believed that women were getting more opportunities than men, whereas black male respondents believed that women were not getting more opportunities than men. This correlates with the theory suggested by Fischer (1996 : 32) that in the minds of many white South Africans, affirmative action is nothing but reverse discrimination.

In contrast to the male respondents, 58,8% (n=10) of the female respondents said before training that women were not getting more opportunities. This was irrespective of race. This attitude was maintained three months later, when 52,6% (n=10) of the female respondents indicated that women were not getting more opportunities in the 1990's than men (see table 6B). A sizeable proportion of the black male respondents felt uncertain about this issue. The majority of female respondents of both races believed that they were not getting more opportunities than men. The majority of male respondents believed that women were getting more opportunities than men.

***MALES WITHIN THE SAPS DISCRIMINATE AGAINST FEMALES IN THE SAPS (Item 2.9)***

Before training 44% (n=22) of the respondents stated that males were not discriminating against females within the SAPS. However, directly after training, 68% (n=34) of the respondents stated that males were discriminating against females within the SAPS. Three months later, this feeling had fallen back to 54% (n=27) (see page 235).

**TABLE 7**

***Males within the SAPS discriminate against females in the SAPS***

**TABLE 7A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	3	15,8	10	58,8	8	44,4	2	11,8
	UNCERTAIN	3	15,8	2	11,8	1	5,6	1	5,9
	DISAGREE	13	68,4	5	29,4	9	50	14	82,4
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	7	63,6	9	90	6	60	1	10
	UNCERTAIN	0	0	0	0	0	0	3	30
	DISAGREE	4	36,4	1	10	4	40	6	60
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	10	33,3	19	70,4	14	50	3	11,1
	UNCERTAIN	3	10	2	7,4	1	3,6	4	14,8
	DISAGREE	17	56,7	6	22,2	13	46,4	20	74,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 7B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	5	55,6	8	66,7	5	45,5	7	58,3
	UNCERTAIN	3	33,3	1	8,3	3	27,3	2	16,7
	DISAGREE	1	11,1	3	25	3	27,3	3	25
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	4	50	6	75	7	87,5	3	37,5
	UNCERTAIN	2	25	1	12,5	0	0	2	25
	DISAGREE	2	25	1	12,5	1	12,5	3	37,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	9	52,9	14	70	12	63,2	10	50
	UNCERTAIN	5	29,4	2	10	3	15,8	4	20
	DISAGREE	3	17,7	4	20	4	21,1	6	30
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 7C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	8	28,6	18	62,1	13	44,8	9	31
	UNCERTAIN	6	21,4	3	10,3	4	13,8	3	10,3
	DISAGREE	14	50	8	27,6	12	41,4	17	58,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	11	57,9	15	83,3	13	72,2	4	22,2
	UNCERTAIN	2	10,5	1	5,6	0	0	5	27,8
	DISAGREE	6	31,6	2	11,1	5	27,8	9	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	1	33,3	1	33,3	1	33,3	1	33,3
	UNCERTAIN	0	0	1	33,3	1	33,3	1	33,3
	DISAGREE	2	66,7	1	33,3	1	33,3	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Before training, 50% (n=14) of the black respondents stated that males were not discriminating against females, while nearly 60% more black male than black female respondents felt this way. However, directly after black respondents had been exposed to training, 62,1% (n=18) said that males were discriminating against females. Three months later, this feeling had fallen back to 44,8% (n=13) which could be an indication that this attitude had not been maintained. However, the majority of the black respondents still believed after three months that males were discriminating against females.

If these responses are taken into consideration, it can be accepted that males in the SAPS do discriminate against females. Ongoing diversity training is of the utmost importance, because it has been proved that once respondents have been made aware of diversity, a change in attitude takes place. This was confirmed by Van der Lingen (1994 : 6) who stated that prejudice would remain in the workplace unless management addresses the issue of diversity with enthusiasm and implement intensive diversity training programmes.

Altogether 55,6% (n=5) of the black female respondents stated before training that males were discriminating against females. Some 10% more women than men supported this. However, three months later, this attitude had fallen back to 45,5% (n=5), with 27,3% (n=3) expressing no opinion and 27,3% (n=3) stating that males were not discriminating against women.

Altogether 50% of the white female respondents felt before training that there was discrimination against women. This attitude grew stronger directly after the training, with 75% of respondents feeling this way. After three months, 87,5% (n=7) female respondents felt the same way (see table 7B).

Before training, the majority of the black respondents felt that males were not discriminating against females. However, a change in attitude occurred directly after males had been exposed to training. In contrast, the white respondents believed before the training as well as over a period of time that there was discrimination (see table 7C).

The attitude of black female respondents changed over a period of time. Initially, black women felt that males were discriminating against females. Over a period of time, black females became more uncertain, with 27,3% (n=3) expressing no opinion. In contrast, the attitude of white females grew stronger over a period of time.

***MEN AND WOMEN ARE INVOLVED IN CONFLICT BECAUSE THEY THINK DIFFERENTLY (Item 2.43)***

**TABLE 8**

***Men and women are involved in conflict because they think differently***

**TABLE 8A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	12	63,2	16	94,1	12	66,7	12	70,6
	UNCERTAIN	4	21,1	1	5,9	2	11,1	2	11,8
	DISAGREE	3	15,8	0	0	3	16,7	3	17,6
	NOT ANSWERED	0	0	0	0	1	5,6	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	9	81,8	9	90	5	50	7	70
	UNCERTAIN	2	18,2	1	10	0	0	1	10
	DISAGREE	0	0	0	0	5	50	2	20
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	21	70	25	92,6	17	60,7	19	70,4
	UNCERTAIN	6	20	2	7,4	2	7,1	3	11,1
	DISAGREE	3	10	0	0	8	28,6	5	18,5
	NOT ANSWERED	0	0	0	0	1	3,6	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 8B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	6	66,7	9	75	4	36,4	7	58,3
	UNCERTAIN	0	0	1	8,3	1	9,1	4	33,3
	DISAGREE	3	33,3	2	16,7	5	45,5	1	8,3
	NOT ANSWERED	0	0	0	0	1	9,1	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	4	50	5	62,5	4	50	4	50
	UNCERTAIN	1	12,5	2	25	2	25	3	37,5
	DISAGREE	3	37,5	1	12,5	2	25	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	10	58,8	14	70	8	42,1	11	55
	UNCERTAIN	1	5,9	3	15	3	15,8	7	35
	DISAGREE	6	35,3	3	15	7	36,8	2	10
	NOT ANSWERED	0	0	0	0	1	5,3	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 8C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	18	64,3	25	86,2	16	55,2	19	65,5
	UNCERTAIN	4	14,3	2	6,9	3	10,3	6	20,7
	DISAGREE	6	21,4	2	6,9	8	27,6	4	13,8
	NOT ANSWERED	0	0	0	0	2	6,9	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	13	68,4	14	77,8	9	50	11	61,1
	UNCERTAIN	1	5,3	3	16,7	2	11,1	4	22,2
	DISAGREE	5	26,3	1	5,6	7	38,9	3	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	1	33,3	2	66,7	1	33,3	2	66,7
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	2	66,7	1	33,3	2	66,7	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 64% (n=32) of the respondents stated before training that men and women were involved in conflict because they thought differently. Directly after training, 82% (n=41) of the respondents felt the same way. However this attitude was not maintained over a three-month period, when only 52% (n=26) of the respondents felt this way. This trend holds truth across both genders and races (see page 236).

Altogether 64,3% (n=18) of the black respondents and 68,4% (n=13) of the white respondents stated that men and women were involved in conflict because they thought differently. Directly after the workshop, 20% more black respondents and 10% more white respondents agreed. However the response rate of both groups had fallen back after three months; the black respondents to 55,2% (n=16), and the white respondents to 50% (n=9). It would seem that the diversity training

initially had an influence on the attitudes of the respondents. However, when they went back to real life, their positive attitude was not being maintained, due to external factors (see table 8C).

The male respondents felt stronger that men and women were involved in conflict because they thought differently. Altogether 70% (n=21) of the male respondents stated before training that men and women had conflict because they thought differently (see table 8A). Altogether 58,8% (n=10) of the female respondents felt this way, 12% less than the male respondents. According to Nicholson (1984 : 69) men and women respond to emotion in different ways; women, verbally, and men, physiologically. According to Smith (1996 : 10) communication barriers occur when men and women cannot readily adapt to each other's communication style. Smith further stated that it should be taken into account that the military communication style is extremely masculine. Therefore female police members need to become more concerned with a factual style. Conversely, male police members need to become more conscious of how human feelings can modify the interpretation of factual situations.

***PEOPLE OF DIFFERENT GENDERS RESPECT EACH OTHER WITHIN THE SAPS (Item 2.14)***

**TABLE 9**

***People of different genders respect each other within the SAPS***

**TABLE 9A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	8	42,1	8	47,1	12	66,7	12	70,6
	UNCERTAIN	2	10,5	5	29,4	1	5,6	2	11,8
	DISAGREE	9	47,4	4	23,5	5	27,8	3	17,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	4	36,4	6	60	6	60	7	70
	UNCERTAIN	1	9,1	2	20	1	10	2	20
	DISAGREE	6	54,5	2	20	3	30	1	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	12	40	14	51,9	18	64,3	19	70,4
	UNCERTAIN	3	10	7	26	2	7,1	4	14,8
	DISAGREE	15	50	6	22,2	8	28,6	4	14,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100



TABLE 9B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	1	11,1	3	25	2	18,2	6	50
	UNCERTAIN	2	22,2	5	41,7	5	45,5	4	33,3
	DISAGREE	6	66,7	4	33,3	4	36,4	2	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	1	12,5	3	37,5	3	37,5	4	50
	UNCERTAIN	3	37,5	0	0	3	37,5	2	25
	DISAGREE	4	50	5	62,5	2	25	2	25
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	2	11,8	6	30	5	26,3	10	50
	UNCERTAIN	5	29,4	5	25	8	42,1	6	30
	DISAGREE	10	58,8	9	45	6	31,6	4	20
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 9C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	9	32,1	11	37,9	14	48,3	18	62,1
	UNCERTAIN	4	14,3	10	34,5	6	20,7	6	20,7
	DISAGREE	15	53,6	8	27,6	9	31	5	17,2
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	5	26,3	9	50	9	50	11	61,1
	UNCERTAIN	4	21,1	2	11,1	4	22,2	4	22,2
	DISAGREE	10	52,6	7	38,9	5	27,8	3	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	2	66,7	1	33,3	3	100	1	33,3
	UNCERTAIN	0	0	1	33,3	0	0	1	33,3
	DISAGREE	1	33,3	1	33,3	0	0	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Before training, 52% (n=26) of all the respondents stated that the different genders did not respect each other. However, the majority (60% (n=30)) of the respondents in the control group agreed that people of different genders respected one another. The researcher cannot explain this phenomenon (see page 237).

Before the black respondents had been exposed to training, 53,6% (n=15) felt that the different genders did not respect each other, with nearly 20% more black females than black male respondents feeling this way (see table 9C). Altogether 52,6% (n=10) of the white respondents stated that the different genders did not respect each other, with 5% more white males than white female respondents feeling this way. However, directly after the training only 27,6% (n=8) black

respondents and 38,9% (n=7) white respondents felt that the genders did not respect each other.

Altogether 66,7% (n=6) of the black female respondents stated that people of different races respected one another. Directly after the training, 41,7% (n=5) expressed no opinion. Three months later, 45,5% (n=5) expressed no opinion (see table 9B).

Training appears to have an impact on the attitudes of all respondents, irrespective of race. Before they had been exposed to training, the majority of respondents felt that the different genders did not respect each other. After they had been exposed to training, they felt that there was respect between the genders. However, the black female respondents became more uncertain after they had been exposed to diversity training and, over a period of time, even more uncertain.

***IT IS IN MEN'S INTEREST NOT TO DEVELOP A STRICTER POLICY ON SEXUAL HARASSMENT WITHIN THE SAPS (Item 2.41)***

**TABLE 10**

***It is in men's interest not to develop a stricter policy on sexual harassment within the SAPS***

**TABLE 10A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	6	31,6	4	23,5	7	38,9	9	52,9
	UNCERTAIN	2	10,5	1	5,9	3	16,7	3	17,6
	DISAGREE	11	57,9	12	70,6	8	44,4	5	29,4
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	3	27,3	3	30	2	20	4	40
	UNCERTAIN	1	9,1	1	10	1	10	1	10
	DISAGREE	7	63,6	6	60	7	70	5	5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	9	30	7	25,9	9	32,1	13	48,1
	UNCERTAIN	3	10	2	7,4	4	14,3	4	14,8
	DISAGREE	18	60	18	66,7	15	53,6	10	37
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 10B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	0	0	5	41,7	6	54,5	7	58,3
	UNCERTAIN	4	44,4	5	41,7	4	36,4	2	16,7
	DISAGREE	5	55,6	1	8,3	0	0	3	25
	NOT ANSWERED	0	0	1	8,3	1	9,1	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	1	12,5	1	12,5	0	0	2	25
	UNCERTAIN	0	0	1	12,5	3	37,5	3	37,5
	DISAGREE	6	75	5	62,5	5	62,5	3	37,5
	NOT ANSWERED	1	12,5	1	12,5	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	1	5,9	6	30	6	31,6	9	45
	UNCERTAIN	4	23,5	6	30	7	36,8	5	25
	DISAGREE	11	64,7	6	30	5	26,3	6	30
	NOT ANSWERED	1	5,9	2	10	1	5,3	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 10C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	6	21,4	9	31	13	44,8	16	55,2
	UNCERTAIN	6	21,4	6	20,9	7	24,1	5	17,2
	DISAGREE	16	57,1	13	44,8	8	27,6	8	27,6
	NOT ANSWERED	0	0	1	3,4	1	3,4	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	4	21,1	4	22,2	2	11,1	6	33,3
	UNCERTAIN	1	5,3	2	11,1	4	22,2	4	22,2
	DISAGREE	13	68,4	11	61,1	12	66,7	8	44,4
	NOT ANSWERED	1	5,3	1	5,6	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	1	33,3	2	66,7	1	33,3	1	33,3
	UNCERTAIN	1	33,3	0	0	0	0	2	66,7
	DISAGREE	1	33,3	1	33,3	2	66,7	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 60% (n=30) of all respondents stated before training that it would be in men's interest if a stricter policy was developed on sexual harassment. Directly after the training, 50% (n=25) of respondents felt this way. Three months later, only 44% of the respondents felt that it would be in men's interest to develop a stricter policy on sexual harassment (see page 238). According to Benokraitis *et al* (1995 : 73) studies have confirmed that sexual harassment is common in the workplace.

Terpstra, as cited in Cox (1994 : 76), stated that any employee could become a victim of sexual harassment. However, research has indicated that women are three to four times more likely than men to be harassed.

Before training, 64,7% (n=11) of the female respondents stated that it would be in men's interest if a stricter policy was developed on sexual harassment. Directly after respondents had been exposed to training, only 30% (n=6) of the female respondents stated that the development of a stricter sexual harassment policy would be in the interest of men, while 30% (n=6) did not express their opinion (see table 10B). Altogether 66,7% (n=18) of the male respondents felt that it would be in their interest if a stricter policy was developed. Three months after training, 26,3% (n=5) of the female respondents stated that the development of a stricter policy would be in the interest of men, while a sizeable proportion (36,8% (n=7)) did not express any opinion. The majority of respondents still believed after three months that it would be in men's interest to develop a stricter policy on sexual harassment (see page 238).

***WOMEN CONFUSE FLIRTING WITH SEXUAL HARASSMENT (Item 2.46)***

Before training, a sizeable proportion of the respondents (38% (n=19)) did not express any opinion on the statement that women confused flirting with sexual harassment. Altogether 30% (n=15) felt that women did not confuse flirting with sexual harassment, while 32% (n=16) stated that women did confuse flirting with sexual harassment (see page 239).

**TABLE 11**

***Women confuse flirting with sexual harassment***

**TABLE 11A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	6	31,6	8	47,1	7	38,9	4	23,5
	UNCERTAIN	8	42,1	2	11,8	7	38,9	8	47,1
	DISAGREE	5	26,3	6	35,3	2	11,1	5	29,4
	NOT ANSWERED	0	0	1	5,9	2	11,1	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	6	54,5	7	70	8	80	3	30
	UNCERTAIN	3	27,3	1	10	0	0	5	50
	DISAGREE	2	18,2	2	20	2	20	2	20
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	12	40	15	55,6	15	53,6	7	25,9
	UNCERTAIN	11	36,7	3	11,1	7	25	13	48,1
	DISAGREE	7	23,3	8	29,6	4	14,3	7	25,9
	NOT ANSWERED	0	0	1	3,7	2	7,1	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 11B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	1	11,4	4	33,3	4	36,4	3	25
	UNCERTAIN	4	44,4	2	16,7	5	45,5	2	16,7
	DISAGREE	4	44,4	5	41,7	2	18,2	7	58,3
	NOT ANSWERED	0	0	1	8,3	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	1	12,5	0	0	2	25	2	25
	UNCERTAIN	3	37,5	3	37,5	3	37,5	1	12,5
	DISAGREE	4	50	5	62,5	3	37,5	5	62,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	2	11,8	4	20	6	31,6	5	25
	UNCERTAIN	7	41,2	5	25	8	42,1	3	15
	DISAGREE	8	47,1	10	50	5	26,3	12	60
	NOT ANSWERED	0	0	1	5	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 11C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	7	25	12	41,4	11	37,9	7	24,1
	UNCERTAIN	12	42,9	4	13,8	12	41,4	10	34,5
	DISAGREE	9	32,1	11	37,9	4	13,8	12	41,4
	NOT ANSWERED	0	0	2	6,9	2	6,9	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	7	36,8	7	38,9	10	55,6	5	27,8
	UNCERTAIN	6	31,6	4	22,2	3	16,7	6	33,3
	DISAGREE	6	31,6	7	38,9	5	27,8	7	38,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	2	66,7	2	66,7	1	33,3	1	33,3
	UNCERTAIN	1	33,3	1	33,3	1	33,3	1	33,3
	DISAGREE	0	0	0	0	1	33,3	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Directly after the respondents had been exposed to training, 42% (n=21) of the respondents stated that women confused flirting with sexual harassment. After three months, this percentage had risen by 2%; 44% (n=22) of the respondents stated that women confused flirting with sexual harassment.

Before training, 40% (n=12) of the male respondents stated that women confused flirting with sexual harassment. Directly after male respondents had been exposed to training, 55,6% (n=15) felt this way. This attitude was maintained three months later, when 53,6% (n=15) of the male respondents still felt this way (see table 11A). In contrast to the male respondents, 47,1% (n=8) of the female respondents stated that women did not confuse flirting with sexual harassment. This attitude was even stronger directly after training, when 50% (n=10) of the female respondents felt this way.

Three months after the female respondents had been exposed to training, a sizable proportion of 42,1% (n=8) female respondents did not express an opinion on whether women confused flirting with sexual harassment. This trend cannot be explained by the researcher (see table 11B).

The majority of male respondents were of the opinion that women confused flirting with sexual harassment. The majority of women respondents believed that women did not confuse flirting with sexual harassment.

According to Jacobs, SAPU Gauteng, we need to distinguish between sexual attention which is wanted and sexual attention which is unwanted. All sexual attention does not constitute sexual harassment. Benokraitis *et al* (1995 : 74) stated that while many men considered such everyday behavior like sexual harassment, seductive behavior, sexist remarks and jokes as 'acceptable or even funny'; it made women feel humiliated, angry or intimidated. As stated by a female respondent "members are often too embarrassed or scared to report it. The victim is not adequately protected".

***IS SEXUAL DISCRIMINATION BEING HANDLED ADEQUATELY  
WITHIN THE SAPS? (Item 3.6)***

**TABLE 12**

***Is sexual discrimination being handled adequately within the SAPS?***

**TABLE 12A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	ALWAYS	3	15,8	2	11,8	4	22,2	1	5,9
	SOMETIMES	11	57,9	8	47,1	8	44,4	12	70,6
	NEVER	2	10,5	5	29,4	3	16,7	3	17,6
	NOT ANSWERED	3	15,8	2	11,8	3	16,7	1	5,9
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	ALWAYS	3	27,3	3	30	9	90	3	30
	SOMETIMES	6	54,5	7	70	1	10	4	40
	NEVER	2	18,2	0	0	0	0	1	10
	NOT ANSWERED	0	0	0	0	0	0	2	20
TOTAL		11	100	10	100	10	100	10	100
MALES	ALWAYS	6	20	5	18,5	13	46,4	4	14,8
	SOMETIMES	17	56,7	15	55,6	9	32,1	16	59,3
	NEVER	4	13,3	5	18,5	3	10,7	4	14,8
	NOT ANSWERED	3	10	2	7,4	3	10,7	3	11,1
TOTAL		30	100	27	100	28	100	27	100

**TABLE 12B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	ALWAYS	3	33,3	0	0	0	0	1	8,3
	SOMETIMES	5	55,6	8	66,7	5	45,5	10	83,3
	NEVER	0	0	2	16,7	4	36,4	1	8,3
	NOT ANSWERED	1	11,1	2	16,7	2	18,2	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	ALWAYS	1	12,5	1	12,5	0	0	1	12,5
	SOMETIMES	7	87,5	7	87,5	7	87,5	4	50
	NEVER	0	0	0	0	1	12,5	0	0
	NOT ANSWERED	0	0	0	0	0	0	3	37,5
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	ALWAYS	4	23,5	1	5	0	0	2	10
	SOMETIMES	12	70,6	15	75	12	63,2	14	70
	NEVER	0	0	2	10	5	26,3	1	5
	NOT ANSWERED	1	5,9	2	10	2	10,5	3	15
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 12C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	ALWAYS	6	21,4	2	6,9	4	13,8	2	6,9
	SOMETIMES	16	57,1	16	55,2	13	44,8	22	75,9
	NEVER	2	7,1	7	24,1	7	24,1	4	13,8
	NOT ANSWERED	4	14,3	4	13,8	5	17,2	1	3,4
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	ALWAYS	4	21,1	4	22,2	3	16,7	4	22,2
	SOMETIMES	13	68,4	14	77,8	14	77,8	8	44,4
	NEVER	2	10,5	0	0	1	5,6	1	5,6
	NOT ANSWERED	0	0	0	0	0	0	5	27,8
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	ALWAYS	0	0	0	0	0	0	1	33,3
	SOMETIMES	3	100	3	100	2	66,7	2	66,7
	NEVER	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	1	33,3	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Before the respondents were exposed to diversity training, 64% (n=32) felt that sexual discrimination was being handled adequately “sometimes” or “seldom”. Altogether 20% (n=10) stated that it was always handled adequately, whereas 8% (n=4) said it was never handled adequately. Directly after training, 6% more of the respondents, i.e. 14% felt that sexual discrimination was never handled adequately within the SAPS. Three months later, 16% of the respondents, 2% more than directly after training, stated that sexual discrimination was never handled adequately within the SAPS (see page 240).

Before training altogether, 70,6% (n=12) of the female respondents were of the opinion before training that sexual discrimination was handled adequately only “sometimes” or “seldom”. Three months later, 63,2% (n=12) female respondents stated that sexual discrimination was handled adequately “sometimes”. However,

not one female member felt three months after the training that sexual discrimination was always handled adequately (see table 12B).

Female respondents made the following remarks : “The organization does not know how to handle sexual discrimination”. “Men are in management positions, men work outside, women must do administrative duties”.

A sizeable proportion of male respondents, 13,3% (n=4), stated before the training that sexual discrimination was never handled adequately. Three months later, this attitude was maintained when 10,7% (n=3) of the male respondents said that sexual discrimination was never handled adequately (see table 12A).

This was supported with one male respondent stating that : “Sexual discrimination is also happening against males, not only against females”. “Managers do not know how to handle sexual discrimination”. “It is suppressed”. A sizeable proportion of male respondents (see table 12A) stated that sexual discrimination was always handled adequately. Another male respondent made the comment that “Women are treated equally to men with regards to promotion”.

Given this, the following tentative conclusions can be drawn :

- ◆ Men are more sexist than women in the SAPS, irrespective of the race of the man.
- ◆ Black men hold more sexist views than black or white women or white men.
- ◆ After training, women became more sensitive, while men became more uncertain.
- ◆ White female respondents feel more positive than black female respondents about the statement that women are not inferior to men
- ◆ Training generally has a positive effect on the attitudes of male respondents.
- ◆ Male respondents believe that women get more opportunities than men do, whereas women believe that they do not get more opportunities than men
- ◆ With regards to the question of whether discrimination still exists within the SAPS, white females feel strongly that male colleagues discriminate against



them. This attitude became stronger over a period of time. Black females became more uncertain about the issue. Obviously, diversity training has a different effect on different people.

- ♦ Men believe that women confuse flirting with sexual harassment, whereas women believe that they do not confuse flirting with sexual harassment.

### 1.3.2 DATA PERTAINING TO RACISM

Some of the items on the scale referred to issues broadly classified as relating to racism. These items explored the attitudes and opinions of respondents towards whether they would allow their children to become involved with children from another race. Other questions were whether respect existed between different races, the attitude of respondents towards the effect of racism on self-esteem, and whether racial discrimination was being handled adequately within the SAPS.

The researcher selected all those questions in the questionnaire (see page 284, items 2.40, 2.2, 2.32, 2.30, 2.23, 2.35, 2.38 and 3.5) related to racism and then discussed them in some detail.

***I WOULD ALLOW MY CHILDREN TO ATTEND A DAY-CARE CENTRE  
WHERE THERE ARE CHILDREN OF A DIFFERENT RACE GROUP  
(Item 2.40)***

**TABLE 13**

***I would allow my children to attend a day-care centre where there are children of a different race group***

**TABLE 13A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	15	78,9	13	76,5	17	94,4	14	82,4
	UNCERTAIN	2	10,5	1	5,9	0	0	1	5,9
	DISAGREE	2	10,5	3	17,6	1	5,6	2	11,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	9	81,8	10	100	9	90	7	70
	UNCERTAIN	1	9,1	0	0	1	10	2	20
	DISAGREE	1	9,1	0	0	0	0	1	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	24	80	23	85,2	26	92,9	21	77,8
	UNCERTAIN	3	10	1	3,7	1	3,6	3	11,1
	DISAGREE	3	10	3	11,1	1	3,6	3	11,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 13B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	9	100	12	100	10	90,9	11	91,7
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	1	9,1	1	8,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	7	87,5	7	87,5	7	87,5	6	75
	UNCERTAIN	1	12,5	1	12,5	1	12,5	1	12,5
	DISAGREE	0	0	0	0	0	0	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	16	94,1	19	95	17	89,5	17	85
	UNCERTAIN	1	5,9	1	5	1	5,3	1	5
	DISAGREE	0	0	0	0	1	5,3	2	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 13C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	24	85,7	25	86,2	27	93,1	25	86,2
	UNCERTAIN	2	7,1	1	3,4	0	0	1	3,4
	DISAGREE	2	7,1	3	10,3	2	6,9	3	10,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	16	84,2	17	94,4	16	88,9	13	72,2
	UNCERTAIN	2	10,5	1	5,6	2	11,1	3	16,7
	DISAGREE	1	5,3	0	0	0	0	2	11,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	3	100	3	100	3	100	3	100
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

The majority of respondents 86% (n=43) stated before training (pre-test) that they would allow their children to attend a day-care centre where there were children of a different race group.

Altogether, 82% (n=41) of the control group which were not exposed to any form of training said that they would allow their children to play with children of a different race group. A difference of only 4% came to light, which in the researcher's view is a very small percentage. The researcher suggests that the respondents that were to be involved in the study, were not prejudiced in any way by the fact that they were about to participate in a diversity workshop.

After the respondents had been exposed to diversity training, 90% (n=45) stated they would allow their children to attend a multi-racial day-care centre. Three

months later, this attitude had become stronger : 92% (n=46) of the respondents answered in the affirmative (see page 241).

***I WOULD NOT ALLOW MY CHILDREN TO PLAY WITH CHILDREN FROM ANOTHER RACE (Item 2.2)***

In this associated question, the respondents were asked the same question in a different manner to test the validity and reliability of their responses.

**TABLE 14**

***I would not allow my children to play with children from another race***

**TABLE 14A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	5	26,3	4	23,5	3	16,7	3	17,6
	UNCERTAIN	1	5,3	1	5,9	0	0	2	11,8
	DISAGREE	13	68,4	12	70,6	15	83,3	12	70,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	1	9,1	1	10	1	10	2	20
	UNCERTAIN	0	0	1	10	0	0	1	10
	DISAGREE	10	90,9	8	80	9	90	7	70
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	6	20	5	18,5	4	14,3	5	18,5
	UNCERTAIN	1	3,3	2	7,4	0	0	3	11,1
	DISAGREE	23	76,7	20	74,1	24	85,7	19	70,4
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 14B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	0	0	1	8,3	0	0	0	0
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	9	100	11	91,7	11	100	11	91,7
	NOT ANSWERED	0	0	0	0	0	0	1	8,3
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	1	12,5	0	0	0	0	0	0
	UNCERTAIN	3	37,5	2	25	2	25	2	25
	DISAGREE	4	50	6	75	6	75	6	75
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	1	5,9	1	5	0	0	0	0
	UNCERTAIN	3	17,6	2	10	2	10,5	2	10
	DISAGREE	13	76,5	17	85	17	89,5	17	85
	NOT ANSWERED	0	0	0	0	0	0	1	5
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

TABLE 14C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	5	17,9	5	17,2	3	10,3	3	10,3
	UNCERTAIN	1	3,6	1	3,4	0	0	2	6,9
	DISAGREE	22	78,6	23	79,3	26	89,7	23	79,3
	NOT ANSWERED	0	0	0	0	0	0	1	3,4
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	2	10,5	1	5,6	1	5,6	2	11,1
	UNCERTAIN	3	15,8	3	16,7	2	11,1	3	16,7
	DISAGREE	14	73,7	14	77,8	15	83,3	13	72,2
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	0	0	0	0	0	0	0	0
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	3	100	3	100	3	100	3	100
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Before training (pre-test), 78% (n=39) of the respondents stated that they would allow their children to play with children from another race (see page 242). Of the control group, 78% (n=39) said the same. This proves that the respondents that were chosen to be part of the study were not different in any way. However, before training, 26,3% (n=5) of the black male respondents stated that they would not allow their children to play with children from another race. After three months, 16,7% (n=3) still felt the same. This was confirmed by a female respondent stating that "some members are still practising racial discrimination, but some are not".

Before training 9,1% (n=1) of the white females stated that they would not allow their children to play with children from another race. This attitude was maintained three months later. During the pre-test, all the black females felt that they would allow their children to play with children from other race groups. In contrast, only 50% (n=4) of the white females respondents expressed the same opinion. After three months, this attitude had grown stronger, with 75% (n=6) feeling this way (see table 14B).

Directly after training, the respondents' positive attitude that they would allow their children to play with a child from a different race group, had grown stronger. After a three-month period, this attitude had become even stronger (88% (n=44) of the respondents).

***I HAVE NO RESPECT FOR A RACIST (Item 2.32)***

The majority of the respondents (76% (n=38)) stated before training that they had no respect for a racist. This attitude was maintained three months later, when 78% (n=39) of the respondents stated the same (see page 243).

Before they had been exposed to diversity training, 82% (n=23) of the black respondents said that they had no respect for a racist. Altogether 68,4% (n=13) of the white respondents said the same. However, after the black respondents had been exposed to training, 7% less respondents said that they had no respect for a racist. After three months, the black respondents still maintained their attitude.

**TABLE 15*****I have no respect for a racist*****TABLE 15A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	15	78,9	14	82,4	15	83,3	13	76,5
	UNCERTAIN	1	5,3	1	5,9	0	0	1	5,9
	DISAGREE	3	15,8	2	11,8	2	11,1	3	17,6
	NOT ANSWERED	0	0	0	0	1	5,6	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	8	72,7	10	100	8	80	7	70
	UNCERTAIN	2	18,2	0	0	2	20	3	30
	DISAGREE	1	9,1	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	100	100	10	100	10	100
MALES	AGREE	23	76,7	24	88,9	23	82,1	20	74,1
	UNCERTAIN	3	10	1	3,7	2	7,1	4	14,8
	DISAGREE	4	13,3	2	7,4	2	7,1	3	11,1
	NOT ANSWERED	0	0	0	0	1	3,6	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 15B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	8	88,9	8	66,7	9	81,8	10	83,3
	UNCERTAIN	1	11,1	2	16,7	1	9,1	0	0
	DISAGREE	0	0	2	16,7	1	9,1	2	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	5	62,5	6	75	4	50	4	50
	UNCERTAIN	2	25	2	25	3	37,5	3	37,5
	DISAGREE	1	12,5	0	0	1	12,5	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	13	76,5	14	70	13	68,4	14	70
	UNCERTAIN	3	17,6	4	20	4	21,1	3	15
	DISAGREE	1	5,9	2	10	2	10,5	3	15
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

**TABLE 15C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	23	82,1	22	75,9	24	82,8	23	79,3
	UNCERTAIN	2	7,1	3	10,3	1	3,4	1	3,4
	DISAGREE	3	10,7	4	13,8	3	10,3	5	17,2
	NOT ANSWERED	0	0	0	0	1	3,4	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	13	68,4	16	88,9	12	66,7	11	61,1
	UNCERTAIN	4	21,1	2	11,1	5	27,8	6	33,3
	DISAGREE	2	10,5	0	0	1	5,6	1	5,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	2	66,7	3	100	3	100	2	66,7
	UNCERTAIN	1	33,3	0	0	0	0	1	33,3
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

The white respondents' attitude became stronger after they had been exposed to training. However, this stronger attitude was not maintained after three months (see table 15C).

According to Yarmey (1990 : 118), racism is the differential treatment and control of individuals on the basis of their membership of a racial group. Research indicated that when whites and blacks share the same goals and interact in a co-operative manner in order to reach common objectives, prejudice is usually lessened.

***PEOPLE OF DIFFERENT RACES DO NOT RESPECT EACH OTHER  
WITHIN THE SAPS (Item 2.30)***

Altogether 50% (n=25) of the respondents stated before diversity training (pre-test) that people of different races did not respect one another within the SAPS. Some 26% (n=13) felt that the different races did respect one another, whereas 24% (n=12) did not express any opinion (see page 244). After respondents had been exposed to training, 8% more respondents than in the pre-test stated that people of different races did not respect one another. Three months later, the attitude had become stronger : 60% (n=30) respondents felt this way. This was confirmed by a female respondent saying that "Die swart lede is gou om die wittes te beskuldig van rassisme, maar wat van hulle, kan hulle nie rassisties wees nie".

TABLE 16

*People of different races do not respect each other within the SAPS*

TABLE 16A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	13	68,4	13	76,5	14	77,8	9	52,9
	UNCERTAIN	5	26,3	2	11,8	0	0	2	11,8
	DISAGREE	1	5,3	2	11,8	4	22,2	6	35,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	3	27,3	5	50	6	60	6	60
	UNCERTAIN	2	18,2	1	10	1	10	1	10
	DISAGREE	6	54,5	4	40	3	30	3	30
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	16	53,3	18	66,7	20	71,4	15	55,6
	UNCERTAIN	7	23,3	3	11,1	1	3,6	3	11,1
	DISAGREE	7	23,3	6	22,2	7	25	9	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 16B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	6	66,7	5	41,7	7	63,6	5	41,7
	UNCERTAIN	2	22,2	1	8,3	2	18,2	0	0
	DISAGREE	1	11,1	5	41,7	2	18,2	6	50
	NOT ANSWERED	0	0	1	8,3	0	0	1	8,3
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	1	12,5	4	50	3	37,5	3	37,5
	UNCERTAIN	3	37,5	1	12,5	2	25	1	12,5
	DISAGREE	4	50	3	37,5	2	25	4	50
	NOT ANSWERED	0	0	0	0	1	12,5	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	7	41,2	9	45	10	52,6	8	40
	UNCERTAIN	5	29,4	2	10	4	21,1	1	5
	DISAGREE	5	29,4	8	40	4	21,1	10	50
	NOT ANSWERED	0	0	1	5	1	5,3	1	5
TOTAL		17	100	20	100	19	100	20	100

TABLE 16C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	19	67,9	18	62,1	21	72,4	14	48,3
	UNCERTAIN	7	25	3	10,3	2	6,9	2	6,9
	DISAGREE	2	7,1	7	24,1	6	20,7	12	41,4
	NOT ANSWERED	0	0	1	3,4	0	0	1	3,4
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	4	21,1	9	50	9	50	9	50
	UNCERTAIN	5	26,3	2	11,1	3	16,7	2	11,1
	DISAGREE	10	52,6	7	38,9	5	27,8	7	38,9
	NOT ANSWERED	0	0	0	0	1	5,6	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	2	66,7	2	66,7	0	0	2	66,7
	UNCERTAIN	1	33,3	0	0	0	0	0	0
	DISAGREE	0	0	1	33,3	3	100	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Altogether 67,9% (n=19) of the black respondents stated before training that the different races did not respect one another. In contrast, 52,6% (n=10) of the white respondents felt before they were exposed to diversity training that the different races did respect one another. After a three-month period, 72,4% (n=21) of the black respondents and 50% (n=9) of the white respondents stated that there existed no respect between people of different races in the SAPS (see table 16C).

Diversity training had more of an effect on the attitudes of the white respondents than on the attitudes of the black respondents, irrespective of gender.

***PEOPLE OF DIFFERENT RACES RESPECT EACH OTHER WITHIN THE SAPS (Item 2.23)***

**TABLE 17**

***People of different races respect each other within the SAPS***

**TABLE 17A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	4	21,1	6	35,3	6	33,3	5	29,4
	UNCERTAIN	4	21,1	4	23,5	3	16,7	4	23,5
	DISAGREE	11	57,9	7	41,2	9	50	8	47,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	4	36,4	3	30	1	10	2	20
	UNCERTAIN	3	27,3	3	30	2	20	1	10
	DISAGREE	4	36,4	4	40	7	70	7	70
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	8	26,7	9	33,3	7	25	7	25,9
	UNCERTAIN	7	23,3	7	25,9	5	17,9	5	18,5
	DISAGREE	15	50	11	40,7	16	57,1	15	55,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 17B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	2	22,2	3	25	1	9,1	3	25
	UNCERTAIN	1	11,1	3	25	5	45,5	1	8,3
	DISAGREE	6	66,7	6	50	5	45,5	8	66,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	0	0	1	12,5	2	25	4	50
	UNCERTAIN	4	50	2	25	3	37,5	3	37,5
	DISAGREE	4	50	5	62,5	3	37,5	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	2	11,8	4	20	3	15,8	7	35
	UNCERTAIN	5	29,4	5	25	8	42,1	4	20
	DISAGREE	10	58,8	11	55	8	42,1	9	45
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100



**TABLE 17C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	6	21,4	9	31	7	24,1	8	27,6
	UNCERTAIN	5	17,9	7	24,1	8	27,6	5	17,2
	DISAGREE	17	60,7	13	44,8	14	48,3	16	55,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	4	21,1	4	22,2	3	16,7	6	33,3
	UNCERTAIN	7	36,8	5	27,8	5	27,8	4	22,2
	DISAGREE	8	42,1	9	50	10	55,6	8	44,4
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	1	33,3	1	33,3	1	33,3	2	66,7
	UNCERTAIN	0	0	1	33,3	0	0	0	0
	DISAGREE	2	66,7	1	33,3	2	66,7	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

The phrasing of the question in item 2.23 was different from that of item 3.30 to test the validity and reliability of the responses obtained. Before the respondents were exposed to diversity training (pre-test), 54% (n=27) stated that people of different races did not respect one another within the SAPS (see page 245).

Altogether 22% (n=11) felt that different races respected one another, while 24% (n=12) expressed no opinion. The above correlates with the findings of the previous question regarding the same issue. After members had been exposed to diversity training, more respondents (28% (n=14)) felt that respect between different races did exist within the SAPS. After a three-month period, 52% (n=20) of the respondents felt that no respect existed.

It was noted that black and white male respondents and black female respondents became more uncertain about the issue of whether people of different races respected one another in the SAPS. In the previous associated question, the reader will note (see page 118) that respondents across all races and genders did become more uncertain.

The researcher speculates that the reason for the high percentage of uncertainty could be that the question "People of different races respect each other within the SAPS" (see page 286, item 2.23) was asked before item 2.30 on page 287, namely "People of different races do not respect each other, within the SAPS". When the same question was repeated, respondents were apparently not that uncertain anymore.

According to O'Sears *et al* (1988 : 168) behavior is controlled by many factors. Some are internal, such as attitudes and personality traits. Others are external, such as the situation or social context within which a person finds him- or herself. Our behavior is often tailored to fit what we think others want to hear or see. In organizations, attitudes are important, because they affect job behavior. According to Kroon (1990 : 525) an attitude is a function of what a person thinks and feels. Attitudes reflect accepted facts about the nature of things.

***RACISM SHOULD NOT BE ALLOWED WITHIN THE SAPS (Item 2.35)***

**TABLE 18**

***Racism should not be allowed within the SAPS***

**TABLE 18A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	17	89,5	17	100	16	88,9	16	94,1
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	2	10,5	0	0	2	11,1	1	5,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	11	100	10	100	10	100	9	90
	UNCERTAIN	0	0	0	0	0	0	1	10
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	28	93,3	27	100	26	92,9	25	92,6
	UNCERTAIN	0	0	0	0	0	0	1	3,7
	DISAGREE	2	6,7	0	0	2	7,1	1	3,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 18B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	9	100	12	100	11	100	11	91,7
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	1	8,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	8	100	7	87,5	8	100	7	87,5
	UNCERTAIN	0	0	1	12,5	0	0	1	12,5
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	17	100	19	95	19	100	18	90
	UNCERTAIN	0	0	1	5	0	0	1	5
	DISAGREE	0	0	0	0	0	0	1	5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>28</b>	<b>100</b>

**TABLE 18C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	26	92,9	29	100	27	93,1	27	93,1
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	2	7,1	0	0	2	6,9	2	6,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	19	100	17	94,4	18	100	16	88,9
	UNCERTAIN	0	0	1	5,6	0	0	2	11,1
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	3	100	3	100	3	100	3	100
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Before diversity training, the majority (96% (n=48)) of the respondents felt very strong that racism should not be allowed within the SAPS. Altogether 98% of the respondents agreed after the workshop. Three months later, this positive feeling had been maintained : 96% of the respondents felt the same way (see page 246). The reader will note that this holds true for both genders and races (see table 18A, B and C).

***MEMBERS OF RACIAL MINORITIES MAY HAVE LOWER SELF-ESTEEM (FEELING OF SELF-WORTH) THAN MEMBERS OF PREDOMINANT RACIAL GROUPS (Item 2.38)***

**TABLE 19**

***Members of racial minorities may have lower self-esteem (feeling of self-worth) than members of predominant racial groups***

**TABLE 19A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	3	15,8	10	58,8	7	38,9	7	41,2
	UNCERTAIN	2	10,5	2	11,8	5	27,8	2	11,8
	DISAGREE	14	73,7	5	29,4	6	33,3	8	47,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	3	27,3	8	80	9	90	3	30
	UNCERTAIN	1	9,1	0	0	0	0	4	40
	DISAGREE	7	63,6	2	20	1	10	3	30
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	6	20	18	66,7	16	57,1	10	37
	UNCERTAIN	3	10	2	7,4	5	17,9	6	22,2
	DISAGREE	21	70	7	25,9	7	25	11	40,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 19B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	4	44,4	6	50	3	27,3	4	33,3
	UNCERTAIN	3	33,3	3	25	6	54,5	2	16,7
	DISAGREE	2	22,2	3	25	1	9,1	6	50
	NOT ANSWERED	0	0	0	0	1	9,1	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	5	62,5	5	62,5	7	87,5	3	37,5
	UNCERTAIN	0	0	1	12,5	1	12,5	3	37,5
	DISAGREE	3	37,5	1	12,5	0	0	2	25
	NOT ANSWERED	0	0	1	12,5	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	9	52,9	11	55	10	52,6	7	35
	UNCERTAIN	3	17,6	4	20	7	36,8	5	25
	DISAGREE	5	29,4	4	20	1	5,3	8	40
	NOT ANSWERED	0	0	1	5	1	5,3	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 19C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	7	25	16	55,2	10	34,5	11	37,9
	UNCERTAIN	5	17,9	5	17,2	11	37,9	4	13,8
	DISAGREE	16	57,1	8	27,6	7	24,1	14	48,3
	NOT ANSWERED	0	0	0	0	1	3,4	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	8	42,1	13	72,2	16	88,9	6	33,3
	UNCERTAIN	1	5,3	1	5,6	1	5,6	7	38,9
	DISAGREE	10	52,6	3	16,7	1	5,6	5	27,8
	NOT ANSWERED	0	0	1	5,6	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	1	33,3	3	100	0	0	1	33,3
	UNCERTAIN	2	66,7	0	0	0	0	1	33,3
	DISAGREE	0	0	0	0	3	100	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Before they were exposed to diversity training, altogether 52% (n=26) of the respondents felt that members of racial minorities would not have a lower self-esteem than members of the predominant racial groups (see page 247).

However, after respondents had been exposed to training, 64% (n=32) stated that members of racial minorities may have a lower self-esteem. According to Feldman (1989 : 72) various psychological consequences of prejudice and discrimination affect the psychological functioning of minority group members who are targets of prejudice. Members of racial minorities may have lower self-esteem than members of predominant racial groups.

Three months later, the percentage recorded had fallen back to 52% (n=26) who

felt this way, while 24% (n=12) expressed no opinion. More respondents had therefore become uncertain about the issue.

Before the black respondents had been exposed to training, 57% (n=16) felt that members or racial minorities would not have a lower self-esteem than the predominant group. After they had been exposed to training, 55,2% (n=16) said that racial minorities may have a lower self-esteem. However, after a period of three months, this attitude had not been maintained, and a sizeable proportion of 37,9% of respondents expressed no opinion about this issue.

In contrast to the black respondents, before training 52% (n=10) of the white respondents stated that racial minorities may not have a lower self-esteem. However, after they had been exposed to training, 72,2% (n=13) and, three months later, 88,9% (n=16) of the white respondents stated that racial minorities may have a lower self-esteem. It is suggested that the white respondents were more sensitive about the issue after three months, whereas black respondents felt more uncertain. This held true across both genders (see table 19C).

It is speculated that the interpretation of what constitutes a “minority group” in the SAPS or the country in general differed between the race groups. Demographically, blacks constitute the overwhelming majority of the South African population. However, over many years of the apartheid era, they were relegated to virtual minority status in their land of birth. Today, blacks are still a minority group in the top structure of the SAPS. Demographically, whites constitute a minority of the South African population. However, their economic superiority has not changed, and this, together with the dominance of whites in the top police structures, would have made it difficult for white respondents to see themselves as members of a minority group with diminished self-esteem. However, some white respondents obviously felt that the relegation of whites to a minority group after the 1994 elections had affected their self-esteem.

***IS RACIAL DISCRIMINATION BEING HANDLED ADEQUATELY WITHIN THE SAPS? (Item 3.5)***

Before the respondents had been exposed to diversity training, 8% (n=4) said that racial discrimination was always handled adequately within the SAPS.

Altogether 64% (n=32) stated that it was being handled adequately only sometimes, while 24% (n=12), which is a sizeable proportion, said it was never handled adequately. After three months, 18% more of the respondents stated that racial discrimination was never handled adequately (see page 248).

**TABLE 20**

***Is racial discrimination being handled adequately within the SAPS?***

**TABLE 20A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	ALWAYS	3	15,8	0	0	5	27,8	0	0
	SOMETIMES	10	52,6	10	58,8	4	22,2	13	76,5
	NEVER	5	26,3	5	29,4	9	50	3	17,6
	NOT ANSWERED	1	5,3	2	11,8	0	0	1	5,9
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	ALWAYS	1	9,1	2	20	1	10	1	10
	SOMETIMES	8	72,7	8	80	8	80	5	50
	NEVER	2	18,2	0	0	0	0	3	30
	NOT ANSWERED	0	0	0	0	1	10	1	10
TOTAL		11	100	10	100	10	100	10	100
MALES	ALWAYS	4	13,3	2	7,4	6	21,4	1	3,7
	SOMETIMES	18	60	18	66,7	12	42,9	18	66,7
	NEVER	7	23,3	5	18,5	9	32,1	6	22,2
	NOT ANSWERED	1	13,3	2	7,4	1	3,6	2	7,4
TOTAL		30	100	27	100	28	100	27	100

**TABLE 20B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	ALWAYS	0	0	1	8,3	0	0	1	8,3
	SOMETIMES	4	44,4	7	58,3	4	36,4	7	58,3
	NEVER	4	44,4	1	8,3	6	54,5	4	33,3
	NOT ANSWERED	1	11,1	3	25	1	9,1	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	ALWAYS	0	0	0	0	0	0	0	0
	SOMETIMES	8	100	8	100	8	100	6	75
	NEVER	0	0	0	0	0	0	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	1	12,5
TOTAL		8	100	8	100	8	100	8	100
FEMALES	ALWAYS	0	0	1	5	0	0	1	5
	SOMETIMES	12	70,6	15	75	12	63,2	13	65
	NEVER	4	23,5	1	5	6	31,6	5	25
	NOT ANSWERED	1	5,9	3	15	1	5,3	1	5
TOTAL		17	100	20	100	19	100	20	100

**TABLE 20C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	ALWAYS	3	10,7	1	3,4	5	17,2	1	3,4
	SOMETIMES	14	50	17	58,6	8	27,6	20	69
	NEVER	9	32,1	6	20,7	15	51,7	7	24,1
	NOT ANSWERED	2	7,1	5	17,2	1	3,4	1	3,4
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	ALWAYS	1	5,3	2	11,1	1	5,6	1	5,6
	SOMETIMES	16	84,2	16	88,9	16	88,9	11	61,1
	NEVER	2	10,5	0	0	0	0	4	22,2
	NOT ANSWERED	0	0	0	0	1	5,6	2	11,1
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	ALWAYS	0	0	0	0	1	33,3	1	33,3
	SOMETIMES	2	66,7	3	100	2	66,7	2	66,7
	NEVER	1	33,3	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 50% (n=14) of the black respondents stated that they believed that racial discrimination was handled only sometimes, with 8% more black male than black female respondents feeling this way. Altogether 32,1% (n=9) of the respondents stated that it was never handled adequately. However, after a three-month period, 51,7% (n=15) of the black respondents said it was never handled adequately. After they had been exposed to diversity training, nearly 20% more black respondents said that racial discrimination was never handled adequately in the SAPS. This was confirmed by one respondent's statement "Sometimes discrimination is ignored by superiors within the SAPS".

In contrast, only 10,5% (n=2) of the white respondents stated that racial discrimination was never handled. Before the white respondents had been exposed to diversity training, 84,2% (n=16) said that racial discrimination was handled adequately only sometimes. Nearly 30% more white female respondents than white male respondents felt this way. A female respondent said "Bestuur is partydig en onkundig". This attitude was maintained after three months, when 88,9% (n=16) felt this way.

Thus a sizeable proportion of respondents felt that racial discrimination was not handled adequately within the SAPS. The majority of this group was black respondents.

White males made the following remarks : "There is a move towards the

eradication of racism. We should just be careful that it is not just reverse discrimination". "In my opinion it is racial discrimination in reverse, being a white male my chance of promotion is minimal". "The whites feel discriminated against, because of affirmative action".

Black respondents made the following remarks : "It is still conquering in the SAPS, especially white management". "If a commander is white, he will treat white members differently". "Whites often discriminate against black people. The last thing on earth is the abolishment of apartheid. There is a change on paper, but in practice discrimination still exists". "The whites are still sticking to apartheid". "Discrimination still exists in the SAPS, because of people who do not want to accept the changes". "If you are white, you are treated with respect. If you are any other color, you are treated differently". "The white people think they are the only intelligent people in the world and they look upon the black people as stupid".

There is a definite perception, especially among white males, that reverse discrimination is taking place within the SAPS. There is also a definite perception among the black members that discrimination still exists within the SAPS and that it is not handled adequately.

According to the current Police Commissioner, J G Fivaz, the SAPS has embarked on a major transformation process. A management team is co-ordinating all the changes within the SAPS. As transformation is a middle to long-term process; meaningful change can realistically only be expected in three to eight years' time (see page 75).

The researcher is of the opinion that social work has a vital role to play in the process. Erickson, as cited in Devore *et al* (1996 : 157) stated that the past affects and gives shape to problems manifested in the present.



The following tentative conclusions can be drawn :

- ◆ Black male respondents are more positive than black and white females and male respondents about allowing their children to play with children from another races. A sizeable proportion of 10,5% of respondents will not allow their children to play with children from another race group.
- ◆ More black respondents than white respondents have no respect for racists.
- ◆ A larger proportion of the black respondents felt before diversity training that people of different races did not respect one another.
- ◆ White male respondents believe that reverse discrimination is taking place within the SAPS.
- ◆ Black respondents believe that white people, especially white management, discriminate against people of color.

### 1.3.3 DATA PERTAINING TO CULTURAL DIVERSITY

Some of the items on the scale in the questionnaire referred to issues broadly classified as relating to cultural diversity. These items explore the attitudes and opinions of respondents towards issues of culture, customs, conflict between cultures, the possibility of peace and harmony, working with a person of a different race, the policing of communities and the accommodation of different cultures, languages and religions.

The researcher selected all those questions in the questionnaire (see page 284, items 2.26, 2.19, 2.6, 2.18, 2.17, 2.22, 2.15, 2.13, 2.3, 3.4, 3.2, 2.33, 2.10, 2.20 and 2.4) related to issues of cultural diversity, and then discussed them in some detail.

#### ***PEOPLE OF DIFFERENT CULTURES HAVE DIFFERENT RIGHTS (Item 2.26)***

Altogether 56% (n=28) of the respondents stated before training that people of different cultures did not have different rights. Three months later, this feeling had been maintained, with 54% (n=27) of the respondents stating that different

cultures did not have different rights (see page 249). Before they had been exposed to diversity training, altogether 53,6% (n=15) of the black respondents stated that people of different cultures had different rights. Black females felt stronger about this issue : a percentage of 66,7% (n=6), in contrast to 47,4% (n=9) of the black male respondents, felt this way. After they had been exposed to diversity training, 58,6% (n=17) of the black respondents stated that different cultures did not have different rights. It is suggested that diversity training had an influence on the attitudes of black respondents. Three months later, this attitude had not been maintained : 51,7% (n=15) of the black respondents said that people of different cultures had different rights.

TABLE 21

*People of different cultures have different rights*

TABLE 21A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	9	47,4	3	17,6	8	44,4	7	41,2
	UNCERTAIN	3	15,8	3	17,6	2	11,1	1	5,9
	DISAGREE	7	36,8	11	64,7	8	44,4	9	52,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	2	18,2	3	30	2	20	0	0
	UNCERTAIN	1	9,1	1	10	0	0	4	40
	DISAGREE	8	72,7	6	60	8	80	6	60
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	11	36,7	6	22,2	10	35,7	7	25,9
	UNCERTAIN	4	13,3	4	14,8	2	7,1	5	18,5
	DISAGREE	15	50	17	63	16	57,1	15	55,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 21B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	6	66,7	5	41,7	7	63,6	5	41,7
	UNCERTAIN	1	11,1	1	8,3	1	9,1	1	8,3
	DISAGREE	2	22,2	6	50	3	27,3	6	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	0	0	2	25	2	25	0	0
	UNCERTAIN	0	0	1	12,5	0	0	4	50
	DISAGREE	8	100	5	62,5	6	75	4	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	6	35,3	7	35	9	47,4	5	25
	UNCERTAIN	1	5,9	2	10	1	5,3	5	25
	DISAGREE	10	58,8	11	55	9	47,4	10	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

**TABLE 21C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	15	53,6	8	27,6	15	51,7	12	41,4
	UNCERTAIN	4	14,3	4	13,8	3	10,3	2	6,9
	DISAGREE	9	32,1	17	58,6	11	37,9	15	51,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	2	10,5	5	27,8	4	22,2	0	0
	UNCERTAIN	1	5,3	2	11,1	0	0	8	44,4
	DISAGREE	16	84,2	11	61,1	14	77,8	10	55,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	0	0	0	0	1	33,3	0	0
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	3	100	3	100	2	66,7	3	100
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Before training, 84,2% (n=16) of the white respondents felt that different rights did not exist for different people and cultures. Nearly 30% more females than males felt this way. Directly after respondents had been exposed to training, 61,1% (n=11) felt this way. This feeling had been maintained three months later, when 77,8% (n=14) of the white respondents still felt that people of different cultures did not have different rights (see table 21C).

Before training, the majority of black respondents agreed that people of different cultures had different rights. Diversity training obviously had an influence on their attitudes, because directly after they had been exposed to training, the majority of black respondents changed their attitudes, stating that people of different cultures did not have different rights. Three months later, the majority said that different rights existed. The white respondents' attitude had been maintained over a three-month period, with the majority stating that different cultures did not have different rights.

Sachs (1992 : 159) suggested that it was crucial that South Africans set about disestablishing their cultures and break away from the conceptual and structural strangulations of the past. South Africans are afraid to be themselves and terrified of discovering one another. The researcher was of the opinion that discovering other cultures must be a challenge. Competition with other cultures must be avoided.

**ONLY BLACK PEOPLE HAVE A SPECIFIC CULTURE (Item 2.19)**

Altogether 74% (n=37) of the respondents said before the training that not only black people had a specific culture. This feeling was maintained directly after training. Three months later, 76% (n=40) of the respondents still felt the same way (see page 250).

An interesting fact that came to light during the study was that 94,7% (n=18) of the white respondents felt before training that not only black people had a specific culture (see table 22C). Some 13% more white male than white female respondents felt this way. This attitude had been maintained three months later, with 94,4% (n=17) of respondents still feeling the same way.

**TABLE 22**

***Only black people have a specific culture***

**TABLE 22A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	6	31,6	5	29,4	6	33,3	7	41,2
	UNCERTAIN	2	10,5	3	17,6	1	5,6	2	11,8
	DISAGREE	11	57,9	9	52,9	11	61,1	8	47,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	0	0	1	10	0	0	0	0
	UNCERTAIN	0	0	0	0	0	0	1	10
	DISAGREE	11	100	9	90	10	100	9	90
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	6	20	6	22,2	6	21,4	7	25,9
	UNCERTAIN	2	6,7	3	11,1	1	3,6	3	11,1
	DISAGREE	22	73,3	18	66,7	21	75	17	63
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 22B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	4	44,4	2	16,7	2	18,2	5	41,7
	UNCERTAIN	0	0	1	8,3	2	18,2	1	8,3
	DISAGREE	5	55,6	9	75	7	63,6	6	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	0	0	0	0	0	0	0	0
	UNCERTAIN	1	12,5	0	0	1	12,5	0	0
	DISAGREE	7	87,5	8	100	7	87,5	8	100
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	4	23,5	2	10	2	10,5	5	25
	UNCERTAIN	1	5,9	1	5	3	15,8	1	5
	DISAGREE	12	70,6	17	85	14	73,7	14	70
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 22C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	10	35,7	7	24,1	8	27,6	12	41,4
	UNCERTAIN	2	7,1	4	13,8	3	10,3	3	10,3
	DISAGREE	16	57,1	18	62,1	18	62,1	14	48,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	0	0	1	5,6	0	0	0	0
	UNCERTAIN	1	5,3	0	0	1	5,6	1	5,6
	DISAGREE	18	94,7	17	94,4	17	94,4	17	94,4
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	0	0	0	0	0	0	1	33,3
	UNCERTAIN	0	0	0	0	0	0	1	33,3
	DISAGREE	3	100	3	100	3	100	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

In contrast, only 57,1% (n=16) of the black respondents felt before training that not only black people had a specific culture. This was 40% less than the white respondents. This was maintained three months later, when 62,1% (n=18) of the black respondents stated that not only black people had a specific culture.

A sizeable proportion of the black respondents, 35,7% (n=10), stated before training that only black people had a specific culture. In contrast, not one of the white respondents felt this way before training. The majority of the white respondents believed that not only black people had a specific culture.

The researcher speculates that the white respondents felt that they also had a culture. This opposed the perception of a sizeable proportion of the black respondents that only blacks had a specific culture. The above brings researcher back to the definition of culture. According to Kroon (1996 : 523) culture is the "... learned, shared way in which things are done within a certain community, how the members eat, dress and teach and how they greet each other". Sachs (1992 : 158) stated that in a sense culture is everything - it is who we are, how we see each other. It is the foundation of our fortune or of our ruin. It includes our languages, our body movements, the way we sit down next to each other, even the differing textures, rustles and fragrances of our clothes. According to this theory, each human being has a culture.

***MY CULTURAL HERITAGE IS SUPERIOR TO OTHER CULTURES***  
***(Item 2.6)***

Altogether 60% (n=30) of respondents said before training that their cultural heritage was not superior. Directly after training, 66% (n=33) of the respondents felt the same way. Altogether 76% (n=38) felt this way after three months - 16% more than before the respondents had been exposed to diversity training (see page 251).

**TABLE 23**

***My cultural heritage is superior to other cultures***

**TABLE 23A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	6	31,6	7	41,2	7	38,9	6	35,3
	UNCERTAIN	1	5,3	1	5,9	0	0	3	17,6
	DISAGREE	12	63,1	9	52,9	11	61,1	8	47,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	3	27,3	0	0	0	0	1	10
	UNCERTAIN	2	18,2	2	20	0	0	3	30
	DISAGREE	6	54,5	8	80	10	100	6	60
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	9	30	7	25,9	7	25	7	26
	UNCERTAIN	3	10	3	11,1	0	0	6	22,2
	DISAGREE	18	60	17	63	21	75	14	51,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 23B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	2	22,2	2	16,7	1	9,1	3	25
	UNCERTAIN	2	22,2	3	25	1	9,1	4	33,3
	DISAGREE	5	55,5	7	58,3	9	81,8	5	41,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	1	12,5	0	0	0	0	0	0
	UNCERTAIN	0	0	2	25	3	37,5	2	25
	DISAGREE	7	87,5	6	75	5	62,5	6	75
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	3	17,6	2	10	1	5,3	3	15
	UNCERTAIN	2	11,8	5	25	4	21	6	30
	DISAGREE	12	70,6	13	65	14	73,7	11	55
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

TABLE 23C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	8	28,6	9	31	8	27,6	9	31
	UNCERTAIN	3	10,7	4	13,8	1	3,4	7	24,1
	DISAGREE	17	60,7	16	55,2	20	69	13	44,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	4	21,1	0	0	0	0	1	5,6
	UNCERTAIN	2	10,5	4	22,2	3	16,7	5	27,8
	DISAGREE	13	68,4	14	77,8	15	83,3	12	66,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	1	33,3	0	0	0	0	1	33,3
	UNCERTAIN	2	66,7	0	0	0	0	0	0
	DISAGREE	0	0	3	100	3	100	2	66,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

More black than white respondents stated that their cultural heritage was superior to other cultures. Altogether 31,6% (n=6) of the black respondents and 27,3% (n=13) of the white respondents felt before training that their cultural heritage was superior (see table 23C).

After the respondents had been exposed to training, 41,2% (n=7) of the black male respondents stated that their cultural heritage was superior, whereas not one of the white male respondents felt this way after they had been exposed to training. After a three-month period, 38,9% (n=7) of the black male respondents still felt this way. Not one of the white male respondents felt this way after three months. Therefore, more black than white male respondents felt that their cultural heritage was superior to other cultures (see table 23A).

More black female respondents (22,2% (n=2)) than white female respondents (12,5% (n=1)) felt before training that their cultural heritage was superior to other cultures (see table 23B).

### ***PEOPLE SHOULD RESPECT TRADITIONAL CUSTOMS (Item 2.18)***

Altogether 84% (n=42) of the respondents stated before training that people should respect traditional customs. This attitude grew stronger after training, when all the respondents stated that traditional customs should be respected.

TABLE 24

*People should respect traditional customs*

TABLE 24A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	16	84,2	17	100	18	100	17	100
	UNCERTAIN	3	15,8	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	9	81,8	10	100	10	100	10	100
	UNCERTAIN	1	9,1	0	0	0	0	0	0
	DISAGREE	1	9,1	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	25	83,3	27	100	28	100	27	100
	UNCERTAIN	4	13,3	0	0	0	0	0	0
	DISAGREE	1	3,3	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 24B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	9	100	12	100	11	100	11	91,7
	UNCERTAIN	0	0	0	0	0	0	1	8,3
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	5	62,5	8	100	6	75	5	62,5
	UNCERTAIN	2	25	0	0	2	25	2	25
	DISAGREE	1	12,5	0	0	0	0	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	14	82,3	20	100	17	89,5	17	85
	UNCERTAIN	2	11,8	0	0	2	10,5	2	10
	DISAGREE	1	5,9	0	0	0	0	1	5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 24C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	25	89,3	29	100	29	100	28	96,6
	UNCERTAIN	3	10,7	0	0	0	0	1	3,4
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	14	73,7	18	100	16	88,9	15	83,3
	UNCERTAIN	3	15,8	0	0	2	11,1	2	11,1
	DISAGREE	2	10,5	0	0	0	0	1	5,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	3	100	3	100	3	100	2	66,7
	UNCERTAIN	0	0	0	0	0	0	1	33,3
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100



However, after three months, 4% less of the respondents felt this way (see page 252). Some 25% of the white female respondents had grown more uncertain after a three-month period (see table 24B).

A positive attitude existed across black and white males and females. Only a very small percentage of the white females were uncertain about whether people should respect traditional customs.

***CONFLICT IS MAINLY CAUSED BY A LACK OF UNDERSTANDING  
BETWEEN PEOPLE OF DIFFERENT RACES/CULTURES (Item 2.17)***

**TABLE 25**

***Conflict is mainly caused by a lack of understanding between people of different  
races/cultures***

**TABLE 25A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	18	94,7	17	100	17	94,4	13	76,5
	UNCERTAIN	0	0	0	0	0	0	2	11,8
	DISAGREE	1	5,3	0	0	1	5,6	2	11,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	9	81,8	10	100	8	80	9	90
	UNCERTAIN	1	9,1	0	0	0	0	0	0
	DISAGREE	1	9,1	0	0	2	20	1	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	27	90	27	100	25	89,3	22	81,5
	UNCERTAIN	1	3,3	0	0	0	0	2	7,4
	DISAGREE	2	6,7	0	0	3	10,7	3	11,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 25B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	9	100	11	91,7	11	100	9	75
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	1	8,3	0	0	3	25
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	7	87,5	7	87,5	5	62,5	8	100
	UNCERTAIN	0	0	0	0	3	37,5	0	0
	DISAGREE	1	12,5	1	12,5	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	16	94,1	18	90	16	84,2	17	85
	UNCERTAIN	0	0	0	0	3	15,8	0	0
	DISAGREE	1	5,9	2	10	0	0	3	15
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

**TABLE 25C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	27	96,4	28	96,6	28	96,6	22	75,9
	UNCERTAIN	0	0	0	0	0	0	2	6,9
	DISAGREE	1	3,6	1	3,4	1	3,4	5	17,2
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	16	84,2	17	94,4	13	72,2	17	94,4
	UNCERTAIN	1	5,3	0	0	3	16,7	0	0
	DISAGREE	2	10,5	1	5,6	2	11,1	1	5,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	3	100	3	100	2	66,7	2	66,7
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	1	33,3	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 92% (n=46) of respondents stated before they were exposed to training that conflict was mainly caused by lack of understanding between people of different races and cultures. Some 96% (n=48) of the respondents felt this way after they had been exposed to diversity training, while 86% (n=43) felt this way three months later (see page 253).

Altogether 96,4% (n=27) of the black respondents stated before training that conflict was caused by a lack of understanding between different races and cultures, with 5% more females than males feeling this way. Black respondents had maintained this attitude three months later, with 96,6% (n=28) of the respondents feeling that conflict was caused by a lack of understanding between people of different races and cultures (see table 25C).

Altogether 84,2% (n=16) of the white respondents, 12% less than the black respondents, stated before training that conflict was caused by lack of understanding. After the white respondents had been exposed to diversity training, 10% more felt the same way.

After three months, this attitude had fallen back by 12%. The white males' attitude had been maintained, while the white females' attitude had fallen back. It is suggested that the white female respondents were more uncertain about this issue than black and white males and black females.

According to Ntunja *et al* (1997 : 90) a lack of understanding of other cultures often leads to unnecessary conflict in organizations such as the SAPS. Ntunja *et al* (1997 : 90) further suggested that if black and white people recognized, understood and appreciated others' culture, incidences of conflict would decrease. Ingrams, as cited in Training and Development (1993 : 21), stated that diversity seems to be about several things. It is about communication. More language training as well as cross-cultural communication should therefore be provided. Montague and colleagues (1996 : 1) suggested that "Diversity implies difference in people based on their identification with various groups. It is a process of acknowledging differences through action".

The above further proves the importance of diversity training for the members within the SAPS. According to Els (1996 : 4) "... diversity training is a process to enhance awareness, sensitivity and knowledge of similarities and differences, dysfunctional perspectives, stereotypes and prejudices to generate cognitive and emotional insight aimed at attitudinal and behavioral change to achieve equality".

***PEACE AND HARMONY IS NOT POSSIBLE WHILE PEOPLE HAVE DIVERSE VALUES AND BELIEFS (Item 2.22)***

**TABLE 26**

***Peace and harmony is not possible while people have diverse values and beliefs***

**TABLE 26A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	11	57,9	15	88,2	11	61,1	15	88,2
	UNCERTAIN	0	0	1	5,9	3	16,7	0	0
	DISAGREE	8	42,1	1	5,9	3	16,7	2	11,8
	NOT ANSWERED	0	0	0	0	1	5,6	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	4	36,4	4	40	5	50	3	30
	UNCERTAIN	1	9,1	1	10	1	10	2	20
	DISAGREE	6	54,5	5	50	4	40	5	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	15	50	19	70,4	16	57,1	18	66,7
	UNCERTAIN	1	3,3	2	7,4	4	14,3	2	7,4
	DISAGREE	14	46,7	6	22,2	7	25	7	25,9
	NOT ANSWERED	0	0	0	0	1	3,6	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 26B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	6	66,7	5	41,7	6	54,5	7	58,3
	UNCERTAIN	1	11,1	3	25	3	27,3	0	0
	DISAGREE	2	22,2	4	33,3	2	18,2	5	41,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	1	12,5	0	0	2	25	3	37,5
	UNCERTAIN	1	12,5	3	37,5	1	12,5	0	0
	DISAGREE	6	75	5	62,5	5	62,5	5	62,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	7	41,2	5	25	8	42,1	10	50
	UNCERTAIN	2	11,8	6	30	4	21,1	0	0
	DISAGREE	8	47	9	45	7	36,8	10	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 26C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	17	60,7	20	69	17	58,6	22	75,9
	UNCERTAIN	1	3,6	4	13,8	6	20,7	0	0
	DISAGREE	10	35,7	5	17,2	5	17,2	7	24,1
	NOT ANSWERED	0	0	0	0	1	3,4	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	5	26,3	4	22,2	7	38,9	6	33,3
	UNCERTAIN	2	10,5	4	22,2	2	11,1	2	11,1
	DISAGREE	12	63,2	10	55,6	9	50	10	55,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	2	66,7	3	100	0	0	2	66,7
	UNCERTAIN	0	0	0	0	1	33,3	0	0
	DISAGREE	1	33,3	0	0	2	66,7	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 48% (n=24) of the respondents stated before training that peace and harmony was not possible while people had diverse (different) values and beliefs. Some 46% (n=23) felt that peace and harmony was possible, while 6% (n=3) expressed no opinion (see page 254).

This is different from the response of respondents in the control group, where 60% (n=30) of the respondents agreed that peace and harmony was not possible if people held diverse values and beliefs. It is suggested by the researcher that those respondents chosen for the pre-test group were more positive about the issue than those in the control group.

After members had been exposed to training, more respondents (16% (n=6)) expressed no opinion. After three months, 18% (n=9) expressed no opinion.

More respondents started to feel that peace and harmony was possible even if people subscribed to diverse values and beliefs.

Altogether 60,7% (n=17) of the black respondents stated before training that peace and harmony was not possible, with 9% more females than males feeling this way. This attitude had been maintained three months later, with 58,6% (n=17) of the black respondents feeling that peace and harmony was not possible while people had diverse values and beliefs.

The majority of white respondents felt the opposite way. Altogether 63,2% (n=12) felt that peace and harmony was possible while people had diverse values and beliefs, with 20% more females than males feeling this way.

The black population group indicated a very strong belief that if diverse values and beliefs existed, peace and harmony was impossible (see table 26C). The researcher speculates that the reason for the above can be as quoted by Devore *et al* (1996 : 155). “The particular history of oppression, to which many groups have been subjected, was noted, as was the fact that all groups attempt to develop strategies to protect and cushion their members from the effects of such oppression”. Erickson, as cited in Devore *et al* (1996 : 157), suggested that each individual has an ethnic history, with roots in the past. Traditions, customs, rituals and behavioral expectations all interface with life. These aspects from the past could affect perceptions of current problems. This underlines the need for an organizational culture. It further confirms the necessity that all members should start valuing diversity. It further highlights the importance that social services should become involved in encouraging the valuing of diversity.

***I AM UNCOMFORTABLE WORKING WITH PEOPLE FROM A DIFFERENT RACE AND BACKGROUND THAN MINE (Item 2.15)***

Altogether 74% (n=37) of the respondents stated before training that they felt comfortable working with people from a different race and background. Some 78% (n=39) felt the same way directly after training, while 76% (n=38) felt the same way three months later (see page 255).

TABLE 27

*I am uncomfortable working with people from a different race and background than mine*

TABLE 27A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	6	31,6	4	23,5	6	33,3	4	23,5
	UNCERTAIN	3	15,8	0	0	1	5,6	3	17,6
	DISAGREE	10	52,6	13	76,5	11	61,1	10	58,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	0	0	0	0	1	10	3	30
	UNCERTAIN	2	18,2	0	0	0	0	0	0
	DISAGREE	9	81,8	10	100	9	90	7	70
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	6	20	4	14,8	7	25	7	26
	UNCERTAIN	5	16,7	0	0	1	3,6	3	11,1
	DISAGREE	19	63,3	23	85,2	20	71,4	17	63
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 27B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	1	11,1	5	41,7	2	18,2	0	0
	UNCERTAIN	0	0	0	0	1	9,1	0	0
	DISAGREE	8	88,9	7	58,3	8	72,7	12	100
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	0	0	1	12,5	0	0	1	12,5
	UNCERTAIN	1	12,5	0	0	0	0	1	12,5
	DISAGREE	7	87,5	7	87,5	8	100	6	75
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	1	5,9	6	30	2	10,5	1	5
	UNCERTAIN	1	5,9	0	0	1	5,3	1	5
	DISAGREE	15	88,2	14	70	16	84,2	18	90
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 27C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	7	25	9	31	8	27,6	4	13,8
	UNCERTAIN	3	10,7	0	0	2	6,9	3	10,3
	DISAGREE	18	64,3	20	69	19	65,5	22	75,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	0	0	1	5,6	1	5,6	4	22,2
	UNCERTAIN	3	15,8	0	0	0	0	1	5,6
	DISAGREE	16	84,2	17	94,4	17	94,4	13	72,2
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	0	0	1	33,3	1	33,3	0	0
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	3	100	2	66,7	2	66,7	3	100
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Altogether 84,2% (n=16) of the white respondents stated before training that they felt comfortable working with people from a different race and background, with 6% more females than males feeling this way. These feelings were stronger directly after the training. Three months later, 94,4% (n=17) of the white respondents stated that they would feel comfortable (see table 27C).

Before training, 20% less black than white respondents stated that they were comfortable working with people from a different race or background, with nearly 40% more black male than black female respondents stating that they would feel uncomfortable working with people from a different race and background. This attitude was maintained three months later.

The black male respondents were more uncomfortable than the black female respondents about working with people from a different race or background. More black than white respondents stated that they would feel uncomfortable working with people from a different race and background (see table 27A).

***PEOPLE OF THE SAME RACE SHOULD POLICE COMMUNITIES OF THE SAME RACE (Item 2.13)***

**TABLE 28**

***People of the same race should police communities of the same race***

**TABLE 28A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	4	21,1	4	23,5	6	33,3	10	58,8
	UNCERTAIN	3	15,8	1	5,9	0	0	1	5,9
	DISAGREE	12	63,1	12	70,6	12	66,7	6	35,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	4	36,4	4	40	1	10	3	30
	UNCERTAIN	0	0	2	20	3	30	1	10
	DISAGREE	7	63,6	4	40	6	60	6	60
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	8	26,7	8	29,6	7	25	13	48,1
	UNCERTAIN	3	10	3	11,1	3	10,7	2	7,4
	DISAGREE	19	63,3	16	59,3	18	64,3	12	44,4
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 28B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	2	22,2	3	25	3	27,3	4	33,3
	UNCERTAIN	0	0	1	8,3	2	18,2	0	0
	DISAGREE	7	77,8	8	66,7	6	54,5	8	66,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	4	50	3	37,5	2	25	3	37,5
	UNCERTAIN	0	0	0	0	1	12,5	2	25
	DISAGREE	4	50	5	62,5	5	62,5	3	37,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	6	35,3	6	30	5	26,3	7	35
	UNCERTAIN	0	0	1	5	3	15,8	2	10
	DISAGREE	11	64,7	13	65	11	57,9	11	55
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

**TABLE 28C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	6	21,4	7	24,1	9	31	14	48,3
	UNCERTAIN	3	10,7	2	6,9	2	6,9	1	3,4
	DISAGREE	19	67,9	20	69	18	62,1	14	48,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	8	42,1	7	38,9	3	16,7	6	33,3
	UNCERTAIN	0	0	2	11,1	4	22,2	3	16,7
	DISAGREE	11	57,9	9	50	11	61,1	9	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	0	0	1	33,3	0	0	2	66,7
	UNCERTAIN	1	33,3	0	0	1	33,3	0	0
	DISAGREE	2	66,7	2	66,7	2	66,7	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Before the black respondents were exposed to diversity training, 67,9% (n=19) stated that people of a specific race should not necessarily police communities of that race, with 15% more black female than black male respondents feeling this way. Some 10% of the white respondents felt this way, with nearly 14% more white male respondents than white female respondents feeling that people of a specific race should not necessarily police communities of that race.

After black respondents had been exposed to training, 69% (n=20) and 50% (n=9) of the white respondents felt that people of a specific race should not necessarily police the communities of that race. More black than white respondents felt this way. After three months, more or less the same percentage of black and white respondents (62%) stated that people of a specific race should not necessarily police communities of that race (see table 28C).



During 1927 to 1945, the following basic principle was followed (see page 26).  
White policemen were deployed in white areas, and black policemen were used in black areas (Brewer, 1994 : 1994).

***AS A POLICE OFFICER I PREFER TO WORK IN A TEAM WHERE THE MEMBERS ARE FROM DIVERSE BACKGROUNDS (Item 2.3)***

Before training, altogether 80% (n=40) of respondents; directly after training, 84% (n=42); and three months later, 76% (n=38) of the respondents stated that they preferred to work in a team where the members were from diverse backgrounds (see page 257).

**TABLE 29**

***As a police officer I prefer to work in a team where the members are from diverse backgrounds***

**TABLE 29A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	17	89,5	14	82,4	15	83,3	14	82,4
	UNCERTAIN	0	0	1	5,9	0	0	1	5,9
	DISAGREE	2	10,5	2	11,8	2	11,1	2	11,8
	NOT ANSWERED	0	0	0	0	1	5,6	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	7	63,6	9	90	5	50	7	70
	UNCERTAIN	4	36,4	1	10	3	30	1	10
	DISAGREE	0	0	0	0	2	20	2	20
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	24	80	23	85,2	20	71,4	21	77,8
	UNCERTAIN	4	13,3	2	7,4	3	10,7	2	7,4
	DISAGREE	2	6,7	2	7,4	4	14,3	4	14,8
	NOT ANSWERED	0	0	0	0	1	3,6	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 29B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	8	88,9	10	83,3	10	90,9	10	83,3
	UNCERTAIN	0	0	1	8,3	1	9,1	0	0
	DISAGREE	0	0	1	8,3	0	0	0	0
	NOT ANSWERED	1	11,1	0	0	0	0	2	16,7
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	6	75	6	75	5	62,5	4	50
	UNCERTAIN	1	12,5	2	25	1	12,5	3	37,5
	DISAGREE	1	12,5	0	0	2	25	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	14	82,3	16	81	15	79	14	70
	UNCERTAIN	1	5,9	3	15	2	10,5	3	15
	DISAGREE	1	5,9	1	5	2	10,5	1	5
	NOT ANSWERED	1	5,9	0	0	0	0	2	10
TOTAL		17	100	20	100	19	100	20	100

TABLE 29C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	25	89,3	24	82,8	25	86,2	24	82,8
	UNCERTAIN	2	7,1	2	6,9	1	3,4	1	3,4
	DISAGREE	1	3,6	3	10,3	2	6,9	2	6,9
	NOT ANSWERED	0	0	0	0	1	3,4	2	6,9
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	13	68,4	15	83,3	10	55,6	11	61,1
	UNCERTAIN	5	26,3	3	16,7	4	22,2	4	22,2
	DISAGREE	1	5,3	0	0	4	22,2	3	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	3	100	3	100	3	100	2	66,7
	UNCERTAIN	0	0	0	0	0	0	1	33,3
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Altogether 89,3% (n=25) of the black respondents stated before training that they preferred working in a diverse team. Altogether 68% (n=13) of the white respondents felt the same way, while 26,3% (n=5) of the white respondents did not express any opinion. Directly after training, 83,3% (n=15) of the white respondents stated that they would rather work in a diverse team. This attitude had not been maintained after a period of three months, with only 55,6% (n=10) of the respondents still feeling this way. The black respondents' attitude had maintained itself after three months, with 86,2% (n=25) feeling that they would rather work in a diverse team. A sizeable proportion of the black respondents, namely 6,9% (n=2), and 22,2% (n=4) of the white respondents felt that they would not want to work in a diverse team (see table 29C). The researcher speculates that language could have been an important factor in this response. As stated in Thompson (1997 : 28), there is no simple relationship between language and the external world. Factors such as culture and social relations mediate the relationship between language and the external world it describes or engages with. Thompson (1997 : 32) further stated that language is part of the social world, indeed, it is one of the bridges between personal and the social and as such cannot be neutral. Rojek, as cited in Thompson (1997 : 32), stated that "This further underlines the need for a sensitivity to language and a critical approach to the forms of communication we commonly use". The fact that a group of respondents opposed the idea of working with members from diverse backgrounds, underlines two important requirements, namely that diversity

training needs to be done within the SAPS and that social workers should assist in changing the attitudes of members of the SAPS.

***DO YOU THINK IT IS POSSIBLE FOR PEOPLE OF OTHER CULTURES TO COMPLETELY UNDERSTAND YOUR CULTURE? (Item 3.4)***

Altogether 62% (n=31) of the respondents said before training that it was only sometimes possible for people of other cultures to completely understand their culture. Only 2% (n=6) stated that it was not possible, while 22% (n=11) of the respondents stated that it was always possible for people of other cultures to completely understand their culture. This attitude was maintained (see page 258).

**TABLE 30**

***Do you think it is possible for people of other cultures to completely understand your culture?***

**TABLE 30A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	ALWAYS	4	21,1	3	17,6	8	44,4	2	11,8
	SOMETIMES	10	52,6	10	58,8	9	50	11	64,7
	NEVER	4	21,2	2	11,8	1	5,6	3	17,6
	NOT ANSWERED	1	5,3	2	11,8	0	0	1	5,9
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	ALWAYS	1	9,1	3	30	1	10	2	20
	SOMETIMES	10	90,9	6	60	9	90	5	50
	NEVER	0	0	1	10	0	0	3	30
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	ALWAYS	5	16,7	6	22,2	9	32,1	4	14,8
	SOMETIMES	20	66,7	16	59,3	18	64,3	16	59,3
	NEVER	4	13,3	3	11,1	1	3,6	6	22,2
	NOT ANSWERED	1	3,3	2	7,4	0	0	1	3,7
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 30B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	ALWAYS	3	33,3	4	33,3	1	9,1	0	0
	SOMETIMES	3	33,3	6	50	7	63,6	7	58,3
	NEVER	2	22,2	2	16,7	2	18,2	5	41,7
	NOT ANSWERED	1	11,1	0	0	1	9,1	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	ALWAYS	1	12,5	2	25	1	12,5	2	25
	SOMETIMES	7	87,5	6	45	6	75	5	62,5
	NEVER	0	0	0	0	1	12,5	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	ALWAYS	4	23,5	6	30	2	10,5	2	10
	SOMETIMES	10	58,8	12	60	13	68,4	12	60
	NEVER	2	11,8	2	10	3	15,8	6	30
	NOT ANSWERED	1	5,9	0	0	1	5,3	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 30C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	ALWAYS	7	25	7	24,1	9	31	2	6,9
	SOMETIMES	13	46,4	16	55,2	16	55,2	18	62,1
	NEVER	6	21,4	4	13,8	3	10,3	8	27,6
	NOT ANSWERED	2	7,1	2	6,9	1	3,4	1	3,4
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	ALWAYS	2	10,5	5	27,8	2	11,1	4	22,2
	SOMETIMES	17	89,5	12	66,7	15	83,3	10	55,6
	NEVER	0	0	1	5,6	1	5,6	4	22,2
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	ALWAYS	2	66,7	0	0	2	66,7	2	66,7
	SOMETIMES	1	33,3	3	100	1	33,3	1	33,3
	NEVER	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 46,4% (n=13) of the black respondents said before training that it was sometimes possible for people of other cultures to completely understand their culture, while 89,5% (n=17) of the white respondents felt the same way (see table 30C).

That diversity training has a role to play, was highlighted clearly by those respondents who stated that it was possible for other people to understand their culture. According to respondents, members would be able to understand other people's culture, depending on their attitude and their willing to learn, if the necessary training is given.

Those members who felt it was not possible, remarked that people were usually only interested in their own culture. If someone does not accept a culture from the start, he/she would never be able to accept it. Remarks that were made by respondents included, "It is very rare for any person to be accustomed to something that she/he did not grow up with". "Cultures are too different to understand them". It came out clearly that respondents believed that to understand other people's culture, training was required.

The white respondents felt that the fact was not respected that white members also had their own specific culture. "People tend to have a stereotyped view or opinion of the Afrikaans speaking male as a racist 'Boer' or as a 'Father' of the patriarchal system". White members felt that people did not understand their

individualism. According to some white members, the black members did not understand that the current generation of white people, could not take responsibility for the sins of the previous generation.

The black respondents listed the following as points which they felt people did not understand : Labola; traditional healers; deaths and funerals; carrying of traditional weapons; witchcraft; the use of traditional beer not commercial liquor; the fact that Xhosa-speaking people talk loud; that they do not look older people in the eye; circumcision; ancestral rituals; slaughter of cattle; if a black woman's husband dies, his brother has to take over and become her husband; circumcision for girls; customary laws, e.g. a man has to enter through a door first.

It is the researcher's opinion that each individual, irrespective of his/her gender or race, has a basic need for respect, acceptance and love. As quoted by Montague and colleagues (1996 : 1) "Diversity implies differences in people based on their identification with various groups. It is a process of acknowledging differences through action".

***DO YOU FEEL THAT THE SAPS ACCOMMODATES/RESPECTS YOUR CULTURE (Item 3.2)***

**TABLE 31**

***Do you feel that the SAPS accommodates/respects your culture***

**TABLE 31A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	ALWAYS	3	15,8	3	17,6	1	5,6	5	29,4
	SOMETIMES	8	42,1	9	52,9	10	55,6	7	41,2
	NEVER	7	36,8	3	17,6	6	33,3	4	23,5
	NOT ANSWERED	1	5,3	2	11,8	1	5,6	1	5,9
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	ALWAYS	3	27,3	5	50	2	20	4	40
	SOMETIMES	8	72,7	5	50	8	80	5	50
	NEVER	0	0	0	0	0	0	1	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	ALWAYS	6	20	8	29,6	3	10,7	9	33,3
	SOMETIMES	16	53,3	14	51,9	18	64,3	12	44,4
	NEVER	7	23,3	3	11,1	6	21,4	5	18,5
	NOT ANSWERED	1	3,3	2	7,4	1	3,6	1	3,7
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 31B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	ALWAYS	2	22,2	2	16,7	0	0	1	8,3
	SOMETIMES	4	44,4	7	58,3	10	90,9	9	75
	NEVER	3	33,3	2	16,7	1	9,1	2	16,7
	NOT ANSWERED	0	0	1	8,3	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	ALWAYS	1	12,5	4	50	3	37,5	4	50
	SOMETIMES	7	87,5	4	50	5	62,5	3	37,5
	NEVER	0	0	0	0	0	0	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	ALWAYS	3	17,6	6	30	3	15,8	5	25
	SOMETIMES	11	64,7	11	55	15	78,9	12	60
	NEVER	3	17,6	2	10	1	5,3	3	15
	NOT ANSWERED	0	0	1	5	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 31C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	ALWAYS	5	17,9	5	17,2	1	3,4	6	20,7
	SOMETIMES	12	42,9	16	55,2	21	72,4	16	55,2
	NEVER	10	35,7	5	17,2	6	20,7	6	20,7
	NOT ANSWERED	1	3,6	3	10,3	1	3,4	1	3,4
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	ALWAYS	4	21,1	9	50	5	27,8	8	44,4
	SOMETIMES	15	78,9	9	50	13	72,2	8	44,4
	NEVER	0	0	0	0	0	0	2	11,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	ALWAYS	1	33,3	0	0	1	33,3	1	33,3
	SOMETIMES	1	33,3	3	100	1	33,3	1	33,3
	NEVER	1	33,3	0	0	0	0	1	33,3
	NOT ANSWERED	0	0	0	0	1	33,3	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 56% (n=28) of the respondents stated before training that the SAPS sometimes accommodated and respected their cultures. Some 20% (n=10) said that their culture was always respected, while a sizeable proportion of 22% (n=11) stated that their culture was never respected in the SAPS. Directly after training, 28% (n=14) of the respondents said that their culture was always respected, while 56% (n=28) stated that their culture was respected only sometimes. Some 10% said that it was never respected.

Three months later, 14% less respondents than just after training stated that their culture was accommodated. Altogether 70% (n=35) stated that their culture was accommodated only sometimes (see page 259). Before the diversity training, 17,9% (n=5) of the black respondents said that their culture was always accommodated, with 6% more females than males feeling this way. Some 4%

***RITUALS AND CELEBRATIONS MUST NOT INTERFERE WITH TIME AT WORK WITHIN THE SAPS (Item 2.33)***

Altogether 64% (n=32) of the respondents felt before training that rituals and celebrations should not interfere with time at work. This attitude was maintained three months later, with 64% (n=32) of the respondents feeling the same way (see page 260).

**TABLE 32**

***Rituals and celebrations must not interfere with time at work within the SAPS***

**TABLE 32A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	13	68,4	11	64,7	11	61,1	12	70,6
	UNCERTAIN	3	15,8	1	5,9	2	11,1	1	5,9
	DISAGREE	3	15,8	5	29,4	5	27,8	4	23,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	8	72,7	3	30	5	50	8	80
	UNCERTAIN	0	0	2	20	3	30	2	20
	DISAGREE	3	27,3	5	50	2	20	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	21	70	16	59,3	16	57,1	20	74,1
	UNCERTAIN	3	10	5	18,5	5	17,9	3	11,1
	DISAGREE	6	20	6	22,2	7	25	4	14,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 32B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	5	55,6	8	66,7	9	81,8	9	75
	UNCERTAIN	1	11,1	2	16,7	1	9,1	0	0
	DISAGREE	3	33,3	2	16,7	1	9,1	3	25
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	4	50	5	62,5	5	62,5	6	75
	UNCERTAIN	2	25	1	12,5	2	25	1	12,5
	DISAGREE	2	25	2	25	1	12,5	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	9	52,9	13	65	14	73,7	15	75
	UNCERTAIN	3	17,6	3	15	3	15,8	1	5
	DISAGREE	5	29,4	4	20	2	10,5	4	20
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

**TABLE 32C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	18	64,3	19	65,5	20	69	21	72,4
	UNCERTAIN	4	14,3	3	10,3	3	10,3	1	3,4
	DISAGREE	6	21,4	7	24,1	6	20,7	7	24,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	12	63,2	8	44,4	10	55,6	14	77,8
	UNCERTAIN	2	10,5	3	16,7	5	27,8	3	16,7
	DISAGREE	5	26,3	7	38,9	3	16,7	1	5,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	2	66,7	2	66,7	2	66,7	1	33,3
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	1	33,3	1	33,3	1	33,3	2	66,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Before training, 64,3% (n=18) of the black respondents stated that rituals and celebrations should not interfere with time at work, with nearly 13% more males than females feeling this way. Altogether 63,2% (n=12) of the white respondents agreed, with nearly 23% more males than females feeling the same way. After training, 65,5% (n=19) of the black respondents felt this way. Three months later, more respondents, namely 69% (n=20), felt that rituals and celebrations should not interfere with time at work. The white respondents became more uncertain directly after training. Three months later, 55,6% (n=10) felt that rituals and celebrations should not interfere with time at work.

Black respondents' attitudes grew stronger over a period of time, whereas the white respondents became more uncertain (see table 32C).

***IT IS MY RIGHT TO GET TIME OFF WORK FOR RELIGIOUS FESTIVALS AND OTHER RELIGIOUS PURPOSES/REASONS (Item 2.10)***

Altogether 62% (n=31) of the respondents stated before they were exposed to diversity training that it was their right to get time off from work for religious festivals and other religious purposes. Some 26% (n=13) did not agree with this, whereas 12% (n=6) did not express any opinion. After respondents had attended a diversity course, 52% (n=26), i.e. 10% less than before training, said that it was their right to get time off from work. After three months, 84% (n=42) of the respondents stated that it was not their right to get time off from work for religious festivals (see page 261).



TABLE 33

*It is my right to get time off work for religious festivals and other religious purposes/reasons*

TABLE 33A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	13	68,4	10	58,8	5	27,8	10	58,8
	UNCERTAIN	3	15,8	3	17,6	0	0	1	5,9
	DISAGREE	3	15,8	4	23,5	13	72,2	6	35,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	4	36,4	6	60	1	10	3	30
	UNCERTAIN	1	9,1	1	10	0	0	3	30
	DISAGREE	6	54,5	3	30	9	90	4	40
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	17	56,7	16	59,3	6	21,4	13	48,1
	UNCERTAIN	4	13,3	4	14,8	0	0	4	14,8
	DISAGREE	9	30	7	25,9	22	78,6	10	37
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 33B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	6	66,7	4	33,3	0	0	7	58,3
	UNCERTAIN	1	11,1	3	25	1	9,1	2	16,7
	DISAGREE	2	22,2	5	41,7	10	90,9	3	25
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	6	75	4	50	0	0	2	25
	UNCERTAIN	0	0	1	12,5	0	0	1	12,5
	DISAGREE	2	25	3	37,5	8	100	5	62,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	12	70,6	8	40	0	0	9	45
	UNCERTAIN	1	5,9	4	20	1	5,3	3	15
	DISAGREE	4	23,5	8	40	18	94,7	8	40
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 33C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	19	67,9	14	48,3	5	17,2	17	58,6
	UNCERTAIN	4	14,3	6	20,7	1	3,4	3	10,3
	DISAGREE	5	17,8	9	31	23	79,3	9	31
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	10	52,6	10	55,6	1	5,6	5	27,8
	UNCERTAIN	1	5,3	2	11,1	0	0	4	22,2
	DISAGREE	8	42,1	6	33,6	17	94,4	9	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	2	66,7	2	66,7	1	33,3	1	33,3
	UNCERTAIN	1	33,3	1	33,3	0	0	1	33,3
	DISAGREE	0	0	0	0	2	66,7	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Across both races and genders, the majority of respondents felt before training that it was their right to get time off from work. After three months, an attitude change had taken place, and respondents now believed that it was not their right to get time off from work for religious festivals.

The researcher speculates that diversity training had had a major impact on the respondents. As suggested by Sachs (1992 : 159), it is crucial that South Africans now set about disestablishing their culture and breaking away from the conceptual and structural strangulation of the past.

***I THINK IT IS IMPORTANT TO USE A LANGUAGE WHICH IS UNDERSTANDABLE TO ALL MEMBERS (Item 2.20)***

**TABLE 34**

***I think it is important to use a language which is understandable to all members***

**TABLE 34A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	17	89,5	17	100	17	94,4	13	76,5
	UNCERTAIN	0	0	0	0	0	0	2	11,8
	DISAGREE	2	10,5	0	0	1	5,6	2	11,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	11	100	10	100	10	100	9	90
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	1	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	28	93,3	27	100	27	96,4	22	81,5
	UNCERTAIN	0	0	0	0	0	0	2	7,4
	DISAGREE	2	6,7	0	0	1	3,6	3	11,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 34B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	9	100	11	91,7	10	90,9	11	91,7
	UNCERTAIN	0	0	0	0	0	0	1	8,3
	DISAGREE	0	0	1	8,3	1	9,1	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	8	100	8	100	8	100	8	100
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	17	100	19	95	18	94,7	19	95
	UNCERTAIN	0	0	0	0	0	0	1	5
	DISAGREE	0	0	1	5	1	5,3	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

TABLE 34C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	26	92,9	28	96,6	27	93,1	24	82,8
	UNCERTAIN	0	0	0	0	0	0	3	10,3
	DISAGREE	2	7,1	1	3,4	2	6,9	2	6,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	19	100	18	100	18	100	17	94,4
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	1	5,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	3	100	3	100	3	100	2	66,7
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Altogether 96% (n=48) of the respondents stated before training that it was important to use a language understandable to all members. This attitude was maintained three months later, with 96% (n=48) of respondents feeling the same way (see page 262).

All the white respondents felt this way before they were exposed to training and also three months later (see table 34C).

Altogether 92,9% (n=26) of the black respondents felt before training that it was important to use a language understandable to others. Only 7,1% (n=2) of the black respondents felt that it was not important. This attitude was maintained three months later, with 93,1% (n=27) of the black respondents feeling that it was important to use a language understandable to everybody. Only 6,9% (n=2) of the black respondents felt after three months that it was not important to use a language understandable to all members.

According to Harris, as cited in Thompson (1997 : 146), language is the main medium through which culture is transmitted. It is also the mechanism which enables the functions of conceiving, defining, redefining and articulating ideas. This result is consistent with the theory. As stated by Hybels *et al* (1992 : 45), one can achieve personal growth only if one is willing to take risks. Communication will be successful if members are willing to take the greatest risk they can take, and that is to try to understand the point of view of people who are

different from them. As was noted earlier, each person belongs to a culture, irrespective of gender or population group. The researcher is of the opinion that each person needs to sacrifice a little of his/her own culture, e.g. by speaking their second and not their first language. If they refuse to do so, members will not be able to do their work effectively.

***I THINK IT IS MY RIGHT TO USE THE LANGUAGE OF MY CHOICE  
WITHIN MY WORKPLACE (Item 2.4)***

**TABLE 35**

***I think it is my right to use the language of my choice within my workplace***

**TABLE 35A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	15	78,9	13	76,5	14	77,8	13	76,5
	UNCERTAIN	4	21,1	3	17,6	0	0	0	0
	DISAGREE	0	0	1	5,9	4	22,2	4	23,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	10	90,9	9	90	8	80	8	80
	UNCERTAIN	0	0	0	0	1	10	2	20
	DISAGREE	1	9,1	1	10	1	10	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	25	83,3	22	81,5	22	78,6	21	77,8
	UNCERTAIN	4	13,3	3	11,1	1	3,6	2	7,4
	DISAGREE	1	3,3	2	7,4	5	17,9	4	14,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 35B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	6	66,7	8	66,7	4	36,4	9	75
	UNCERTAIN	1	11,1	1	8,3	2	18,2	1	8,3
	DISAGREE	2	22,2	3	25	5	45,5	2	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	7	87,5	7	87,5	8	100	5	62,5
	UNCERTAIN	0	0	1	12,5	0	0	0	0
	DISAGREE	1	12,5	0	0	0	0	3	37,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	13	76,5	15	75	12	63,2	14	75
	UNCERTAIN	1	5,9	2	10	2	10,5	1	5
	DISAGREE	3	17,6	3	15	5	26,3	5	25
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

TABLE 35C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	21	75	21	72,4	18	62,1	22	75,9
	UNCERTAIN	5	17,9	4	13,8	2	6,9	1	3,4
	DISAGREE	2	7,1	4	13,8	9	31	6	20,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	17	89,5	16	88,9	16	88,9	13	72,2
	UNCERTAIN	0	0	1	5,6	1	5,6	2	11,1
	DISAGREE	2	10,5	1	5,6	1	5,6	3	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	1	33,3	3	100	2	66,7	3	100
	UNCERTAIN	2	66,7	0	0	0	0	0	0
	DISAGREE	0	0	0	0	1	33,3	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 78% (n=39) of the respondents stated before training that it was their right to use the language of their choice within the workplace. Some 80% (n=40) stated after training that it was their right to use the language of their choice. Three months later, this percentage had fallen back to 72% (n=36) (see page 263).

Altogether 75% (n=21) of the black respondents said before training that it was their right to use the language of their choice within the workplace, with 12% more males than females feeling this way. Altogether 72,4% (n=21) felt this way after training, whereas 62,1% (n=18) of the black respondents felt the same way after three months. A sizeable proportion, namely 31% (n=9), stated three months after training that it was not their right to use a language of their choice within the workplace.

Nearly 15% more white than black respondents stated before diversity training that they believed using the language of their choice within the workplace was their right. This attitude was maintained three months later, with 88,9% (n=16) still feeling the same way (see table 35C).

More male than female respondents in the pre-test and the follow-up group in table 35A and B felt it was their right to use the language of their choice within the workplace.

More white than black respondents believed that using the language of their choice in the workplace was their right. As Carter and Aitchison commented in Thompson (1997 : 142) "... language helps to preserve traditions, shapes modes of perception and profoundly influences patterns of social intercourse and behavior".

Given all of these, the following tentative conclusions can be drawn :

- ◆ More black than white respondents felt that people of different cultures have different rights.
- ◆ More white than black respondents felt that not only black people had a specific culture.
- ◆ The black male respondents felt stronger than other respondents that their own culture was superior to other cultures.
- ◆ The majority of the respondents felt that traditional customs should be respected. White females, however, felt uncertain about this issue.
- ◆ Black and white males and black females felt strongly about the issue that conflicts were caused by a lack of understanding between people of different races and cultures. White females tended to be more uncertain about whether conflict was being caused by a lack of understanding between people of different cultures.
- ◆ Diversity training obviously had an effect on members' attitude to peace and harmony. After a period of time, more respondents believed that peace and harmony was possible even though people had different values and beliefs. The majority of white respondents said that peace and harmony was possible between people with diverse values and beliefs. However, the black respondents believe that peace and harmony was not possible.
- ◆ White respondents felt more comfortable than black respondents about working with people from a different race and background.
- ◆ Black males felt more uncomfortable than black females about working with people of a different race.
- ◆ More respondents felt that people of a specific race should not necessarily police communities of that race.

- ◆ More black respondents than white respondents said that they preferred to work in a team where the members were from diverse backgrounds.
- ◆ Fewer black respondents felt that it was possible for people from other cultures to understand their culture. More white respondents felt that it was possible for people from other cultures to understand their culture.
- ◆ More black than white respondents felt that their culture was not accommodated or respected in the SAPS.
- ◆ Most of the respondents stated that it was important to use a language understandable to all members.
- ◆ A few black respondents, however, felt that it was not important to use a language understandable to all members.
- ◆ The white respondents felt stronger than the black respondents that it was their right to use the language of their choice in the workplace.
- ◆ The male respondents felt stronger than the females about using the language of their choice within the workplace.
- ◆ Over a period of time, the black respondents' feelings became very strong about the fact that rituals and celebrations must not interfere with time at work. The white respondents' feelings in this regard became more uncertain.
- ◆ Three months after diversity training, the majority of respondents believed that it was not their right to get time off from work for religious festivals.

#### 1.3.4 DATA PERTAINING TO DISCRIMINATION

Some of the items on the scale referred to issues broadly classified as relating to discrimination. These items explored the attitudes of the respondents to equality within the SAPS and whether discrimination still existed within the SAPS.

The researcher selected all those questions in the questionnaire (see page 284, items 2.42 and 2.12) related to issues of discrimination, and then discussed them in some detail.

***EQUAL OPPORTUNITIES DO NOT EXIST WITHIN THE SAPS (Item 2.42)***

Before training, 60% (n=30) of the respondents stated that equal opportunities did not exist within the SAPS. Altogether 50% (n=25) of the respondents felt this way after training, while 12% (n=6) expressed no opinion. Some 38% (n=19) stated that equal opportunities did exist within the SAPS. Three months later, 54% (n=27) felt that equal opportunities did not exist, while 20% (n=10) expressed no opinion and 26% (n=13) stated that equal opportunities did exist within the SAPS (see page 264).

**TABLE 36*****Equal opportunities do not exist within the SAPS*****TABLE 36A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	13	68,4	11	64,7	13	72,2	12	70,6
	UNCERTAIN	2	10,5	1	5,9	2	11,1	2	11,8
	DISAGREE	4	21,1	5	29,4	3	16,7	3	17,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	5	45,5	5	50	6	60	6	60
	UNCERTAIN	0	0	1	10	1	10	2	20
	DISAGREE	6	54,5	4	40	3	30	2	20
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	18	60	16	59,3	19	67,9	18	66,7
	UNCERTAIN	2	6,7	2	7,4	3	10,7	4	14,8
	DISAGREE	10	33,3	9	33,3	6	21,4	5	18,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 36B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	8	88,9	5	41,7	4	36,4	9	75
	UNCERTAIN	0	0	2	16,7	3	27,3	0	0
	DISAGREE	1	11,1	5	41,7	4	36,4	3	25
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	3	37,5	3	37,5	3	37,5	2	25
	UNCERTAIN	3	37,5	2	25	4	50	1	12,5
	DISAGREE	2	25	3	37,5	1	12,5	5	62,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	11	64,7	8	40	7	36,8	11	55
	UNCERTAIN	3	17,6	4	20	7	36,8	1	5
	DISAGREE	3	17,6	8	40	5	26,3	8	40
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>



**TABLE 36C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	21	75	16	55,2	17	58,6	21	72,4
	UNCERTAIN	2	7,1	3	10,3	5	17,2	2	6,9
	DISAGREE	5	17,9	10	34,5	7	24,1	6	20,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	8	42,1	8	44,4	9	50	8	44,4
	UNCERTAIN	3	15,8	3	16,7	5	27,8	3	16,7
	DISAGREE	8	42,1	7	38,9	4	22,2	7	38,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	1	33,3	1	33,3	1	33,3	1	33,3
	UNCERTAIN	1	33,3	0	0	0	0	1	33,3
	DISAGREE	1	33,3	2	66,7	2	66,7	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 75% (n=21) of the black respondents stated before training that equal opportunities did not exist within the SAPS, with 20% more females than males feeling this way. Some 33% less white respondents stated that equal opportunities did not exist. Directly after training, 55,2% (n=16) of the black respondents felt that equal opportunities did not exist. This is 20% less than before their exposure to diversity training (see table 36C).

An interesting trend was identified. Altogether 42,1% (n=8) of the white respondents felt before training that equal opportunities did not exist within the SAPS. Directly after training, 44,4% (n=8) felt this way, while three months later, 50% (n=9) of the respondents felt this way. More white respondents felt this way after three months. Altogether 75% (n=21) of the black respondents felt before training that equal opportunities did not exist, and three months later 16% less felt the same way. More black respondents tended to feel uncertain after a period of three months about whether equal opportunities did exist within the SAPS.

Altogether 60% (n=18) of the male respondents felt before training that equal opportunities did not exist, with 23% more black than white males feeling this way. This attitude was maintained after a three-month period, with 67,9% (n=19) of respondents feeling this way (see table 36A).

Altogether 64,7% (n=11) of the female respondents felt before training that equal opportunities did not exist, with 51% more black than white females feeling this way (see table 36B). After three months, 36,8% (n=7) of the females felt that equal opportunities did not exist within the SAPS. More black than white respondents felt that equal opportunities did not exist within the SAPS.

Du Bois *et al* (1996 : 150) stated that some groups of people have access to power, prestige and resources, while other do not have such access. Inequality, inequity and injustice affect all aspects of personal and societal functioning. Social work has a role to play in addressing these problems. As stated by Clark in Lum (1992 : 36) social justice is the chance for peace. There is no other basis on which social stability can or ought to rest.

#### ***DISCRIMINATION STILL EXISTS WITHIN THE SAPS (Item 2.12)***

Altogether 82% (n=41) of the respondents felt before training that discrimination still existed within the SAPS. However, 48% (n=24) of the respondents in the control group stated that discrimination did not exist within the SAPS, while 44% (n=22) stated that it still existed. After diversity training, 90% (n=45) of the respondents said that discrimination still existed. This was maintained after three months, when 90% stated the same (see page 265).

**TABLE 37**

#### ***Discrimination still exists within the SAPS***

**TABLE 37A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	17	89,5	16	94,1	15	83,3	10	58,9
	UNCERTAIN	1	5,3	0	0	2	11,1	1	5,9
	DISAGREE	0	0	1	5,9	1	5,6	6	35,3
	NOT ANSWERED	1	5,3	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	8	72,7	8	80	10	100	3	30
	UNCERTAIN	1	9,1	1	10	0	0	1	10
	DISAGREE	2	18,2	1	10	0	0	6	60
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	25	83,3	24	88,9	25	89,3	13	48,1
	UNCERTAIN	2	6,7	1	3,7	2	7,1	2	7,4
	DISAGREE	2	6,7	2	7,4	1	3,6	12	44,4
	NOT ANSWERED	1	3,3	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 37B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	7	77,8	11	91,7	10	90,9	4	33,3
	UNCERTAIN	1	11,1	1	8,3	1	9,1	0	0
	DISAGREE	1	11,1	0	0	0	0	8	66,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	6	75	7	87,5	7	87,5	3	37,5
	UNCERTAIN	2	25	0	0	0	0	2	25
	DISAGREE	0	0	1	12,5	1	12,5	3	37,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	13	76,5	18	90	17	89,5	7	35
	UNCERTAIN	3	17,6	1	5	1	5,3	2	10
	DISAGREE	1	5,9	1	5	1	5,3	11	55
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 37C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	24	85,7	27	93,1	25	86,2	14	48,3
	UNCERTAIN	2	7,1	1	3,4	3	10,3	1	3,4
	DISAGREE	1	3,6	1	3,4	1	3,4	14	48,3
	NOT ANSWERED	1	3,6	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	14	73,7	15	83,3	17	94,4	6	33,3
	UNCERTAIN	3	15,8	1	5,6	0	0	3	16,7
	DISAGREE	2	10,5	2	11,1	1	5,6	9	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	3	100	3	100	3	100	2	66,7
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 85,7% (n=24) of the black respondents stated before training that discrimination still existed, with 11% more males than females feeling this way. This was maintained after three months, with 86,2% (n=25) of the black respondents indicating that they felt this way.

Altogether 73,7% (n=14) of the white respondents felt that discrimination still existed, with 2% more females than males feeling this way. Altogether 21% more white respondents felt after three months that discrimination existed. This was confirmed by a male respondent, who stated "Racial discrimination has now been reversed and directed towards the white male".

Feldman (1989 : 68) stated that when people are prejudiced against a group, they will most likely discriminate against the members of that group.

Feldman (1989 : 75) claimed that people who were given direct training in the interpretation of subtle cues that occur during social interaction between members of different groups, showed a reduction in prejudice. They became more accurate in their understanding of other people's behavior. Such diversity training is especially critical at the present time.

According to Du Bois *et al* (1996 : 9) social work has a vision of the future based on the ideal of social justice. It is clear that social work in the SAPS can play a very important role in the valuing of diversity within the SAPS.

Given all of these, the following tentative conclusions can be drawn :

- ◆ A larger proportion of black than white respondents felt that equal opportunities did not exist within the SAPS. Over a period of time, they became more uncertain about the issue.
- ◆ More female respondents than male respondents believed that equal opportunities did not exist.
- ◆ A larger proportion of black than white respondents believed that discrimination still existed within the SAPS.
- ◆ However, after white respondents had been exposed to training, more white than black respondents said that discrimination existed.

### 1.3.5 DATA PERTAINING TO HOMOSEXUALITY

Some of the items on the scale in the questionnaire referred to issues broadly classified as relating to homosexuality. These items explored the attitudes of respondents toward working with homosexuals, the rights of homosexuals and acceptance of homosexuals.

The researcher selected all those questions in the questionnaire (see page 284, items 2.31, 2.44 and 2.28) related to issues of homosexuality, and then discussed them in some detail.

***I HAVE NO OBJECTION WORKING WITH HOMOSEXUALS (Item 2.31)*****TABLE 38*****I have no objection working with homosexuals*****TABLE 38A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	9	47,4	8	47,1	13	72,2	4	23,5
	UNCERTAIN	1	5,3	2	11,8	1	5,6	7	41,2
	DISAGREE	9	47,4	6	35,3	4	22,2	6	35,3
	NOT ANSWERED	0	0	1	5,9	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	2	18,2	5	50	4	40	6	60
	UNCERTAIN	2	18,2	1	10	3	30	1	10
	DISAGREE	7	63,6	4	40	3	30	3	30
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	11	36,7	13	48,1	17	60,7	10	37
	UNCERTAIN	3	10	3	11,1	4	14,3	8	29,6
	DISAGREE	16	53,3	10	37	7	25	9	33,3
	NOT ANSWERED	0	0	1	3,7	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 38B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	5	55,6	7	58,3	9	81,8	6	50
	UNCERTAIN	3	33,3	2	16,7	0	0	2	16,7
	DISAGREE	1	11,1	3	25	2	18,2	4	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	6	75	7	87,5	8	100	5	62,5
	UNCERTAIN	1	12,5	1	12,5	0	0	0	0
	DISAGREE	1	12,5	0	0	0	0	3	37,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	11	64,7	14	70	17	89,5	11	55
	UNCERTAIN	4	23,5	3	15	1	5,3	2	10
	DISAGREE	2	11,8	3	15	1	5,3	7	35
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 38C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	14	50	15	51,7	22	75,9	10	34,5
	UNCERTAIN	4	14,3	4	13,8	1	3,4	9	31
	DISAGREE	10	35,7	9	31	5	17,2	10	34,5
	NOT ANSWERED	0	0	1	3,4	1	3,4	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	8	42,1	12	66,7	12	66,7	11	61,1
	UNCERTAIN	3	15,8	2	11,1	3	16,7	1	5,6
	DISAGREE	8	42,1	4	22,2	3	16,7	6	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	2	66,7	2	66,7	2	66,7	1	33,3
	UNCERTAIN	1	33,3	1	33,3	1	33,3	1	33,3
	DISAGREE	0	0	0	0	0	0	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Before the respondents were exposed to diversity training, 48% (n=24) said that they had no objection to working with a homosexual. Some 36% (n=18) stated that they would object to working with homosexuals. Directly after training, 10% more respondents felt this way. After three months, 72% (n=36) said that they had no objection to working with homosexuals (see page 266).

Before training, some 8% more black than white respondents had no objection to working with homosexuals. However, three months after training 75,9% (n=22) of the black respondents and 66,7% (n=12) of the white respondents had no objection to working with homosexuals. After the respondents had been exposed to training, a drastic attitude change therefore took place (see table 38C).

The female respondents were more positive about working with homosexuals than the males (see tables 38A and B). After a three-month period, 89,5% (n=17) of the female respondents and 60,7% (n=17) of the male respondents had no objection to working with homosexuals. Altogether 63,6% (n=7) of the white male respondents stated before training that they had no objection. Some 50% (n=5) of the white male respondents said after training that they had no objection to working with homosexuals. After three months, only 40% felt this way. More black than white respondents had no objection to working with homosexuals. Female respondents were obviously more positive about homosexuals in the workplace than males. The white male respondents objected more than the other respondents to working with homosexuals.

#### ***HOMOSEXUALS HAVE A RIGHT TO WORK IN THE SAPS (Item 2.44)***

Altogether 46% (n=23) of the respondents believed that homosexuals had a right to work in the SAPS. After respondents had been exposed to training, their attitudes changed. Altogether 70% of the respondents felt directly after training and also three months later that homosexuals had a right to work within the SAPS (see page 267).

TABLE 39

*Homosexuals have a right to work in the SAPS*

TABLE 39A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	7	36,8	11	64,7	12	66,7	5	29,4
	UNCERTAIN	5	26,3	1	5,9	2	11,1	3	17,6
	DISAGREE	7	36,8	5	29,4	4	22,2	9	52,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	5	45,5	9	90	7	70	5	50
	UNCERTAIN	0	0	0	0	1	10	3	30
	DISAGREE	6	54,5	1	10	2	20	2	20
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	12	40	20	74,1	19	67,9	10	37
	UNCERTAIN	5	16,7	1	3,7	3	10,7	6	22,2
	DISAGREE	13	43,3	6	22,2	6	21,4	11	40,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 39B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	6	66,7	5	41,7	6	54,5	6	60
	UNCERTAIN	2	22,2	5	41,7	4	36,4	2	16,7
	DISAGREE	1	11,1	2	16,7	1	9,1	4	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	3	37,5	7	87,5	8	100	5	62,5
	UNCERTAIN	5	62,5	1	12,5	0	0	2	25
	DISAGREE	0	0	0	0	0	0	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	9	52,9	12	60	14	73,7	11	55
	UNCERTAIN	7	41,2	6	30	4	21,1	4	20
	DISAGREE	1	5,9	2	10	1	5,3	5	25
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 39C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	13	46,4	16	55,2	18	62,1	11	37,9
	UNCERTAIN	7	25	6	20,7	6	20,7	5	17,2
	DISAGREE	8	28,6	7	24,1	5	17,2	13	44,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	8	42,1	16	88,9	15	83,3	10	55,6
	UNCERTAIN	5	26,3	1	5,6	1	5,6	5	27,8
	DISAGREE	6	31,6	1	5,6	2	11,1	3	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	2	66,7	3	100	2	66,7	2	66,7
	UNCERTAIN	1	33,3	0	0	1	33,3	1	33,3
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

After three months, 83,3% (n=15) of the white respondents stated that homosexuals had a right to work in the SAPS, with 30% more female than male respondents feeling this way. Altogether 62,1% (n=18) of the black respondents stated that homosexuals had a right to work within the SAPS, with 12% more male than females feeling this way. After a three-month period, the white respondents were more positive towards homosexuals than the black respondents (see table 39C).

**PEOPLE DO NOT ACCEPT HOMOSEXUALS WITHIN THE SAPS**  
(Item 2.28)

TABLE 40

*People do not accept homosexuals within the SAPS*

TABLE 40A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	14	73,7	8	47,1	9	50	8	47
	UNCERTAIN	2	10,5	3	17,6	4	22,2	3	17,6
	DISAGREE	3	15,8	6	35,3	5	27,8	6	35,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	10	90,9	9	90	9	90	5	50
	UNCERTAIN	0	0	1	10	0	0	4	40
	DISAGREE	1	9,1	0	0	1	10	1	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	24	80	17	63	18	64,3	13	48,1
	UNCERTAIN	2	6,7	4	14,8	4	14,3	7	25,9
	DISAGREE	4	13,3	6	22,2	6	21,4	7	25,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 40B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	3	33,3	4	33,3	3	27,3	7	58,3
	UNCERTAIN	3	33,3	6	50	4	36,4	5	41,7
	DISAGREE	3	33,3	2	16,7	4	36,4	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	5	62,5	5	62,5	2	25	2	25
	UNCERTAIN	2	25	1	12,5	3	37,5	5	62,5
	DISAGREE	1	12,5	2	25	3	37,5	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	8	47,1	9	45	5	26,3	9	45
	UNCERTAIN	5	29,4	7	35	7	36,8	10	50
	DISAGREE	4	23,5	4	20	7	36,8	1	5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100



TABLE 40C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	17	60,7	12	41,4	12	41,4	15	51,7
	UNCERTAIN	5	17,9	9	31	8	27,6	8	27,6
	DISAGREE	6	21,4	8	27,6	9	31	6	20,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	15	78,9	14	77,8	11	61,1	7	38,9
	UNCERTAIN	2	10,5	2	11,1	3	16,7	9	50
	DISAGREE	2	10,5	2	11,1	4	22,2	2	11,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	3	100	1	33,3	0	0	1	33,3
	UNCERTAIN	0	0	2	66,7	2	66,7	1	33,3
	DISAGREE	0	0	0	0	1	33,3	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Altogether 70% (n=44) of the respondents said before training that homosexuals were not accepted within the SAPS. Directly after training, 54% (n=27) of the respondents felt this way. Three months later, 46% (n=23) felt the same way. Some 46% (n=23) of the respondents in the control group felt that members did not accept homosexuals in the SAPS. The pre-test, post-test and follow-up group moved towards the same trend as the control group, with 46% of the respondents feeling that members did not accept homosexuals in the SAPS (see page 268).

The above is consistent with the theory that gay and lesbian adolescents are faced with a hostile and unbelieving world (Hammersith, as cited in Savin-Williams : 1990). Weinberg used the term 'homophobia' to describe prejudice against homosexuals, because he considered the fear component to be the most significant. This may explain why respondents agreed that members did not accept homosexuals within the SAPS.

Given all of these, the following tentative conclusions can be drawn :

- ◆ Females were more positive about working with homosexuals than males.
- ◆ The white males objected more than other respondents to working with homosexuals.
- ◆ White respondents were more positive than black respondents that homosexuals had rights.

- ◆ White females felt more positive than black females that homosexuals had rights.

### 1.3.6 DATA PERTAINING TO HIV

Some of the items on the scale in the questionnaire referred to issues broadly classified as relating to HIV. These items explored the attitudes of respondents towards working with HIV positive persons within the workplace.

The researcher selected all those questions in the questionnaire (see page 284, items 2.21 and 2.7) related to HIV issues, and then discussed them in some detail.

#### ***I WOULD BE COMFORTABLE WORKING WITH A COLLEAGUE WHO IS HIV POSITIVE (Item 2.21)***

Altogether 44% (n=22) of the respondents felt that they would be comfortable working with a colleague who is HIV positive. After respondents had been exposed to diversity training, only 34% (n=17) stated that they would be comfortable working with a colleague who was HIV positive. Some 36% (n=18) said they would not be comfortable. After three months, 40% (n=20) felt that they would be comfortable, whereas 32% (n=16) expressed no opinion and 24% (n=12) would not be comfortable working with a colleague who was HIV positive (see page 269).

White respondents became more uncertain over a period of time (44,4% (n=8)). Before training, 60,7% (n=17) of the black respondents stated that they would be comfortable working with an HIV positive colleague. Three months later, 16% less of the respondents felt this way. Some 24,1% (n=7) of the respondents expressed no opinion (see table 41C).

TABLE 41

*I would be comfortable working with a colleague who is HIV positive*

TABLE 41A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	10	52,6	7	41,2	8	44,4	7	41,2
	UNCERTAIN	4	21,1	2	11,8	5	27,8	4	23,5
	DISAGREE	5	26,3	7	41,2	4	22,2	6	35,3
	NOT ANSWERED	0	0	1	5,9	1	5,6	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	3	27,3	2	20	2	20	4	40
	UNCERTAIN	3	27,3	5	50	4	40	4	40
	DISAGREE	5	45,5	3	30	3	30	2	20
	NOT ANSWERED	0	0	0	0	1	10	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	13	43,3	9	33,3	10	35,7	11	40,7
	UNCERTAIN	7	23,3	7	25,9	9	32,1	8	29,6
	DISAGREE	10	33,3	10	37	7	25	8	29,6
	NOT ANSWERED	0	0	1	3,7	2	7,1	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 41B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	7	77,8	5	41,7	5	45,5	7	58,3
	UNCERTAIN	1	11,1	4	33,3	2	18,2	0	0
	DISAGREE	1	11,1	3	25	4	36,4	5	41,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	1	12,5	2	25	3	37,5	2	25
	UNCERTAIN	3	37,5	2	25	4	50	3	37,5
	DISAGREE	4	50	4	50	1	12,5	3	37,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	8	47,1	7	35	8	42,1	9	45
	UNCERTAIN	4	23,5	6	30	6	31,6	3	15
	DISAGREE	5	29,4	7	35	5	26,3	8	40
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 41C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	17	60,7	12	41,4	13	44,8	14	48,3
	UNCERTAIN	5	17,9	6	20,7	7	24,1	4	13,8
	DISAGREE	6	21,4	10	34,5	8	27,6	11	37,9
	NOT ANSWERED	0	0	1	3,4	1	3,4	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	4	21,1	4	22,2	5	27,8	6	33,3
	UNCERTAIN	6	31,6	7	38,9	8	44,4	7	38,9
	DISAGREE	9	47,4	7	38,9	4	22,2	5	27,8
	NOT ANSWERED	0	0	0	0	1	5,6	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	1	33,3	1	33,3	2	66,7	1	33,3
	UNCERTAIN	1	33,3	1	33,3	1	33,3	2	66,7
	DISAGREE	1	33,3	1	33,3	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

More black than white respondents would be comfortable working with a colleague who was HIV positive. Black and white respondents became more uncertain over a period of time. This applied across both genders. The researcher speculates that respondents were avoiding the issue, due to its sensitive nature. As stated in Westwood (1952 : 19) most people prefer to ignore the problem of homosexuality within our society. The same phenomenon occurred in a previous statement made with regards to the same issue, where respondents were asked to give their opinion on whether a member who was HIV positive was a threat to the public and his colleagues.

***A SAPS MEMBER WHO IS HIV POSITIVE IS A THREAT TO THE PUBLIC AND COLLEAGUES AND MUST BE DISMISSED (Item 2.7)***

Altogether 70% (n=35) of the respondents stated before they were exposed to training that a member who was HIV positive was not a threat to the public and should not be dismissed. A total of 66% (n=33) of the respondents felt this way directly after training, while 72% (n=36) felt this way three months later (see page 270).

**TABLE 42**

***A SAPS member who is HIV positive is a threat to the public and colleagues and must be dismissed***

**TABLE 42A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	4	21,1	1	5,9	3	16,7	2	11,8
	UNCERTAIN	0	0	4	23,5	3	16,7	3	17,6
	DISAGREE	15	78,9	12	70,6	12	66,7	12	70,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	3	27,3	1	10	2	20	4	40
	UNCERTAIN	2	18,2	2	20	1	10	2	20
	DISAGREE	6	54,5	7	70	7	70	4	40
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	7	23,3	2	7,4	5	17,9	6	22,2
	UNCERTAIN	2	6,7	6	22,2	4	14,3	5	18,5
	DISAGREE	21	70	19	70,4	19	67,9	16	59,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>

**TABLE 42B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	2	22,2	1	8,3	1	9,1	0	0
	UNCERTAIN	0	0	3	25	0	0	0	0
	DISAGREE	7	77,8	8	66,7	10	90,9	12	100
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	1	12,5	1	12,5	1	12,5	3	37,5
	UNCERTAIN	2	25	2	25	3	37,5	2	25
	DISAGREE	5	62,5	5	62,5	4	50	3	37,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	3	17,6	2	10	2	10,5	3	15
	UNCERTAIN	2	11,8	5	25	3	15,8	2	10
	DISAGREE	12	70,6	13	65	14	73,7	15	75
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 42C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	6	21,4	2	6,9	4	13,8	2	6,9
	UNCERTAIN	0	0	7	24,1	3	10,3	3	10,3
	DISAGREE	22	78,6	20	69	22	75,9	24	82,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	4	21,1	2	11,1	3	16,7	7	38,9
	UNCERTAIN	4	21,1	4	22,2	4	22,2	4	22,2
	DISAGREE	11	57,9	12	66,7	11	61,1	7	38,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	1	33,3	1	33,3	0	0	0	0
	UNCERTAIN	0	0	1	33,3	0	0	2	66,7
	DISAGREE	2	66,7	1	33,3	3	100	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Before training, directly after training and three months later, more black than white respondents felt that a member who was HIV positive was not a threat to his/her colleagues. Three months after training, a sizeable proportion of the black respondents (13,8% (n=4)) and of the white respondents (16,7% (n=3)) felt that HIV positive people were a threat and should be dismissed. Altogether 10,3% (n=3) of the black respondents and 22,2% (n=4) of the white respondents expressed no opinion after the three-month period (see table 42C).

According to Hammersmith, as cited in Savin-Williams (1990), it is claimed that gay and lesbian adolescents are faced with a hostile and unbelieving world. According to Gordon Allport, as cited in Nungesser (1983 : 107), prejudice against homosexual actors may be characterized by a set of unfounded negative beliefs and stereotypes about homosexuals. Markowitz, as cited in Du Bois *et al*

(1996 : 202), stated that social problems resulted when societies did no accord citizens equity and equality. Prejudicial attitudes, discriminatory practices, oppression and the exclusion of some citizens from full participation in the society deny people equal access to the opportunities and resources necessary for optimal social functioning.

Given all of these, the following tentative conclusions can be drawn :

- ◆ More black than white respondents would be comfortable working with a person who is HIV positive.
- ◆ More black respondents felt that a HIV positive person was not a threat to colleagues and public and need not be dismissed.

#### 1.3.7 DATA PERTAINING TO AFFIRMATIVE ACTION

Some of the items on the scale in the questionnaire referred to issues broadly classified as relating to affirmative action. These items explored the attitudes of respondents towards the concept of affirmative action.

The researcher selected all those questions in the questionnaire (see page 284, items 2.34 and 2.45) related to affirmative action, and then discussed them in some detail.

#### ***ALTHOUGH I REALIZE THE NEED FOR AFFIRMATIVE ACTION, I DO NOT SUPPORT THE CONCEPT (Item 2.34)***

Altogether 50% (n=15) of the male respondents stated before they were exposed to diversity training that they realized the need for affirmative action, but did not support the concept, with 16% more white than black males feeling this way.

Directly after training, 22,2% (n=6) of the male respondents became more uncertain about the issue. However, after three months, 53,6% (n=15) of the male respondents stated that they supported the concept of affirmative action, with nearly 40% more black than white males supporting the concept (see table 43A).

More black than white male respondents supported the concept. This was

confirmed by the following statement by a white male respondent : “Affirmative action should be just that and not reverse discrimination, as is taking place now”.

Altogether 75% (n=6) of the white female respondents stated before training that they did not support the concept of affirmative action. In contrast, only 11,1% (n=1) of the black female respondents felt the same way. After three months, 62,5% (n=5) of the white females and 27,3% (n=3) of the black females did not support the concept. More white than black females did not support the concept of affirmative action (see table 42B).

TABLE 43

*Although I realize the need for affirmative action, I do not support the concept.*

TABLE 43A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	8	42,1	5	29,4	4	22,2	2	11,8
	UNCERTAIN	2	10,5	4	23,5	2	11,1	3	17,6
	DISAGREE	9	47,4	8	47,1	12	66,7	12	70,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	7	63,6	3	30	5	50	7	70
	UNCERTAIN	1	9,1	2	20	2	20	1	10
	DISAGREE	3	27,3	5	50	3	30	2	20
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	15	50	8	29,6	9	32,1	9	33,3
	UNCERTAIN	3	10	6	22,2	4	14,3	4	14,8
	DISAGREE	12	40	13	48,1	15	53,6	14	51,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 43B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	1	11,1	4	33,3	3	27,3	4	33,3
	UNCERTAIN	2	22,2	2	16,7	4	36,4	2	16,7
	DISAGREE	6	66,7	6	50	4	36,4	5	41,7
	NOT ANSWERED	0	0	0	0	0	0	1	8,3
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	6	75	4	50	5	62,5	7	87,5
	UNCERTAIN	1	12,5	2	25	3	37,5	1	12,5
	DISAGREE	1	12,5	2	25	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	7	41,2	8	40	8	42,1	11	55
	UNCERTAIN	3	17,6	4	20	7	36,8	3	15
	DISAGREE	7	41,2	8	40	4	21,1	5	25
	NOT ANSWERED	0	0	0	0	0	0	1	5
TOTAL		17	100	20	100	19	100	20	100

TABLE 43C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	9	32,1	9	31	7	24,1	6	20,7
	UNCERTAIN	4	14,3	6	20,7	6	20,7	5	17,2
	DISAGREE	15	53,6	14	48,3	16	55,2	17	58,6
	NOT ANSWERED	0	0	0	0	0	0	1	3,4
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	13	68,4	7	38,9	10	55,6	14	77,8
	UNCERTAIN	2	10,5	4	22,2	5	27,8	2	11,1
	DISAGREE	4	21,1	7	38,9	3	16,7	2	11,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	0	0	0	0	1	33,3	1	33,3
	UNCERTAIN	0	0	1	33,3	1	33,3	1	33,3
	DISAGREE	3	100	2	66,7	1	33,3	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

The above findings are consistent with the theory stated by Fischer (1996 : 30), namely that affirmative action had different meanings for different people. For millions of black South Africans, it is a beacon of hope and a chance for a better life. For many white South Africans, it has come to signify a new form of discrimination that is threatening their future and livelihoods.

***AFFIRMITIVE ACTION MEANS THAT WHITE PEOPLE DO NOT GET PROMOTED ANYMORE (Item 2.45)***

TABLE 44

***Affirmative action means that white people do not get promoted anymore***

TABLE 44A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	2	10,5	2	11,8	4	22,2	0	0
	UNCERTAIN	2	10,5	0	0	0	0	3	17,6
	DISAGREE	15	78,9	15	88,2	14	77,8	14	82,4
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>17</b>	<b>100</b>
WHITE MALE	AGREE	5	45,5	1	10	2	20	2	20
	UNCERTAIN	2	18,2	3	30	2	20	2	20
	DISAGREE	4	36,4	6	60	6	60	6	60
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>11</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>
MALES	AGREE	7	23,3	3	11,1	6	21,4	2	7,4
	UNCERTAIN	4	13,3	3	11,1	2	7,1	5	18,5
	DISAGREE	19	63,3	21	77,8	20	71,4	20	74,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>30</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>27</b>	<b>100</b>



**TABLE 44B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	0	0	1	8,3	1	9,1	1	8,3
	UNCERTAIN	0	0	1	8,3	1	9,1	1	8,3
	DISAGREE	9	100	10	83,3	9	81,8	10	83,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	1	12,5	4	50	2	25	4	50
	UNCERTAIN	3	37,5	1	12,5	4	50	3	37,5
	DISAGREE	4	50	3	37,5	2	25	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	1	5,9	5	25	3	15,8	5	25
	UNCERTAIN	3	17,6	2	10	5	26,3	4	20
	DISAGREE	13	76,5	13	65	11	57,9	11	55
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

**TABLE 44C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	2	7,1	3	10,3	5	17,2	1	3,4
	UNCERTAIN	2	7,1	1	3,4	1	3,4	4	13,8
	DISAGREE	24	85,7	25	86,2	23	79,6	24	82,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	6	31,6	5	27,8	4	22,2	6	33,3
	UNCERTAIN	5	26,3	4	22,2	6	33,3	5	27,8
	DISAGREE	8	42,1	9	50	8	44,4	7	38,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	0	0	0	0	0	0	0	0
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	3	100	3	100	3	100	3	100
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Altogether 70% (n=35) of the respondents said before training that affirmative action did not mean that white people would not get promoted anymore.

Altogether 74% (n=37) of the respondents felt this way after training, and 68% (n=34) felt this way three months later (see page 272).

A total of 85,7% (n=24) of the black respondents said before training that affirmative action did not mean that white people would not be promoted anymore, with 21% more females than males feeling this way. In contrast, 42,1% (n=8) of the white respondents felt the same way, with nearly 14% more females than males feeling that affirmative action did not mean that white people would not be promoted anymore. Altogether 44% less white than black respondents felt this way (see table 44C). This trend was maintained directly after

training and also three months later, with 79,3% (n=23) of the black respondents and 44,4% (n=8) of the white respondents feeling this way.

More black than white respondents believed that affirmative action did not mean that white people would not be promoted anymore. In other words, more white than black respondents believed that affirmative action meant that white people would not be promoted anymore. The above must be viewed in the context of the theory. As Cahn (1993 : 23) stated, affirmative action is commonly defended as compensation owed to victims of past injustices.

Given all of these, the following tentative conclusions can be drawn :

- ◆ Black respondents were more positive toward the concept of affirmative action than white respondents.
- ◆ More white respondents than black respondents believed that affirmative action meant that white people would not be promoted anymore in the SAPS.

#### 1.3.8 DATA PERTAINING TO DIVERSITY AND DIVERSITY TRAINING

Some of the items on the scale in the questionnaire referred to issues broadly classified as relating to diversity and diversity training. These items explored the attitudes of respondents towards awareness of diversity through training, change, management of diversity and whether training could make a difference to the attitudes of the respondents.

The researcher selected all those questions in the questionnaire (see page 284, items 2.36, 2.37, 2.16 and 3.1) related to issues of diversity and diversity training, and then discussed them in some detail.

#### ***CHANGE WOULD BE EASIER IF MEMBERS HAD A BETTER UNDERSTANDING OF DIVERSITY (DIFFERENCE) (Item 2.36)***

Altogether 90% (n=45) of the respondents stated before training that change would be easier if members had a better understanding of diversity. Directly after

training, this percentage reduced to 88% (n=44). Three months later, all the respondents stated that change would be easier if members had a better understanding of diversity (see page 273). As quoted by a respondent : “Ja, so kan ons mekaar beter verstaan en sodoende meer produktief wees”. Another respondent stated : “Increase our understanding of each other. Get to know people from different races on a personal level rather than just as a working partner or colleague”.

TABLE 45

*Change would be easier if members had a better understanding of diversity (difference)*

TABLE 45A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	17	89,5	15	88,2	18	100	14	82,4
	UNCERTAIN	2	10,5	0	0	0	0	2	11,8
	DISAGREE	0	0	2	11,8	0	0	1	5,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	11	100	10	100	10	100	10	100
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	28	93,3	25	92,6	28	100	24	88,9
	UNCERTAIN	2	6,7	0	0	0	0	2	7,4
	DISAGREE	0	0	2	7,4	0	0	1	3,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 45B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	8	88,9	10	83,3	11	100	11	91,7
	UNCERTAIN	1	11,1	0	0	0	0	0	0
	DISAGREE	0	0	2	16,7	0	0	1	8,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	6	75	6	75	8	100	7	87,5
	UNCERTAIN	0	0	1	12,5	0	0	0	0
	DISAGREE	2	25	1	12,5	0	0	1	12,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	14	82,4	16	80	19	100	18	90
	UNCERTAIN	1	5,9	1	5	0	0	0	0
	DISAGREE	2	11,8	3	15	0	0	2	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

**TABLE 45C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	25	89,3	25	86,2	29	100	25	86,2
	UNCERTAIN	3	10,7	0	0	0	0	2	6,9
	DISAGREE	0	0	4	13,8	0	0	2	6,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	17	89,5	16	88,9	18	100	17	94,4
	UNCERTAIN	0	0	1	5,6	0	0	0	0
	DISAGREE	2	10,5	1	5,6	0	0	1	5,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	3	100	3	100	3	100	2	66,7
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

A total of 89,3% (n=25) of the black respondents felt the same way before training. After three months, all the black respondents felt that change would be easier if members had a better understanding of diversity.

Altogether 89,5% (n=17) of the white respondents felt that change would be easier if members had a better understanding of diversity. The same trend occurred among the black respondents. After three months, all the respondents felt that change would be easier if members had a better understanding of diversity (see table 45C).

Ingram, as cited in Training and Development (1993 : 21), stated that diversity was about recognizing, valuing and managing people's differences. Diversity is both a result and a cause of change. The researcher speculates that a mind-shift had already occurred in members within the SAPS. Members need to have an understanding of diversity. The mind-shift of the members, according to researcher, can be seen as a result of the changes that had already taken place in South Africa since 1994 and the SAPS's dedication to the transformation process.

***MEMBERS CAN BE MADE MORE AWARE OF DIFFERENCES THROUGH DIVERSITY TRAINING (Item 2.37)***

A total of 94% (n=47) of the respondents stated before training, 98% (n=49) after training and 96% (n=48) three months later that members could be made more aware of differences through diversity training (see page 274).

TABLE 46

*Members can be made more aware of differences through diversity training*

TABLE 46A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	17	89,5	16	94,1	17	94,4	12	70,6
	UNCERTAIN	1	5,3	0	0	0	0	2	11,8
	DISAGREE	1	5,3	1	5,9	1	5,6	3	17,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	11	100	10	100	10	100	9	90
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	1	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	28	93,3	26	96,3	27	96,4	21	77,8
	UNCERTAIN	1	3,3	0	0	0	0	2	7,4
	DISAGREE	1	3,3	1	3,7	1	3,6	4	14,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 46B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	9	100	12	100	10	90,9	10	83,3
	UNCERTAIN	0	0	0	0	1	9,1	2	16,7
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	8	100	8	100	8	100	7	87,5
	UNCERTAIN	0	0	0	0	0	0	1	12,5
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	17	100	20	100	18	94,7	17	85
	UNCERTAIN	0	0	0	0	1	5,3	3	15
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 46C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	26	92,9	28	96,6	27	93,1	22	75,9
	UNCERTAIN	1	3,6	0	0	1	3,4	4	13,8
	DISAGREE	1	3,6	1	3,4	1	3,4	3	10,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	19	100	18	100	18	100	16	88,9
	UNCERTAIN	0	0	0	0	0	0	1	5,6
	DISAGREE	0	0	0	0	0	0	1	5,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	2	66,7	3	100	3	100	2	66,7
	UNCERTAIN	1	33,3	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

All the white respondents felt that members could be made more aware of differences through diversity training, whereas 92,9% (n=26) of the black respondents felt this way. This attitude maintained itself, with 93,1% (n=27) feeling the same way as before they were exposed to diversity training. The white respondents felt stronger than the black respondents that diversity training could make members more aware of differences (see table 46C).

Altogether 89,5% (n=17) of the black male respondents felt before training that members could be made more aware of differences (see table 46A). Directly after training, 94,1% (n=16) of the black male respondents felt the same way. Three months later, this attitude had been maintained : 94,4% (n=17) of the black male respondents felt the same way.

All the black female respondents felt both before and directly after the training that members could be made more aware of differences through diversity training. This attitude then fell back, with 90,9% (n=10) of the black female respondents still feeling the same way. As quoted by a male respondent “if people are reminded about the importance of our diversity, it could help them”.

The black female respondents felt strongly that members could be made more aware of differences through diversity training. Three months later, 10% of them had grown uncertain (see table 46B).

The black males' attitudes still remained the same after three months.

Van der Lingen (1994 : 1) stated that managing diversity correctly is a challenge. Prejudice will remain in the workplace unless enthusiastic management and thorough training are applied to handle diversity.

***MANAGERS NEED TRAINING TO WORK WITH DIFFERENT PEOPLE  
(Item 2.16)***

Altogether 92% (n=46) respondents before training, and 92% (n=46) members directly after training, felt that managers did need training to work with different people. Three months later all the respondents stated that managers needed training to work with different people (see page 275).

TABLE 47

*Managers need training to work with different people*

TABLE 47A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	18	94,7	15	88,2	18	100	16	94,1
	UNCERTAIN	0	0	2	11,8	0	0	0	0
	DISAGREE	1	5,3	0	0	0	0	1	5,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	10	90,9	10	100	10	100	10	100
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	1	9,1	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	28	93,3	25	92,6	28	100	26	96,3
	UNCERTAIN	0	0	2	7,4	0	0	0	0
	DISAGREE	2	6,7	0	0	0	0	1	3,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 47B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	8	88,9	11	91,7	11	100	11	91,7
	UNCERTAIN	1	11,1	1	8,3	0	0	0	0
	DISAGREE	0	0	0	0	0	0	1	8,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	7	87,5	7	87,5	8	100	8	100
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	1	12,5	1	12,5	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	15	88,2	18	90	19	100	19	95
	UNCERTAIN	1	5,9	1	5	0	0	0	0
	DISAGREE	1	5,9	1	5	0	0	1	5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 47C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	26	92,9	26	89,7	29	100	27	93,1
	UNCERTAIN	1	3,6	3	10,3	0	0	0	0
	DISAGREE	1	3,6	0	0	0	0	2	6,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	17	89,5	17	94,4	18	100	18	100
	UNCERTAIN	2	10,5	0	0	0	0	0	0
	DISAGREE	0	0	1	5,6	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	3	100	3	100	3	100	3	100
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

A total of 94,7% (n=18) of the black male respondents felt this way before training, with 88,9% (n=8) of the black females feeling the same way. Three months later, all the black male respondents felt that managers needed training to work with different people (see table 47A).

Altogether 90,9% (n=10) of the white male respondents felt this way before training, with 87,5% (n=7) of the white females feeling the same way. The same trend was identified among black male respondents. All the respondents felt three months later that managers needed training to work with different people.

More black than white respondents felt before training that managers needed training to work with different people.

According to Fuhr (1992 : 14) racism and prejudice have troubled South Africa for many decades. The answer is not integration, but the recognition and acceptance of the diversity of others and the effective management of diversity. Motshabi, as cited in Human (1991 : 117), emphasised the importance of how this new diversity is handled. If not handled properly, racial and cultural diversity can impede the building of sound relationships.

***DO YOU THINK DIVERSITY TRAINING CAN MAKE A DIFFERENCE TOWARDS DIVERSITY WITHIN THE SAPS? (Item 3.1)***

Altogether 74% (n=37) of the respondents felt before training that diversity training could sometimes make a difference to the attitudes of members. A total of 16% (n=8) felt that it would always make a difference. Directly after training, 44% (n=22) of respondents stated that it would sometimes make a difference. Altogether 46% (n=23) said it would always make a difference. After three months, 22% (n=11) said that training would always make a difference, while 66% (n=32) stated that it would sometimes make a difference (see page 276). One respondent stated that “It depends on the individual if he/she want to change his/her attitudes after attending a course”.



TABLE 48

*Do you think diversity training can make a difference towards diversity within the SAPS?*

TABLE 48A : MALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	ALWAYS	4	21,1	6	35,3	4	22,2	5	29,4
	SOMETIMES	11	57,9	8	47,1	12	66,7	10	58,9
	NEVER	4	21,1	0	0	1	5,6	2	11,8
	NOT ANSWERED	0	0	3	17,6	1	5,6	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	ALWAYS	2	18,2	5	50	3	30	2	20
	SOMETIMES	9	81,8	4	40	7	70	8	80
	NEVER	0	0	1	10	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	ALWAYS	6	20	11	40,7	7	25	7	25,9
	SOMETIMES	20	66,7	12	44,4	19	67,9	18	66,7
	NEVER	4	13,3	1	3,7	1	3,6	2	7,4
	NOT ANSWERED	0	0	3	11,1	1	3,6	0	0
TOTAL		30	100	27	100	28	100	27	100

TABLE 48B : FEMALE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	ALWAYS	1	11,1	4	33,3	2	18,2	3	25
	SOMETIMES	8	88,9	7	58,3	5	45,5	8	66,7
	NEVER	0	0	0	0	2	18,2	1	8,3
	NOT ANSWERED	0	0	1	8,3	2	18,2	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	ALWAYS	0	0	5	62,5	1	12,5	0	0
	SOMETIMES	8	100	3	37,5	7	87,5	7	87,5
	NEVER	0	0	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	1	12,5
TOTAL		8	100	8	100	8	100	8	100
FEMALES	ALWAYS	1	5,9	9	45	3	15,8	3	15
	SOMETIMES	16	94,1	10	50	12	63,2	15	75
	NEVER	0	0	0	0	2	10,5	1	5
	NOT ANSWERED	0	0	1	5	2	10,5	1	5
TOTAL		17	100	20	100	19	100	20	100

TABLE 48C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	ALWAYS	5	17,9	10	34,5	6	20,7	8	27,6
	SOMETIMES	19	67,9	15	51,7	17	58,6	18	62,1
	NEVER	4	14,3	0	0	3	10,3	3	10,3
	NOT ANSWERED	0	0	4	13,8	3	10,3	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	ALWAYS	2	10,5	10	55,6	4	22,2	2	11,1
	SOMETIMES	17	89,5	7	38,9	14	77,8	15	83,3
	NEVER	0	0	1	5,6	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	1	5,6
TOTAL		19	100	18	100	18	100	18	100
OTHER	ALWAYS	1	33,3	3	100	1	33,3	1	33,3
	SOMETIMES	1	33,3	0	0	2	66,7	2	66,7
	NEVER	1	33,3	0	0	0	0	0	0
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

According to Fishbein *et al*, as cited in Els (1996 : 4), behavioral change will only take place when attitudes change. Diversity training is a process through which awareness and sensitivity is enhanced. Knowledge of similarities and differences, dysfunctional perspectives, stereotypes and prejudices generate cognitive and emotional insight aimed at attitudinal and behavioral change to achieve equality (Els, 1996 : 4).

The majority of respondents across both races and genders felt that diversity training made people more aware of differences and taught them to understand and respect different beliefs and cultures. Diversity training will have an impact, depending on the attitudes of the member. It will also help to bridge misunderstandings. Respondents felt that after diversity training members would be more positive towards one another, which would lessen tension and conflict. One respondent said that it would help to do away with differences and to build a professional Police Service through understanding and acceptance.

A small proportion of respondents felt that diversity training would never make a difference. Some black respondents felt that white members generally tended to isolate themselves (from black members). As quoted by a respondent : “Some white members do not want to accept the changes in the country”. Some white members felt that black members wanted to be dominant and that members of different race groups and cultures would always be in conflict. This statement was confronted by one respondent : “With more training members will be more understanding and patient, which will lead to better co-operation between the various groups”.

Given all of these, the following tentative conclusions can be drawn :

- ◆ Respondents believed that change would be easier if members had a better understanding of diversity.
- ◆ Respondents became more positive after three months that change would be easier if members had a better understanding of diversity.

- ◆ More white than black respondents felt that members could be made more aware of differences through diversity training.
- ◆ Three months after diversity training, all the respondents felt that managers in the SAPS needed training to work with different people.
- ◆ Respondents believed that diversity training could make a difference to the attitudes of SAPS members.

### 1.3.9 DATA PERTAINING TO EDUCATION, SKILLS AND EXPERIENCE

Some of the items on the scale in the questionnaire referred to issues broadly classified as relating to the education, skills and experience of members. These items explored the attitude of the respondents towards members with matric, a degree or diploma, skills and experience, and its importance for promotion.

The researcher selected all those questions in the questionnaire (see page 284, items 2.8, 2.25 and 2.39) relating to issues of education, skills and experience, and then discussed them in some detail.

#### ***I THINK ALL MEMBERS OF THE SAPS SHOULD HAVE AT LEAST A MATRIC (Item 2.8)***

**TABLE 49**

***I think all members of the SAPS should have at least a matric***

**TABLE 49A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	13	68,4	15	88,2	15	83,3	13	76,5
	UNCERTAIN	2	10,5	2	11,8	0	0	1	5,9
	DISAGREE	4	21,1	0	0	3	16,7	3	17,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	10	90,9	9	90	9	90	9	90
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	1	9,1	1	10	1	10	1	10
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	23	76,7	24	88,9	24	85,7	22	81,5
	UNCERTAIN	2	6,7	2	7,4	0	0	1	3,7
	DISAGREE	5	16,6	1	3,7	4	14,3	4	14,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 49B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	8	88,9	9	75	9	81,8	11	91,7
	UNCERTAIN	0	0	0	0	2	18,2	0	0
	DISAGREE	1	11,1	3	25	0	0	1	8,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	8	100	7	87,5	8	100	6	75
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	0	0	1	12,5	0	0	2	25
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	16	94,1	16	80	17	89,5	17	85
	UNCERTAIN	0	0	0	0	2	10,5	0	0
	DISAGREE	1	5,9	4	20	0	0	3	15
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 49C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	21	75	24	82,8	24	82,8	24	82,8
	UNCERTAIN	2	7,1	2	6,9	2	6,9	1	3,4
	DISAGREE	5	17,9	3	10,3	3	10,3	4	13,8
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	18	94,7	16	88,9	17	94,4	15	83,3
	UNCERTAIN	0	0	0	0	0	0	0	0
	DISAGREE	1	5,3	2	11,1	1	5,6	3	16,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	3	100	2	66,7	3	100	2	66,7
	UNCERTAIN	0	0	1	33,3	0	0	0	0
	DISAGREE	0	0	0	0	0	0	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

A total of 84% (n=42) of the respondents felt before training as well as directly after training that members of the SAPS should at least have a matric qualification. Three months later, 88% (n= 44) felt the same way.

Altogether 94,7% (n=18) of the respondents said before training that members should at least have matric, with 10% more female than male respondents feeling this way. This attitude was maintained three months later, with 94,4% (n=17) of the white respondents feeling the same way (see page 277).

Before the training, 75% (n=21) of the black respondents stated that members should at least have matric, with 20% more female than male respondents feeling this way.

More white than black respondents felt that all members should at least have matric. More female than male respondents felt this way (see table 49C).

In 1920, the educational standard of entry was Standard 6 for white recruits. No formal entry requirements were specified for black recruits (Brewer : 1994). According to LP Brown, as stated in Mathews, Heymann and Mathews (1993 : 89), "I value education. I believe that police officers should be well educated, well paid and well trained. They should be trained to appreciate cultural differences without placing value judgements on them".

***I CONSIDER A MEMBER WITH A DEGREE OR DIPLOMA A BETTER POLICE OFFICIAL THAN A MEMBER WITH MATRIC (Item 2.25)***

Altogether 72% (n=36) of the respondents stated before training that a member with a degree or diploma was not necessarily a better police official than a member with only a matriculation certificate. This attitude was maintained directly after training, with 70% (n=35) feeling this way and also three months later, with 74% (n=37) feeling that they did not consider a police official with a degree of diploma a better police official than one with matric (see page 278).

**TABLE 50**

***I consider a member with a degree or diploma a better police official than a member with matric***

**TABLE 50A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	2	10,5	5	29,4	2	11,1	7	41,2
	UNCERTAIN	2	10,5	2	11,8	5	27,8	2	11,8
	DISAGREE	15	78,9	10	58,9	11	61,1	8	47,1
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	2	18,2	1	10	1	10	0	0
	UNCERTAIN	2	18,2	1	10	1	10	1	10
	DISAGREE	7	63,6	8	80	8	80	9	90
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	4	13,3	6	22,2	3	10,7	7	25,9
	UNCERTAIN	4	13,3	3	11,1	6	21,4	3	11,1
	DISAGREE	22	73,3	18	66,7	19	67,9	17	63
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 50B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	2	22,2	2	16,7	1	9,1	5	41,7
	UNCERTAIN	1	11,1	1	8,3	1	9,1	1	8,3
	DISAGREE	6	66,7	9	75	9	81,8	6	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>9</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>12</b>	<b>100</b>
WHITE FEMALE	AGREE	1	12,5	3	37,5	0	0	0	0
	UNCERTAIN	1	12,5	0	0	1	12,5	1	12,5
	DISAGREE	6	75	5	62,5	7	87,5	7	87,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>
FEMALES	AGREE	3	17,6	5	25	1	5,3	5	25
	UNCERTAIN	2	11,8	1	5	2	10,5	2	10
	DISAGREE	12	70,6	14	70	16	84,2	13	65
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>17</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>20</b>	<b>100</b>

**TABLE 50C : RACE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	4	14,3	7	24,1	3	10,3	12	41,4
	UNCERTAIN	3	10,7	3	10,3	6	20,7	3	10,3
	DISAGREE	21	75	19	65,5	20	68,9	14	48,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>28</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>
WHITE	AGREE	3	15,8	4	22,2	1	5,6	0	0
	UNCERTAIN	3	15,8	1	5,6	2	11,1	2	11,1
	DISAGREE	13	68,4	13	72,2	15	83,3	16	88,9
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>19</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
OTHER	AGREE	0	0	0	0	0	0	0	0
	UNCERTAIN	1	33,3	0	0	1	33,3	1	33,3
	DISAGREE	2	66,7	3	100	2	66,7	2	66,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

Altogether 75% (n=21) of the black respondents said before training that they did not consider a member with a post-matric qualification better than a member with matric only. After three months 68,9% (n=20) felt this way, with black females feeling stronger (81,8% (n=9)) than black male respondents (61,1% (n=11)).

Altogether 68,4% (n=13) of the white respondents felt that the possession of a degree or diploma did not necessarily make a member a better police official than a member with matric only. After three months, 83,3% (n=15) of the white respondents felt the same way, with 87,5% (n=7) of the white female respondents and 80% (n=8) of the white male respondents feeling the same way.

Before diversity training, more black than white respondents stated that they did not consider members with degrees or diplomas better police officials than those

with only a matric qualification. After a three-month period, more white than black respondents felt this way. Females felt stronger about the fact that members with post-matric qualifications were not necessarily better police officials than members with matric only.

***SKILLS AND EXPERIENCE IS NO LONGER THE MOST IMPORTANT CRITERIA FOR PROMOTION IN THE SAPS (Item 2.39)***

**TABLE 51**

***Skills and experience is no longer the most important criteria for promotion in the SAPS***

**TABLE 51A : MALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK MALE	AGREE	6	31,6	5	29,4	6	33,3	5	29,4
	UNCERTAIN	3	15,8	0	0	2	11,1	1	5,9
	DISAGREE	10	52,6	12	70,6	10	55,6	11	64,7
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	17	100	18	100	17	100
WHITE MALE	AGREE	6	54,5	6	60	5	50	4	40
	UNCERTAIN	2	18,2	1	10	2	20	1	10
	DISAGREE	3	27,3	3	30	3	30	5	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		11	100	10	100	10	100	10	100
MALES	AGREE	12	40	11	40,7	11	39,3	9	33,3
	UNCERTAIN	5	16,7	1	3,7	4	14,3	2	7,4
	DISAGREE	13	43,3	15	55,6	13	46,4	16	59,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		30	100	27	100	28	100	27	100

**TABLE 51B : FEMALE**

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK FEMALE	AGREE	5	55,6	5	41,7	2	18,2	5	41,7
	UNCERTAIN	0	0	1	8,3	3	27,3	1	8,3
	DISAGREE	4	44,4	6	50	6	54,5	6	50
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		9	100	12	100	11	100	12	100
WHITE FEMALE	AGREE	5	62,5	5	62,5	6	75	5	62,5
	UNCERTAIN	2	25	1	12,5	1	12,5	0	0
	DISAGREE	1	12,5	2	25	1	12,5	3	37,5
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		8	100	8	100	8	100	8	100
FEMALES	AGREE	10	58,8	10	50	8	42,1	10	50
	UNCERTAIN	2	11,8	2	10	4	21,1	1	5
	DISAGREE	5	29,4	8	40	7	36,8	9	45
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		17	100	20	100	19	100	20	100

TABLE 51C : RACE

		PRE-TEST		POST-TEST		FOLLOW-UP		CONTROL	
		N	%	N	%	N	%	N	%
BLACK	AGREE	11	39,3	10	34,5	8	27,6	10	34,5
	UNCERTAIN	3	10,7	1	3,4	5	17,2	2	6,9
	DISAGREE	14	50	18	62,1	16	55,2	17	58,6
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		28	100	29	100	29	100	29	100
WHITE	AGREE	11	57,8	11	61,1	11	61,1	9	50
	UNCERTAIN	4	21,1	2	11,1	3	16,7	1	5,6
	DISAGREE	4	21,1	5	27,8	4	22,2	8	44,4
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		19	100	18	100	18	100	18	100
OTHER	AGREE	1	33,3	0	0	0	0	2	66,7
	UNCERTAIN	0	0	1	33,3	1	33,3	0	0
	DISAGREE	2	66,7	2	66,7	2	66,7	1	33,3
	NOT ANSWERED	0	0	0	0	0	0	0	0
TOTAL		3	100	3	100	3	100	3	100

Altogether 57,8% (n=11) of the white respondents stated before training that skills and experience were no longer the most important criteria for promotion in the SAPS. More females respondents (62,5% (n=5)) than male respondents (54,6% (n=6)) felt this way. Directly after training and also three months later, 61,1% (n=11) of the white respondents felt that skills and experience were no longer the most important criteria, with 75% (n=6) of the female respondents and 50% (n=5) of the male respondents feeling this way.

After training, 62,1% (n=18) of the black respondents stated that skills and experience were the most important criteria, with 54,5% (n=6) of the female respondents and 55,6% (n=10) of the males feeling this way. The white respondents believed that skills and experience were no longer the most important criteria for promotion within the SAPS (see table 51C). In contrast, the black respondents believed that skills and experience were the most important criteria for promotion. According to Fischer (1996 : 32) many white South Africans regard affirmative action as reverse discrimination, under which unqualified black men and women are hired simply because of their race and gender.

Given all of these, the following tentative conclusions can be drawn :

- ◆ White respondents felt stronger than black respondents that members of the SAPS should have at least a matric qualification.



- ◆ Female respondents felt stronger than male respondents that members should have at least a matric qualification
- ◆ Females felt stronger that a member with a degree or a diploma was not necessarily a better police official than a member with matric only.
- ◆ White respondents believed that skills and experience were no longer the most important criteria for promotion.
- ◆ Black respondents believed that skills and experience were still the most important criteria for promotion.

#### 1.4 DATA PERTAINING TO FURTHER NEEDS OF RESPONDENTS

White male respondents felt that there must be equal opportunities for all. The best male/female for the job, irrespective of race, color or culture should be appointed. In the process the SAPS should become more consumer-orientated. There are certain basic qualities that a member must possess. These cut across barriers of race or culture, and the police should focus on those. More diversity workshops should be held, as they give members a whole new understanding of diverse cultures, which will ultimately lead to better relationships in the workplace. Workshopping on affirmative action should be done from the highest to the lowest levels. The SAPS should be representative of all race groups and genders. No form of discrimination whatsoever should be practised or condoned.

White female respondents strongly felt that men and women should be treated equally. As stated by a white female respondent : “Managers must be trained in appropriate skills and knowledge. Sexual harassment should not be used as a weapon”. Women felt that men must trust them within the workplace as far as their duties and work are concerned.

Black males felt that “black commanders should command white stations”. Different population groups must work together at all stations. White and black members must be like brothers and sisters. A black male respondent stated that “all types of discrimination must be abolished completely. Politics should be avoided in the work situation”.

Black females felt that it was very important that superiors at work acted in a transparent manner. In addition, managers must understand and be sensitive to the differences between people. The circumstances under which female SAPS officials work must also be improved. Black females would like to see sincere changes being introduced. The SAPS must also take the skills of members into consideration. Members should be given the chance to express themselves.

All race groups and both genders expressed a definite need to be treated equally and with respect. According to the Constitution (1996) the state must respect, protect, promote and fulfil the rights contained in the Bill of Rights (see page 73).

#### 1.5 DATA PERTAINING TO POLICIES AND PROCEDURES RECOMMENDED BY RESPONDENTS

As stated by a respondent “The ‘rainbow nation’ concept must be implemented at all stations at ground level. Equal opportunities for all”. Everybody must accept and respect other people’s cultures, and no discrimination should be allowed. Another respondent said that the emphasis should be on training. “We should move away from the autocratic style of management to a more participative style. Policy with regard to equal opportunities should be introduced. The best male/female for the job, irrespective of race, color or culture, should be appointed/promoted”. “Better use of supportive services is vital”. “The Police should do away with racial discrimination. Females should be given opportunities to fill more management positions”. “Adequate communication channels should be improved. The right to freely express yourself is of vital importance”. “Attendance of a diversity workshop should be made compulsory for everyone within the Police Service”. Respondents felt that diversity training should form part of basic training.

#### 1.6 DATA PERTAINING TO WHAT ROLE SOCIAL WORKERS SHOULD PLAY IN DEALING WITH DIVERSITY

According to the respondents, social workers must promote tolerance for different

beliefs and understanding amongst members. Training programs where members are being made aware of the underlying processes that govern their actions, should be introduced. Social workers should be accepting of the differences between people when working with them. Social workers should take cognisance of the fact that the people they serve are of diverse backgrounds and cultures. Making members aware of diversity is another important task social workers should undertake. Training should include the attitudes and needs of members. Members should be made aware of differences and how to cope with them. “Ventilation” sessions and supportive services are also expected from social workers, as is input in management structures and on the planning of “rainbow” stations. Social workers, according to the respondents, should help and support members to accept change. Social workers should further also act as attitude change agents. They should be involved in the facilitation of diversity workshops. Social workers must act as co-ordinators and mediators between management and employees.

The above-mentioned suggestions are consistent with current theory. According to Du Bois *et al* (1996 : 9) social work has a vision of the future based on the ideal of social justice. Thompson (1997 : 1) stated that social workers need to be able to work in a society that is multiracial and multicultural. Social workers can be seen as mediators between clients and the wider state apparatus. This position of mediator is a crucial one, as it means that social workers are in a pivotal position in terms of the relationship between the state and its colleagues (Thompson, 1996 : 10).

Devore *et al*, as stated in Du Bois *et al* (1996 : 53) stated that social workers need to recognize the overall impact of an ethnic reality on day-to-day life. Understanding the roles and status of women, ethnic groups, racial minorities, people with disabilities, gay men and lesbians, and others who suffer discrimination and oppression, is critical to effective social work. Social workers have been summarily described as “professional helpers designated by society to aid people who are distressed, disadvantaged, disabled, deviant, defeated or dependent. They also are charged to help people lessen their chances of being

poor, inept, neglected, abused, divorced, delinquent criminal, alienated or mad”, as quoted in Siporin, as cited in Du Bois *et al* (1996 : 19).

A chief mandate of the social work profession is that social workers have to work with people who are disenfranchised and oppressed. Rather than applying labels that denote pathology, empowerment based social work focuses on the strengths of human systems, thereby promoting personal and societal competence.

#### 1.7 DATA PERTAINING TO INFORMATION GATHERED THROUGH INTERVIEWS CONDUCTED DIRECTLY AFTER EACH WORKSHOP

Due to the fact that the respondents were very tired after a three-day diversity workshop, the researcher decided to keep the interviews very short. It was noticed that, probably due to their tiredness, the respondents were not very positive about the interviews. The main questions asked by the researcher were how the respondents felt at that specific time, and if there was anything they wanted to share with the researcher that could help her in the research study. Some interesting responses were obtained. It was evident that members had gained a better understanding of one another through their attendance of the diversity workshop. Members were very positive that this would lead to better co-operation between different genders and cultures. Members found it valuable to have had some personal contact with members from other cultures and found that their respect for their colleagues from other cultural groups had increased. Members recommended that the diversity workshop should be compulsory. Initially, members were negative because of uncertainty about what it would entail. However, once they were exposed to the workshop, their attitude changed completely.

It was further recommended that management should also be exposed to diversity training. Members felt positive about the diversity training, because it had provided them with considerable insight in and knowledge of issues of diversity. Members knew that change was vital, but, as one member responded : “I did not know where to start”.

It came to light that the Coloured members felt excluded from the course and research, so much so, that one Coloured member refused to be interviewed by the researcher. This was of great concern to the researcher. The researcher then took the initiative to contact the member at a later stage to establish the reason why the member had acted this way. The member agreed to co-operate, three months after the diversity workshop. The member stated that as a Coloured member, he generally felt that he belonged nowhere. During the interview, it came to the researcher's attention that the member was still suffering emotionally from the effects of past discrimination. This is also consistent with the theory. The respondent felt that under the previous government, he did not belong anywhere; in the present government, he felt the same. He stated that both white and black people rejected Coloured people. According to Devore *et al* (1996 : 159) the past affects and gives shape to problems manifested in the present.

Social work has a vital role to play in this regard. Ethnic-sensitive social work practice calls for particular attention to the consequences of racism, poverty and discrimination on the individual. One of the members made a very interesting remark : "Discrimination does not just exist between black and white members. It also exists between white English and Afrikaans-speaking members". Members felt very strongly that the 'Rainbow Nation' concept has not really been applied. Certain stations are still predominantly white. The SAPS must work towards a 50/50% basis.

Members felt that poor communication was one of the major problems within the SAPS, and that this deficiency needed to be addressed. According to Wiggill (1994 : 13) diversity training is no 'cure all', no wonder drug of the 1990's. Its impact will be only as good or as bad as the motivation believed and strategy for this type of training and context within which it is attempted.

According to Wiggill (1994 : 13), training strategies are like a 'cookbook' approach. The training revolves around discovering more about other people's cultures and developing recipes for dealing with them.

CHAPTER 6  
CENTRAL FINDINGS,  
CONCLUSION  
AND  
RECOMMENDATIONS

# 1. **SUMMARY OF CENTRAL FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

## 1.1 **INTRODUCTION**

In this study, the opinions and attitudes of members of the SAPS towards issues of diversity were explored. In addition, the study investigated whether any change in attitude occurred in the members after they had attended diversity workshop. In this chapter, the findings will be discussed according to the themes identified in Chapter 5 (see page 81). For ease of understanding, recommendations will be discussed after each theme.

## 1.2 **FINDINGS RELATED TO SEXISM**

### 1.2.1 SUMMARY AND CONCLUSION

Sexism involves discriminatory practices against a specific sex (usually women), particularly in employment and other sexual roles. It is the institutionalized practice of systematically making decisions simply on the basis of anatomical traits, and results in oppression, ridicule or embarrassment (Yarmey, 1990 : 116). There was evidence that the male members of the SAPS were more sexist than the female members. It was further found that black men held more sexist views than any other group, i.e. black and white women or white men.

Nicholson (1984 : 1) stated that surveys confirmed that most people still believed that men and women were very different creatures. Men are taught to be physically tougher, more aggressive and more rational. They are better able to handle sex without love, and more likely to be successful at work by virtue of their greater will to win. As stated by Garrett (1997 : 1) “the qualities women naturally possess are often thought to be inferior”.

More black female respondents than white female respondents in this study indicated that they considered women to be inferior to men (see page 91).

Trompenaars (1993 : 3) suggested that “in every culture in the world such phenomena as authority, bureaucracy, creativity, good fellowship, verification and accountability are experienced in different ways”. This could explain why black and white women differed on this issue. It was found that male respondents believed that women were being given more opportunities than men in the 1990’s, whereas women did not share this belief. Garrett (1987 : vii) stated that whether one is born male or female will have major consequences for all aspects of one’s life.

White female respondents felt that men still discriminated against women (see page 100). Black female respondents also felt this, but to a lesser extent. Taylor (1994 : 11) stated that “discrimination refers to behavioral bias toward a person based on the person’s group identity”. Discrimination, according to Feldman (1989 : 68), occurs when members of a group are treated negatively or positively simply because of their membership of that group.

Before training, more male than female respondents felt that men and women had conflict because they thought differently (see page 102). According to Nicholson (1984 : 69) men and women respond to emotion in different ways – women, verbally, and men, physiologically. Smith (1996 : 10) stated that communication barriers occurred when men and women could not readily adapt to one another’s communication style.

It emerged that the male respondents believed that women confused flirting with sexual harassment (see page 108). However, the female respondents believed that they did not confuse flirting with sexual harassment. Robbins (1996 : 475) stated that sexual harassment was legally defined as “unwelcome advances, requests for sexual favors and other verbal or physical conduct of a sexual nature”. Jacobs (SAPU Gauteng) suggested that we need to distinguish between sexual attention that is wanted and sexual attention that is unwanted. Cox stated (1994 : 79) that



many behaviors that may be interpreted as harassment, were simply insensitive remarks or actions by people who needed to be educated.

Before the respondents were exposed to training, they felt that the two genders did not respect each other (see page 104). After they had been exposed to training, this attitude changed completely. It was found that the training did have an impact on the attitudes of members towards issues of sexism. According to Els (1996 : 4) “diversity training is a process to enhance awareness, sensitivity and knowledge of similarities and differences, dysfunctional perspectives, stereotypes and prejudices to generate cognitive and emotional insight aimed at attitudinal and behavioral change to achieve equality”.

This study revealed that female respondents wanted to be treated equally to the male members of the SAPS. The need for an improvement in the circumstances under which female members of the SAPS worked was also exposed.

It was found that training had an effect on member’s attitudes to the issue whether sexual discrimination was handled adequately within the SAPS. After exposure to diversity training, more respondents felt that sexual discrimination was not handled adequately (see page 110). As stated by a female respondent : “Sexual harassment should not be used as a weapon”. The female respondents felt that their male counterparts should trust them in the workplace as far as their duties are concerned.

### 1.2.2 RECOMMENDATIONS

- ◆ Top management, who is responsible for decision-making in recruitment, selection, appointments and field placing, should be aware of their own attitudes towards the different sexes and races in all these activities to avoid enforcing personal preferences of any other discriminatory or unfair practices.

### 1.3 FINDINGS RELATED TO RACISM

#### 1.3.1 SUMMARY AND CONCLUSION

Yarmey (1990 : 118) suggested that racism is the differential treatment and control of individuals on the basis of their membership of a racial group. Diversity training appeared to have a positive impact on the attitude of respondents towards the issue of whether they would allow their children to attend a multiracial day-care centre (see page 113). More black than white respondents indicated their lack of respect for a racist. According to Yarmey (1990 : 118) research indicated that when white and black shared the same goals and interacted in a co-operative manner in order to reach common objectives, prejudice was usually lessened. In this study, a larger proportion of black respondents than white respondents felt before diversity training that people of different races did not respect one another (see page 118). The larger proportions of white respondents felt that there was respect between the different races. After training, this attitude changed to the opinion that respect did not exist between the different races.

The majority of respondents indicated that racism should not be allowed within the SAPS (see page 122). After diversity training, a large proportion of the black respondents became uncertain about the issue whether members of racial minorities have a lower self-esteem than members from a predominant racial group (see page 123). After white respondents had been exposed to training, a larger proportion felt that racial minorities may suffer from a lower self-esteem. Feldman (1989 : 72) suggested that members of racial minorities may have a lower self-esteem (feelings of personal self-worth) than members of predominant racial groups.

After they had been exposed to diversity training, a larger proportion of black respondents felt that racial discrimination was not handled adequately within the SAPS (see page 126). A larger proportion of white females than white males

concurred with this view. Black respondents believed that whites, especially white management, discriminated against people of color.

Fuhr suggested (1992 : 14) that racism and prejudice have troubled South Africa for many decades. However, the answer to racism is not integration but the recognition and acceptance of the diversity of others and the effective management thereof. Some black respondents indicated that black commanders should command so-called 'white' stations.

### 1.3.2 RECOMMENDATION

- ◆ It is important for SAPS management to take note of the findings of this study on issues of racism. All the groups stated that racism still existed in the SAPS and that specifically management was not dealing with it adequately.

## 1.4 FINDINGS RELATED TO CULTURAL DIVERSITY

### 1.4.1 SUMMARY AND CONCLUSION

The *New Dictionary of Social Work* (1998 : 16) defines culture as a "system which includes knowledge, beliefs, art, morals, law, customs and other capabilities and habits shared by members of a society". The larger proportion of black respondents felt that people of different cultures had different rights, whereas the larger proportion of white respondents felt that different cultures did not have different rights (see page 129). Sachs (1992 : 159) suggested that it is crucial that South Africans now set about disestablishing their culture and breaking away from the conceptual and structural strangulations of the past. "We are afraid to be ourselves and terrified of discovering one another".

A larger proportion of white than black respondents felt that not only black people had a specific culture (see page 132). A sizable proportion of the black respondents (35,7% (n=10)) felt that only black people had a specific culture.

Kroon (1996 : 523) stated that culture is the "learned, shared way in which things are done within a certain community, how the members eat, dress and teach and

how they greet each other". Sachs said that, "In a sense culture, is everything. It is who we are, how we see each other".

It became clear that a larger proportion of the black respondents felt that their own cultural heritage was superior to other cultures (see page 134). Kroon (1996 : 523) stated that the popular dimensions of culture are language, time orientation and personal space, and religion. Each culture is unique. It constitutes the shared ways in which groups of people understand and interpret the world. A large proportion of the respondents (84%) felt that traditional customs should be respected.

Before training, 12% more white than black respondents felt that conflict was caused by a lack of understanding between people of different races and cultures (see page 137). According to Ntunja *et al* (1997 : 70) a lack of understanding of other cultures often leads to unnecessary conflict in organizations such as the SAPS. He further suggested that if black and white people recognized, understood and appreciated one another's culture, incidences of conflict should decrease.

Ingrams, as cited in Training and Development (1993 : 21), stated that diversity seems to be about several things. "It is about communication. We need to provide more language training as well as cross-cultural communication". According to Els (1996 : 4) "diversity training is a process to enhance awareness, sensitivity and knowledge of similarities and differences, dysfunctional perspectives, stereotypes and prejudices to generate cognitive and emotional insight aimed at attitudinal and behavioral change to achieve equality".

Diversity training had an effect on members' attitudes to peace and harmony (see page 139). After a period of time, more respondents started to believe that peace and harmony was possible while people had different values and beliefs. The majority of white respondents stated that peace and harmony was possible even though people held diverse values and beliefs, while the majority of the black

respondents believed that peace and harmony was not possible while people held diverse beliefs and values.

According to Kanter *et al* (1994 : 7) a study was conducted to learn more about managerial issues provoked by cultural differences. It was found that many employees felt that the differences that exist between cultures did not create problems for them. According to Mcnamara (1992 : 19) poor intercultural understanding has undermined the effectiveness of work groups in the South African industry. There is a need for accepted forms of contact between cultures at work, respected supervision, discipline and effective task co-operation and initiative. Ntunja *et al* (1997 : 90) suggested that a greater understanding of these differences would create greater harmony amongst members of the SAPS.

White respondents felt more comfortable than black respondents about working with people from a different race and background (see page 141). It became clear that black male respondents felt more uncomfortable than black female respondents about working with people from a different race. In his 1920 Annual Report, the then Chief Commissioner of Police stated that members from the black communities would only deal with offenders from their own group. Where white and black police patrolled together, black policemen were required to walk a few discreet paces behind their white colleagues (Brogden van Onselen, as quoted in Brewer, 1994 : 61).

The fact that some members did feel uncomfortable about working with people from a different race group could be caused by the fact that before 1994, the SAPS was required to impose and maintain social boundaries between groups. Members were not encouraged to interact socially.

After a three-month period, more or less the same proportion of white and black respondents (62%) felt that members should not necessarily police communities of their own race. A larger proportion of black than white respondents stated that they preferred to work in a team consisting of members from diverse backgrounds. Fewer black than white respondents felt that it was possible for

other groups to understand their culture. A larger proportion of white respondents felt that it was possible for people from other cultures to understand their culture. A larger proportion of black respondents than white respondents felt that their culture was not accommodated and respected. Ntunja *et al* (1997 : 90) suggested that until recently police practices were mainly based on white European culture, and as such did not accommodate African culture.

Altogether 96% of the respondents felt that it was important to use a language understandable to all members (see page 155). Harris, as cited in Thompson (1997 : 146), stated that language was the main medium through which culture was transmitted.

The diversity training presented in the SAPS evidently had an effect on the attitudes of black respondents. Before they were exposed to diversity training, 64,3% had stated that rituals and celebrations should not interfere with time at work (see page 152). Three months later, 5% more black respondents felt the same way. However, white respondents grew more uncertain over a period of time. It also became clear that diversity training had an impact on respondents' attitudes to the issue whether it was their right to get time off from work for religious festivals. After diversity training, more members believed that it was not their right to get time off from work for religious festivals.

Baron (1994 : 65) suggested in order to manage or change culture in organizations, management must not only be able to identify the determinants of culture, but also understand the way in which they interact. One of the most important skills for managers attempting to manage or change corporate culture is the ability to identify and manage tension. Fuhr suggested that when people believed they had a legitimate place in the organization and a meaningful contribution to make, regardless of their cultural or ideological differences, a culture of trust would begin to emerge and the long journey towards employment commitment would have begun.

White male respondents generally felt that there must be equal opportunities for all, i.e. the best male or female must get the appointment or promoted, irrespective of race or culture. More diversity workshops must be presented, because they offer a whole new understanding of the various cultures, which will enhance relationships in the workplace. Respondents felt that everybody should respect each other's cultures and that no discrimination should be practised or condoned.

Respondents identified the need that social workers promote tolerance of different beliefs and understanding amongst members. It was recommended that social workers be involved in training programs to make members more aware of the underlying processes that govern their actions. Making members aware of diversity and how to cope with diversity, is seen as part of a social worker's role. "Ventilation" and supportive services are expected of social workers.

Respondents felt that social workers could help and encourage members to accept change. They further should get involved in planning a "Rainbow Nation". They must act as co-ordinators and mediators between management and employees. Devore *et al*, as cited in Du Bois (1996 : 53) stated that social workers have been summarily described as "professional helpers designated by society to aid people who are distressed, disadvantaged, disable, deviant, defeated or dependent".

#### 1.4.2 RECOMMENDATION

- ◆ SAPS Management must recognize the pressing need among members for better understanding of diversity. Therefore, the implementation of the diversity training program on a permanent and possibly compulsory basis seems essential.
- ◆ Social Work services were identified by respondents as the division which should handle instances where diversity still cause conflict. Social Work services should therefore equip themselves to deal with such problems, whether management or grassroots levels.

## 1.5 FINDINGS RELATED TO DISCRIMINATION

### 1.5.1 SUMMARY AND CONCLUSION

Discrimination refers to behavioral bias toward a person based on that person's group identity (Taylor, 1994 : 64). Feldman (1989 : 68) stated that :  
 “discrimination occurs when members of a group are treated negatively or positively due to their membership in a group”. A larger proportion of black than white respondents felt before training that equal opportunities did not exist within the SAPS. More black males than black females felt this way. After three months, a larger proportion of black respondents felt that equal opportunities did exist within the SAPS, while an increased proportion of white respondents felt that equal opportunities did not exist within the SAPS (see page 161).

Initially, a larger proportion of black than white respondents believed that discrimination still existed within the SAPS. After white respondents had been exposed to diversity training, more white than black respondents stated that discrimination still existed (see page 163). According to Feldman (1989 : 68) “when people are prejudiced, they will most likely discriminate against members of a group”. Feldman (1989 : 75) claimed that people who are given direct training in the meaning of subtle cues that occur during social interaction between members of different groups, show a reduction in prejudice. They become more accurate in their understanding of others' behavior. Diversity training is very critical at this period of transformation and reconciliation in our country.

In a minute dated 20 August 1996, Commissioner Fivaz stated that any form of discrimination in the SAPS was in contradiction of the SAPS's ethical code of conduct and would be considered to constitute misconduct against duty and discipline (see page 74).

Respondents stated that the “Rainbow Nation” concept must be implemented at ground level at all SAPS stations. All types of discrimination must be abolished completely. Everybody should enjoy equal opportunities.



### 1.5.2 RECOMMENDATION

- ◆ Although equity, affirmative action and transformation are treated as top priorities in the SAPS, responses indicated that members believe that discrimination still exists. Therefore all personnel managers should strictly adhere to non-discriminatory policies. Managers should not neglect to make use of supportive services to address these issues.

## 1.6 FINDINGS RELATED TO HOMOSEXUALITY

### 1.6.1 SUMMARY AND CONCLUSION

Isaacs *et al* (1992 : xiii) suggested that homosexuality is a “broad spectrum of psychological, emotional and sexual variables in a state of interplay between people of the same sex”.

A larger proportion of female than male respondents had no objection to working with a homosexual (see page 166). White male respondents objected more than the black male, female or white female respondents to working with a homosexual. Diversity training evidently had an impact on the attitudes of respondents towards the issue whether homosexuals had a right to work within the SAPS. After they had been exposed to diversity training, 24% more respondents felt that homosexuals did have the right to work in the SAPS.

Gay and lesbian adolescents are faced with both a hostile and an unbelieving world (Hammersisth as cited in Savin-Williams : 1990). Savin-Williams (1990 : 1) stated that cultural forces such as the media, law, religion and tradition and those in a youth’s immediate social world, that is, family members and peers, reinforce the negative stereotypes of homosexuality prevalent in our society.

Weinberg, as cited in Nungesser (1983 : 108), stated that prejudice against homosexuals was often characterized by a set of unfounded negative beliefs and stereotypes about homosexuals. According to Thomson *et al* (1990 : 3.2) personal homophobia (prejudice) is primarily caused by misinformation. Paul, as

cited in Nungesser (1983 : 107), stated that knowledge was an ultimate enemy of prejudice. The restriction of knowledge, whether consciously so intended or not, is therefore an agent of prejudice.

#### 1.6.2 RECOMMENDATION

- ◆ Managers in the SAPS should not allow any form of discrimination based on sexual orientation, whether visible in attitudes towards colleagues of diverse orientation or any other behavior. The protection of all SAPS members against discrimination is the responsibility of management and its supportive systems.

### 1.7 FINDINGS RELATED TO HIV

#### 1.7.1 SUMMARY AND CONCLUSION

It became clear in the study that a larger proportion of black than white respondents would feel comfortable about working with a colleague who is HIV positive (see page 171).

Over a period of time, all respondents became uncertain about whether they would be comfortable working with a colleague who is HIV positive. De Witt (1993 : 7) suggested that the uncertainties surrounding AIDS and the fear generated by the media and other institutions have resulted in irrational perceptions and responses. AIDS has therefore had an impact beyond the narrow physical dangers of the disease. In order to address AIDS and employment issues properly, it is according to De Witt necessary to know as many facts as possible to make sure that unfounded, vindictive and discriminatory prejudices against AIDS victims are not allowed to take root. Diversity training can play an important role in giving members accurate information about HIV and AIDS.

#### 1.7.2 RECOMMENDATION

- ◆ It is important to note the high levels of uncertainty about HIV and AIDS among respondents. It has already been established from literature that

knowledge of the infection and the illness is the only way to counter insecurities, mistrust and prejudice. It is thus of the utmost importance that all SAPS members should be well informed about HIV and AIDS. SAPS management and the supportive services should realize and address the need in the Eastern Cape.

## 1.8 FINDINGS RELATED TO AFFIRMATIVE ACTION

### 1.8.1 SUMMARY AND CONCLUSION

According to Fischer (1996 : 30) the objective of affirmative action is to create a society in which everyone has the same chance to advance in life. In this study, black respondents were more positive to the concept of affirmative action than white respondents (see page 175). Fischer (1996 : 30) stated that affirmative action has different meanings for different people. For millions of black South Africans, it is a beacon of hope and a chance for a better life. For many white South Africans, it has, however, come to signify a new form of discrimination that is threatening their future careers and livelihood.

More white than black respondents believed that affirmative action means that white people would not be promoted anymore (see page 177). As Fischer (1996 : 32) suggested, many white South Africans regard affirmative action as reverse discrimination in terms of which unqualified black men and women are hired solely on the basis of their race and/or gender.

### 1.8.2 RECOMMENDATION

- ◆ The implementation of affirmative action is experienced differently by different groups within the SAPS. It is therefore important that SAPS management and the supportive services are sensitive to the reactions of different people to this issue.

## 1.9 FINDINGS RELATED TO DIVERSITY AND DIVERSITY TRAINING

### 1.9.1 SUMMARY AND CONCLUSION

Three months after respondents had been exposed to diversity training, all the respondents stated that change would be easier if members had a better understanding of diversity (see page 179). Ingram, as cited in Training and Development (1993 : 21), stated that “diversity is about recognizing, valuing and managing people’s differences”. Diversity is both a result of change and a cause of change.

After three months, all the respondents became more positive about the issue whether members can be made more aware of differences through diversity training (see page 181). According to Van der Lingen (1994 : 1) prejudice will remain in the workplace unless management addresses the issue of diversity with enthusiasm and implement intensive diversity training programs.

Three months after members had been exposed to diversity training, all the respondents felt that managers needed training in dealing with different people (see page 183). Rosmarin (1992 : 33) said that the management of diversity was being able to work with individuals from different backgrounds in a manner that enables them to reach their full potential in pursuit of organizational objectives without anyone being disadvantaged by irrelevant considerations. Daniel (1993 : 38) stated that managing diversity entailed the development of an environment that fosters awareness, value and acceptance of individual differences and gives employees opportunities and judges them fairly on their talents, skill and contributions. Through diversity management, members’ expectations would therefore be addressed and biases and stereotypical behavior would be removed.

The majority of respondents felt that diversity training could make a difference to the attitudes of members towards diversity (see page 185). Anderson (1993 : 59) stated that “diversity can be a stimulus for intellectual, emotional, economic and

social growth”. According to Wiggill (1994 : 13) “diversity training is no ‘cure all’, no wonder drug of the 1990’s”. Its impact will only be as good or as bad as the motivation, strategy and context with which it is attempted. Training strategies are, according to Wiggill (1994 : 13), like a cookbook approach : training revolves around discovering other people’s culture and developing recipes for dealing with them. According to Els (1996 : 16) “diversity training offers several benefits. It supports mechanisms to prevent discrimination and the transformation process within the SAPS, which will eventually contribute to a safe and secure environment”.

Black female respondents felt that it was important that their superiors met the requirement of transparency in the workplace. Training and proper transparency are therefore important. Respondents felt that more emphasis should be placed on training. The SAPS should move away from an autocratic style of management to a more participative style. Respondents also felt that the attendance of a diversity workshop should be made compulsory for everyone within the SAPS. Diversity training should, in fact, form a part of basic training.

#### 1.9.2 RECOMMENDATION

- ◆ There can be no doubt about the positive outcome of the SAPS diversity training program in bringing about a change in understanding, perceptions and attitudes towards all issues of diversity among members. All employees in the SAPS should be given the opportunity to attend the program. Consideration should be given to making attendance compulsory.

### 1.10 FINDINGS RELATED TO EDUCATION, SKILLS AND EXPERIENCE OF MEMBERS WITHIN THE SAPS

#### 1.10.1 SUMMARY AND CONCLUSION

A larger proportion of white than black respondents felt that all members should at least have a matric certificate (see page 188). More female than male respondents felt this way. In 1920, the educational qualification required for entry

into the SAPS was Standard 6 for white recruits, while no formal entry requirements were specified for black recruits (Brewer : 1994). Brown, as stated in Mathews *et al* (1993 : 89) emphasized the value of education. Police officers should be well educated, well paid and well trained. They should be trained to appreciate cultural differences, without placing value judgements on them.

Before diversity training, a larger proportion of black than white respondents in this study said that they did not consider a member with a degree or diploma would necessarily be a better police official than one with matric only (see page 190). After a three-month period, more white than black respondents felt this way. Female respondents felt stronger about the fact that a member with a qualification would not necessarily be a better police official than a member with matric only.

The majority of the black respondents believed that skills and experience were still the most important criteria for promotion in the SAPS (see page 192). In contrast, the majority of the white respondents believed that skills and experience were no longer the most important criteria for promotion in the SAPS.

#### 1.10.2 RECOMMENDATION

- ◆ The SAPS promotion regulations provide for sound and fair measurement of employees in terms of performance, productivity, skills, experience and knowledge. There is therefore no reason why any employee should be subject to discrimination. However, managers should be aware of the negative effects that any favoritism or misinformation may have. Managers should also communicate with individuals about their promotional path to avoid uncertainty.

#### 1.11 RECOMMENDATIONS FOR FUTURE RESEARCH

- ◆ A more comprehensive study must be undertaken so that a statistical analysis can be done.

- ◆ A future research study could consider the way in which the history of the SAPS has influenced the attitudes of both black and white members.
- ◆ Special attention should be paid to the mechanisms/procedures used to handle sexual and racial discrimination in order to establish whether they are adequate.
- ◆ The ways in which the principle of a “Rainbow Nation” is being adhered to within the SAPS should be investigated.
- ◆ Another focus area should be whether managers can handle diversity appropriately and have the necessary skills.
- ◆ How social workers in the SAPS see their own role in diversity issues and training should be studied.
- ◆ Another focus area should be whether all managers are consistent in their handling of issues of diversity and the effect this had on the members.
- ◆ The attitude of Coloured members towards issues of diversity should be investigated.

#### 1.12 CONCLUDING COMMENT

This study has revealed that various forms of discrimination are still experienced by members. It has further shown that diversity training could be a useful tool to deal with issues of diversity in the SAPS and create awareness of the diverse needs of SAPS members. Racism, sexism and other “isms” are still alive in the SAPS, as was evident from the perceptions gathered from members in their responses to the questionnaire. It is obvious from the responses that, despite the fact that blacks have been the victims of apartheid policies for many decades, unacceptably high levels of racism and sexism are prevalent among black male SAPS members. As the top echelon of the police will be drawn from this group, these racist and sexist attitudes need to be addressed urgently. It is submitted that

diversity training could be a useful tool in the process of sensitizing members to the rights and needs of other race groups and female members.

A positive step that was initiated by black members themselves, was the establishment of the Black Officers Forum (BOF) in 1994, aimed at the empowerment and advancement of black police officials. The BOF has identified the advancement of female officers as one of its priority areas.

However, it was not only the responses of black members that did not augur well for the creation of a non-racist, non-sexist Police Service. Equally disturbing are the obvious remnants of past oppressive and racist attitudes among white male members. This group obviously found it very difficult to adjust to affirmative action policies and the rise of female members through the ranks. It is submitted that this group needs formal assistance in understanding and accepting the need for affirmative action and a Police Service fully representative of the South African society.



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# APPENDIX A

## DEFINITIONS

**DEFINITIONS**



**DIVERSITY:** “Diversity implies differences in people based on their identification with various groups. It is a process of acknowledging differences through action” (Montague, 1996 : 1).

**DIVERSITY TRAINING:** “A process to enhance awareness, sensitivity and knowledge of similarities and differences, dysfunctional perspectives stereotypes and prejudices to generate cognitive and emotional insight aimed at attitudinal and behavioral change to achieve equality” (Els : 1996 : 4).

**ETHNIC-SENSITIVE SOCIAL WORK PRACTICE:** “Practice is a problem-solving endeavor. Ethnic-sensitive practice calls particular attention to the individual consequences of racism, poverty and discrimination. Problems are generated at the interface between people and their environments. Many of the problems with which social workers deal involve economic and social inequity and its consequences for individuals” (Devore *et al*, 1996 : 165).

**GENDER:** “The socially determined personal and psychological characteristics associated with being male or female, namely ‘masculinity’ and ‘femininity’ ” (Garrett : 1987).

**HIV:** “Human immunodeficiency virus : another name for the AIDS virus” (AIDS Training and Information Centre, 1989 : 15).

**HOMOSEXUALITY:** “A broad spectrum of psychological, emotional and sexual variables in a state of interplay between people of the same sex” (Isaacs, 1992 : xiii).

**MANAGEMENT OF DIVERSITY:** “It is a process for developing an environment that fosters awareness, value and acceptance of individual differences and that gives employees opportunities and judges them fairly on their

talents, skills and contributions thereby attempting to address expectations and to remove/reduce biases and stereotypical behavior” (Daniel, 1993 : 38).

**MULTI-CULTURALISM:** “ It involves recognizing and effectively using people of different genders, ages, colors, values and nationalities, they mean acknowledging that differences do not mean that certain people are good or bad” (Daniel, 1993 : 38).

**PREJUDICE:** “An unjustifiable aversion and hostility towards members of a particular group, solely on the basis of membership in the group” (Yarmey, 1990 : 115).

**SEXUAL HARASSMENT:** “Legally defined as unwelcome advances, requests for sexual favors and other verbal or physical conduct of a sexual nature” (Robbins, 1996 : 475).

APPENDIX B  
TABLE 1 to 51  
D SECTIONS

**TABLE 1D**  
**I would be comfortable working under a woman as a manager. (Item 2.1)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	5	10	1	2	1	2	0	0	0	0
WHITE FEMALE	3	6	4	8	0	0	1	2	0	0	0	0
BLACK MALE	1	2	7	14	6	12	4	8	1	2	0	0
BLACK FEMALE	0	0	4	8	3	6	2	4	0	0	0	0
OTHER	0	0	2	4	0	0	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>8</b>	<b>16</b>	<b>22</b>	<b>44</b>	<b>10</b>	<b>20</b>	<b>8</b>	<b>16</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>60%</b>				<b>20%</b>		<b>20%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	6	12	0	0	0	0	0	0	0	0
WHITE FEMALE	1	2	7	14	0	0	0	0	0	0	0	0
BLACK MALE	2	4	12	24	2	4	0	0	1	2	0	0
BLACK FEMALE	0	0	6	12	4	8	2	4	0	0	0	0
OTHER	0	0	2	4	0	0	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>34</b>	<b>66</b>	<b>6</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>80%</b>				<b>12%</b>		<b>8%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	7	14	3	6	0	0	0	0	0	0	0	0
WHITE FEMALE	4	8	3	6	0	0	1	2	0	0	0	0
BLACK MALE	2	4	9	18	4	8	1	2	2	4	0	0
BLACK FEMALE	0	0	6	12	2	4	3	6	0	0	0	0
OTHER	1	2	1	2	0	0	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>14</b>	<b>28</b>	<b>22</b>	<b>44</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	<b>72%</b>				<b>12%</b>		<b>16%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	6	12	0	0	1	2	1	2	0	0
WHITE FEMALE	3	6	4	8	1	2	0	0	0	0	0	0
BLACK MALE	1	2	5	10	4	8	5	10	2	4	0	0
BLACK FEMALE	3	6	3	6	4	8	2	4	0	0	0	0
OTHER	0	0	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>9</b>	<b>18</b>	<b>19</b>	<b>38</b>	<b>11</b>	<b>22</b>	<b>8</b>	<b>16</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	<b>56%</b>				<b>22%</b>		<b>22%</b>				<b>0%</b>	

**TABLE 2D**  
**Women are not good managers. (Item 2.24)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	0	0	8	16	3	6	0	0
WHITE FEMALE	0	0	0	0	0	0	5	10	3	6	0	0
BLACK MALE	1	2	2	4	1	2	8	16	7	14	0	0
BLACK FEMALE	0	0	1	2	2	4	2	4	4	8	0	0
OTHER	0	0	0	0	0	0	2	4	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>25</b>	<b>50</b>	<b>18</b>	<b>36</b>	<b>0</b>	<b>0</b>
	<b>8%</b>				<b>6%</b>		<b>86%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	0	0	5	10	5	10	0	0
WHITE FEMALE	0	0	1	2	1	2	4	8	2	4	0	0
BLACK MALE	0	0	1	2	5	10	8	16	3	6	0	0
BLACK FEMALE	0	0	1	2	1	2	6	12	3	6	1	2
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>8</b>	<b>7</b>	<b>14</b>	<b>25</b>	<b>50</b>	<b>13</b>	<b>26</b>	<b>1</b>	<b>2</b>
	<b>8%</b>				<b>14%</b>		<b>76%</b>				<b>2%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	0	0	7	14	3	6	0	0
WHITE FEMALE	0	0	0	0	0	0	5	10	2	4	1	2
BLACK MALE	1	2	1	2	4	8	9	18	3	6	0	0
BLACK FEMALE	0	0	0	0	1	2	3	6	7	14	0	0
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>10</b>	<b>26</b>	<b>52</b>	<b>15</b>	<b>30</b>	<b>1</b>	<b>2</b>
	<b>6%</b>				<b>10%</b>		<b>82%</b>				<b>2%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	3	6	5	10	2	4	0	0
WHITE FEMALE	1	2	0	0	1	2	3	6	3	6	0	0
BLACK MALE	0	0	4	8	4	8	8	16	1	2	0	0
BLACK FEMALE	0	0	2	4	0	0	3	6	7	14	0	0
OTHER	0	0	0	0	1	2	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>12</b>	<b>9</b>	<b>18</b>	<b>21</b>	<b>42</b>	<b>13</b>	<b>26</b>	<b>0</b>	<b>0</b>
	<b>14%</b>				<b>18%</b>		<b>68%</b>				<b>0%</b>	

**TABLE 3D**  
I consider women as 'less than' men. (Item 2.11)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	2	4	1	2	2	4	6	12	0	0
WHITE FEMALE	0	0	0	0	0	0	3	6	5	10	0	0
BLACK MALE	3	6	3	6	1	2	6	12	6	12	0	0
BLACK FEMALE	0	0	1	2	0	0	3	6	5	10	0	0
OTHER	1	2	0	0	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>16</b>	<b>32</b>	<b>22</b>	<b>44</b>	<b>0</b>	<b>0</b>
	20%				4%		76%				0%	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	0	0	7	14	3	6	0	0
WHITE FEMALE	0	0	0	0	0	0	4	8	4	8	0	0
BLACK MALE	4	8	3	6	2	4	6	12	2	4	0	0
BLACK FEMALE	1	2	0	0	1	2	6	12	3	6	1	2
OTHER	0	0	0	0	0	0	3	6	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>26</b>	<b>52</b>	<b>12</b>	<b>24</b>	<b>1</b>	<b>2</b>
	16%				6%		76%				2%	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	0	0	7	14	2	4	0	0
WHITE FEMALE	0	0	0	0	0	0	6	12	2	4	0	0
BLACK MALE	1	2	4	8	0	0	8	16	5	10	0	0
BLACK FEMALE	0	0	0	0	1	2	8	16	2	4	0	0
OTHER	0	0	1	2	0	0	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>30</b>	<b>60</b>	<b>12</b>	<b>24</b>	<b>0</b>	<b>0</b>
	14%				2%		84%				0%	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	1	2	1	2	3	6	4	8	0	0
WHITE FEMALE	0	0	1	2	0	0	1	2	6	12	0	0
BLACK MALE	3	6	3	6	1	2	7	14	3	6	0	0
BLACK FEMALE	0	0	2	4	0	0	5	10	5	10	0	0
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>16</b>	<b>2</b>	<b>4</b>	<b>18</b>	<b>36</b>	<b>18</b>	<b>36</b>	<b>0</b>	<b>0</b>
	24%				4%		72%				0%	

**TABLE 4D**  
Men and women are equal. (Item 2.5)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	4	8	1	2	1	2	0	0	0	0
WHITE FEMALE	4	8	4	8	0	0	0	0	0	0	0	0
BLACK MALE	3	6	7	14	2	4	4	8	3	6	0	0
BLACK FEMALE	2	4	6	12	0	0	0	0	1	2	0	0
OTHER	0	0	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>14</b>	<b>28</b>	<b>23</b>	<b>46</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>
	<b>74%</b>				<b>6%</b>		<b>20%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	6	12	0	0	0	0	0	0	0	0
WHITE FEMALE	1	2	6	12	0	0	1	2	0	0	0	0
BLACK MALE	3	6	5	10	3	6	5	10	1	2	0	0
BLACK FEMALE	3	6	6	12	1	2	2	4	0	0	0	0
OTHER	0	0	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>11</b>	<b>22</b>	<b>24</b>	<b>48</b>	<b>6</b>	<b>12</b>	<b>8</b>	<b>16</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>70%</b>				<b>12%</b>		<b>18%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	7	14	1	2	0	0	0	0	0	0
WHITE FEMALE	2	4	6	12	0	0	0	0	0	0	0	0
BLACK MALE	5	10	10	20	2	4	0	0	1	2	0	0
BLACK FEMALE	2	4	6	12	1	2	2	4	0	0	0	0
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>11</b>	<b>22</b>	<b>30</b>	<b>60</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>82%</b>				<b>8%</b>		<b>10%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	3	6	1	2	2	4	0	0	0	0
WHITE FEMALE	5	10	2	4	0	0	1	2	0	0	0	0
BLACK MALE	1	2	7	14	3	6	4	8	2	4	0	0
BLACK FEMALE	4	8	6	12	0	0	2	4	0	0	0	0
OTHER	0	0	3	6	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>14</b>	<b>28</b>	<b>21</b>	<b>42</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>18</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>70%</b>				<b>8%</b>		<b>22%</b>				<b>0%</b>	

**TABLE 5D**  
**A women's place is anywhere she wishes it to be. (Item 2.27)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	6	12	0	0	3	6	1	2	0	0
WHITE FEMALE	3	6	1	2	1	2	3	6	0	0	0	0
BLACK MALE	5	10	8	16	2	4	1	2	3	6	0	0
BLACK FEMALE	4	8	4	8	0	0	0	0	1	2	0	0
OTHER	0	0	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>13</b>	<b>26</b>	<b>21</b>	<b>42</b>	<b>3</b>	<b>6</b>	<b>8</b>	<b>16</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>
	<b>68%</b>				<b>6%</b>		<b>26%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	7	14	0	0	2	4	1	2	0	0
WHITE FEMALE	0	0	3	6	0	0	5	10	0	0	0	0
BLACK MALE	7	14	6	12	0	0	3	6	1	2	0	0
BLACK FEMALE	5	10	4	8	2	4	0	0	1	2	0	0
OTHER	0	0	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>24</b>	<b>22</b>	<b>44</b>	<b>3</b>	<b>6</b>	<b>10</b>	<b>20</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	<b>68%</b>				<b>6%</b>		<b>26%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	6	12	0	0	2	4	0	0	0	0
WHITE FEMALE	1	2	4	8	1	2	2	4	0	0	0	0
BLACK MALE	4	8	9	18	2	4	2	4	1	2	0	0
BLACK FEMALE	5	10	4	8	1	2	1	2	0	0	0	0
OTHER	0	0	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>24</b>	<b>25</b>	<b>50</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>16</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>74%</b>				<b>8%</b>		<b>18%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	4	8	4	8	1	2	0	0	0	0
WHITE FEMALE	1	2	1	2	5	10	1	2	0	0	0	0
BLACK MALE	5	10	3	6	3	6	4	8	2	4	0	0
BLACK FEMALE	4	8	3	6	5	10	0	0	0	0	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>11</b>	<b>22</b>	<b>12</b>	<b>24</b>	<b>18</b>	<b>36</b>	<b>7</b>	<b>14</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>46%</b>				<b>36%</b>		<b>18%</b>				<b>0%</b>	



TABLE 6D

In the 1990's women get more opportunities within the SAPS than men. (Item 2.29)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	7	14	0	0	3	16	0	0	0	0
WHITE FEMALE	0	0	0	0	3	6	5	10	0	0	0	0
BLACK MALE	2	4	2	4	7	14	7	14	1	2	0	0
BLACK FEMALE	0	0	1	2	3	6	3	6	2	4	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>22</b>	<b>14</b>	<b>28</b>	<b>19</b>	<b>38</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	<b>28%</b>				<b>28%</b>		<b>44%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	7	14	0	0	3	6	0	0	0	0
WHITE FEMALE	0	0	4	8	1	2	3	6	0	0	0	0
BLACK MALE	4	8	2	4	2	4	8	16	1	2	0	0
BLACK FEMALE	0	0	2	4	3	6	6	12	1	2	0	0
OTHER	0	0	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>16</b>	<b>32</b>	<b>8</b>	<b>16</b>	<b>20</b>	<b>40</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>40%</b>				<b>16%</b>		<b>44%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	4	8	2	4	1	2	0	0	0	0
WHITE FEMALE	0	0	0	0	3	6	4	8	0	0	1	2
BLACK MALE	1	2	6	12	4	8	6	12	1	2	0	0
BLACK FEMALE	0	0	1	2	4	8	2	4	4	8	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>24</b>	<b>14</b>	<b>28</b>	<b>14</b>	<b>28</b>	<b>5</b>	<b>10</b>	<b>1</b>	<b>2</b>
	<b>32%</b>				<b>28%</b>		<b>38%</b>				<b>2%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	3	6	1	2	5	10	0	0	0	0
WHITE FEMALE	0	0	3	6	4	8	1	2	0	0	0	0
BLACK MALE	2	4	5	10	5	10	4	8	1	2	0	0
BLACK FEMALE	0	0	0	0	4	8	3	6	5	10	0	0
OTHER	0	0	1	0	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>12</b>	<b>24</b>	<b>15</b>	<b>30</b>	<b>14</b>	<b>28</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>
	<b>30%</b>				<b>30%</b>		<b>40%</b>				<b>0%</b>	

**TABLE 7D**  
Males within the SAPS discriminate against females in the SAPS. (Item 2.9)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	6	12	0	0	2	4	2	4	0	0
WHITE FEMALE	1	2	3	6	2	4	2	4	0	0	0	0
BLACK MALE	2	4	1	2	3	6	8	16	5	10	0	0
BLACK FEMALE	1	2	4	8	3	6	1	2	0	0	0	0
OTHER	0	0	1	2	0	0	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>30</b>	<b>8</b>	<b>16</b>	<b>14</b>	<b>28</b>	<b>8</b>	<b>16</b>	<b>0</b>	<b>0</b>
	<b>40%</b>				<b>16%</b>		<b>44%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	7	14	0	0	1	2	0	0	0	0
WHITE FEMALE	1	2	5	10	1	2	1	2	0	0	0	0
BLACK MALE	3	6	7	14	2	4	3	6	2	4	0	0
BLACK FEMALE	2	4	6	12	1	2	3	6	0	0	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>8</b>	<b>16</b>	<b>26</b>	<b>52</b>	<b>5</b>	<b>10</b>	<b>9</b>	<b>18</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>68%</b>				<b>10%</b>		<b>22%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	5	10	0	0	4	8	0	0	0	0
WHITE FEMALE	2	4	5	10	0	0	1	2	0	0	0	0
BLACK MALE	2	4	6	12	1	2	7	14	2	4	0	0
BLACK FEMALE	3	6	2	4	3	6	3	6	0	0	0	0
OTHER	0	0	1	2	1	2	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>8</b>	<b>16</b>	<b>19</b>	<b>38</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>30</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	<b>54%</b>				<b>10%</b>		<b>36%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	3	6	4	8	2	4	0	0
WHITE FEMALE	1	2	2	4	2	4	3	6	0	0	0	0
BLACK MALE	1	2	1	2	1	2	7	14	7	14	0	0
BLACK FEMALE	4	8	3	6	2	4	3	6	0	0	0	0
OTHER	1	2	0	0	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>18</b>	<b>18</b>	<b>36</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>28%</b>				<b>18%</b>		<b>54%</b>				<b>0%</b>	

**TABLE 8D**  
Men and women are involved in conflict because they think different. (Item 2.43)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	8	16	0	0	2	4	0	0	0	0
WHITE FEMALE	0	0	4	8	1	2	2	4	1	2	0	0
BLACK MALE	1	2	11	22	4	8	3	6	0	0	0	0
BLACK FEMALE	2	4	4	8	0	0	2	4	1	2	0	0
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>28</b>	<b>56</b>	<b>5</b>	<b>10</b>	<b>11</b>	<b>22</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>64%</b>				<b>10%</b>		<b>26%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	9	18	1	2	0	0	0	0	0	0
WHITE FEMALE	0	0	5	10	2	4	1	2	0	0	0	0
BLACK MALE	3	6	13	26	1	2	0	0	0	0	0	0
BLACK FEMALE	3	6	6	12	1	2	1	2	1	2	0	0
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>34</b>	<b>68</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>82%</b>				<b>10%</b>		<b>8%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	5	10	0	0	5	10	0	0	0	0
WHITE FEMALE	1	2	3	6	2	4	2	4	0	0	0	0
BLACK MALE	2	4	10	20	2	4	3	6	0	0	1	2
BLACK FEMALE	2	4	2	4	1	2	3	6	2	4	1	2
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>21</b>	<b>42</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>30</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>
	<b>52%</b>				<b>10%</b>		<b>34%</b>				<b>4%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	6	12	1	2	2	4	0	0	0	0
WHITE FEMALE	0	0	4	8	3	6	0	0	1	2	0	0
BLACK MALE	4	8	8	16	2	4	3	6	0	0	0	0
BLACK FEMALE	3	6	4	8	4	8	1	2	0	0	0	0
OTHER	0	0	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>8</b>	<b>16</b>	<b>24</b>	<b>48</b>	<b>10</b>	<b>20</b>	<b>7</b>	<b>14</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>64%</b>				<b>20%</b>		<b>16%</b>				<b>0%</b>	

**TABLE 9D**  
 People of different genders respect each other within the SAPS. (Item 2.14)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	4	8	1	2	5	10	1	2	0	0
WHITE FEMALE	1	2	0	0	3	6	4	8	0	0	0	0
BLACK MALE	3	6	5	10	2	4	3	6	6	12	0	0
BLACK FEMALE	0	0	1	2	2	4	5	10	1	2	0	0
OTHER	0	0	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>24</b>	<b>8</b>	<b>16</b>	<b>18</b>	<b>36</b>	<b>8</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>32%</b>				<b>16%</b>		<b>52%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	6	12	2	4	2	4	0	0	0	0
WHITE FEMALE	0	0	3	6	0	0	5	10	0	0	0	0
BLACK MALE	2	4	6	12	5	10	4	8	0	0	0	0
BLACK FEMALE	1	2	2	4	5	10	2	4	2	4	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>18</b>	<b>36</b>	<b>13</b>	<b>26</b>	<b>14</b>	<b>28</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>42%</b>				<b>26%</b>		<b>32%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	6	12	1	2	3	6	0	0	0	0
WHITE FEMALE	0	0	3	6	3	6	2	4	0	0	0	0
BLACK MALE	0	0	12	24	1	2	4	8	1	2	0	0
BLACK FEMALE	0	0	2	4	5	10	4	8	0	0	0	0
OTHER	0	0	3	6	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>52</b>	<b>10</b>	<b>20</b>	<b>13</b>	<b>26</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>52%</b>				<b>20%</b>		<b>28%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	6	12	2	4	1	2	0	0	0	0
WHITE FEMALE	1	2	3	6	2	4	2	4	0	0	0	0
BLACK MALE	5	10	7	14	2	4	3	6	0	0	0	0
BLACK FEMALE	2	4	4	8	4	8	1	2	1	2	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>9</b>	<b>18</b>	<b>21</b>	<b>42</b>	<b>11</b>	<b>22</b>	<b>8</b>	<b>16</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>60%</b>				<b>22%</b>		<b>18%</b>				<b>0%</b>	

TABLE 10D

It is in men's interest not to develop a stricter policy on sexual harassment within the SAPS. (Item 2.41)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	3	6	1	2	4	8	3	6	0	0
WHITE FEMALE	0	0	1	2	0	0	4	8	2	4	1	2
BLACK MALE	3	6	3	6	2	4	7	14	4	8	0	0
BLACK FEMALE	0	0	0	0	4	8	5	10	0	0	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>8</b>	<b>16</b>	<b>8</b>	<b>16</b>	<b>21</b>	<b>42</b>	<b>9</b>	<b>18</b>	<b>1</b>	<b>2</b>
	<b>22%</b>				<b>16%</b>		<b>60%</b>				<b>2%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	1	2	3	6	3	6	0	0
WHITE FEMALE	0	0	1	2	1	2	4	8	1	2	1	2
BLACK MALE	1	2	3	6	1	2	9	18	3	6	0	0
BLACK FEMALE	3	6	2	4	5	10	1	2	0	0	1	2
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>9</b>	<b>18</b>	<b>8</b>	<b>16</b>	<b>18</b>	<b>36</b>	<b>7</b>	<b>14</b>	<b>2</b>	<b>4</b>
	<b>30%</b>				<b>16%</b>		<b>50%</b>				<b>4%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	2	4	1	2	6	12	1	2	0	0
WHITE FEMALE	0	0	0	0	3	6	4	8	1	2	0	0
BLACK MALE	2	4	5	10	3	6	6	12	2	4	0	0
BLACK FEMALE	1	2	5	10	4	8	0	0	0	0	1	2
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>13</b>	<b>26</b>	<b>11</b>	<b>22</b>	<b>18</b>	<b>36</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>2</b>
	<b>32%</b>				<b>22%</b>		<b>44%</b>				<b>2%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	4	8	1	2	3	6	2	4	0	0
WHITE FEMALE	0	0	2	4	3	6	2	4	1	2	0	0
BLACK MALE	1	2	8	16	3	6	3	6	2	4	0	0
BLACK FEMALE	2	4	5	10	2	4	2	4	1	2	0	0
OTHER	0	0	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>20</b>	<b>40</b>	<b>11</b>	<b>22</b>	<b>10</b>	<b>20</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>
	<b>46%</b>				<b>22%</b>		<b>32%</b>				<b>0%</b>	

**TABLE 11D**  
**Women confuse flirting with sexual harassment. (Item 2.46)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	4	8	3	6	2	4	0	0	0	0
WHITE FEMALE	0	0	1	2	3	6	4	8	0	0	0	0
BLACK MALE	1	2	5	10	8	16	3	6	2	4	0	0
BLACK FEMALE	0	0	1	2	4	8	4	8	0	0	0	0
OTHER	0	0	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>13</b>	<b>26</b>	<b>19</b>	<b>38</b>	<b>13</b>	<b>26</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>32%</b>				<b>38%</b>		<b>30%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	6	12	1	2	2	4	0	0	0	0
WHITE FEMALE	0	0	0	0	3	6	5	10	0	0	0	0
BLACK MALE	0	0	8	16	2	4	5	10	1	2	1	2
BLACK FEMALE	1	2	3	6	2	4	5	10	0	0	1	2
OTHER	1	2	1	2	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>18</b>	<b>36</b>	<b>9</b>	<b>18</b>	<b>17</b>	<b>34</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>
	<b>42%</b>				<b>18%</b>		<b>36%</b>				<b>4%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	7	14	0	0	2	4	0	0	0	0
WHITE FEMALE	0	0	2	4	3	6	3	6	0	0	0	0
BLACK MALE	1	2	6	12	7	14	1	2	1	2	2	4
BLACK FEMALE	0	0	4	8	5	10	1	2	1	2	0	0
OTHER	1	2	0	0	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>19</b>	<b>38</b>	<b>16</b>	<b>32</b>	<b>8</b>	<b>16</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>
	<b>44%</b>				<b>32%</b>		<b>20%</b>				<b>4%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	5	10	2	4	0	0	0	0
WHITE FEMALE	0	0	2	4	1	2	3	6	2	4	0	0
BLACK MALE	3	6	1	2	8	16	5	10	0	0	0	0
BLACK FEMALE	1	2	2	4	2	4	5	10	2	4	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>8</b>	<b>16</b>	<b>17</b>	<b>34</b>	<b>16</b>	<b>32</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>
	<b>26%</b>				<b>34%</b>		<b>40%</b>				<b>0%</b>	

**TABLE 12D**  
Is sexual discrimination being handled adequately within the SAPS? (Item 3.6)

PRE-TEST	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	6	12	0	0	2	4	0	0
WHITE FEMALE	1	2	3	6	4	8	0	0	0	0
BLACK MALE	3	6	8	16	3	6	2	4	3	6
BLACK FEMALE	3	6	3	6	2	4	0	0	1	2
OTHER	0	0	2	4	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>10</b>	<b>20</b>	<b>22</b>	<b>44</b>	<b>10</b>	<b>20</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>8</b>
	<b>20%</b>		<b>64%</b>		<b>8%</b>		<b>8%</b>			

POST-TEST	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	5	10	2	4	0	0	0	0
WHITE FEMALE	1	2	5	10	2	4	0	0	0	0
BLACK MALE	2	4	6	12	2	4	5	10	2	4
BLACK FEMALE	0	0	7	14	1	2	2	4	2	4
OTHER	0	0	1	2	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>24</b>	<b>48</b>	<b>9</b>	<b>18</b>	<b>7</b>	<b>14</b>	<b>4</b>	<b>8</b>
	<b>12%</b>		<b>66%</b>		<b>14%</b>		<b>8%</b>			

FOLLOW-UP	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	6	12	1	2	0	0	0	0
WHITE FEMALE	0	0	6	12	1	2	1	2	0	0
BLACK MALE	4	8	5	10	3	6	3	6	3	6
BLACK FEMALE	0	0	4	8	1	2	4	8	2	4
OTHER	0	0	2	4	0	0	0	0	1	2
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>23</b>	<b>46</b>	<b>6</b>	<b>12</b>	<b>8</b>	<b>16</b>	<b>6</b>	<b>12</b>
	<b>14%</b>		<b>58%</b>		<b>16%</b>		<b>12%</b>			

CONTROL	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	2	4	2	4	1	2	2	4
WHITE FEMALE	1	2	3	6	1	2	0	0	3	6
BLACK MALE	1	2	10	20	2	4	3	6	1	2
BLACK FEMALE	1	2	6	12	4	8	1	2	0	0
OTHER	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>23</b>	<b>46</b>	<b>9</b>	<b>18</b>	<b>5</b>	<b>10</b>	<b>6</b>	<b>12</b>
	<b>14%</b>		<b>64%</b>		<b>10%</b>		<b>12%</b>			

TABLE 13D

I would allow my children to attend a day-care centre where there are children of a different race group. (Item 2.40)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	6	12	1	2	1	2	0	0	0	0
WHITE FEMALE	1	2	6	12	1	2	0	0	0	0	0	0
BLACK MALE	8	16	7	14	2	4	1	2	1	2	0	0
BLACK FEMALE	5	10	4	8	0	0	0	0	0	0	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>18</b>	<b>36</b>	<b>25</b>	<b>50</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	86%				8%		6%		0%			

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	9	18	0	0	0	0	0	0	0	0
WHITE FEMALE	0	0	7	14	1	2	0	0	0	0	0	0
BLACK MALE	4	8	9	18	1	2	2	4	1	2	0	0
BLACK FEMALE	7	14	5	10	0	0	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>14</b>	<b>28</b>	<b>31</b>	<b>62</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	90%				4%		6%		0%			

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	7	14	1	2	0	0	0	0	0	0
WHITE FEMALE	0	0	7	14	1	2	0	0	0	0	0	0
BLACK MALE	8	16	9	18	0	0	0	0	1	2	0	0
BLACK FEMALE	3	6	7	14	0	0	1	2	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>15</b>	<b>30</b>	<b>31</b>	<b>62</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	92%				4%		4%		0%			

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	3	6	2	4	0	0	1	2	0	0
WHITE FEMALE	1	2	5	10	1	2	1	2	0	0	0	0
BLACK MALE	7	14	7	14	1	2	1	2	1	2	0	0
BLACK FEMALE	5	10	6	12	0	0	0	0	1	2	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>19</b>	<b>38</b>	<b>22</b>	<b>44</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	82%				8%		10%		0%			



TABLE 14D

I would not allow my children to play with children from another race. (Item 2.2)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	0	0	7	14	3	6	0	0
WHITE FEMALE	0	0	1	2	3	6	4	8	0	0	0	0
BLACK MALE	3	6	2	4	1	2	7	14	6	12	0	0
BLACK FEMALE	0	0	0	0	0	0	6	12	3	6	0	0
OTHER	0	0	0	0	0	0	0	0	3	6	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>24</b>	<b>48</b>	<b>15</b>	<b>30</b>	<b>0</b>	<b>0</b>
	14%				8%		78%				0%	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	0	0	1	2	4	8	4	8	0	0
WHITE FEMALE	0	0	0	0	2	4	5	10	1	2	0	0
BLACK MALE	2	4	2	4	1	2	6	12	6	12	0	0
BLACK FEMALE	0	0	1	2	0	0	3	6	8	16	0	0
OTHER	0	0	0	0	0	0	1	2	2	4	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>19</b>	<b>38</b>	<b>21</b>	<b>42</b>	<b>0</b>	<b>0</b>
	12%				8%		80%				0%	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	0	0	7	14	2	4	0	0
WHITE FEMALE	0	0	0	0	2	4	4	8	2	4	0	0
BLACK MALE	2	4	1	2	0	0	7	14	8	16	0	0
BLACK FEMALE	0	0	0	0	0	0	5	10	6	12	0	0
OTHER	0	0	0	0	0	0	1	2	2	4	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>24</b>	<b>48</b>	<b>20</b>	<b>40</b>	<b>0</b>	<b>0</b>
	8%				4%		88%				0%	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	1	2	1	2	6	12	1	2	0	0
WHITE FEMALE	0	0	0	0	2	4	5	10	1	2	0	0
BLACK MALE	1	2	2	4	2	4	8	16	4	10	0	0
BLACK FEMALE	0	0	0	0	0	0	5	10	6	12	1	2
OTHER	0	0	0	0	0	0	0	0	3	6	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>10</b>	<b>24</b>	<b>48</b>	<b>16</b>	<b>30</b>	<b>1</b>	<b>2</b>
	10%				10%		78%				2%	

**TABLE 15D**  
I have no respect for a racist. (Item 2.32)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	5	10	2	4	1	2	0	0	0	0
WHITE FEMALE	0	0	5	10	2	4	1	2	0	0	0	0
BLACK MALE	6	12	9	18	1	2	1	2	2	4	0	0
BLACK FEMALE	7	14	1	2	1	2	0	0	0	0	0	0
OTHER	2	4	0	0	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>18</b>	<b>36</b>	<b>20</b>	<b>40</b>	<b>7</b>	<b>14</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>76%</b>				<b>14%</b>		<b>10%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	7	14	0	0	0	0	0	0	0	0
WHITE FEMALE	1	2	5	10	2	4	0	0	0	0	0	0
BLACK MALE	7	14	7	14	1	2	0	0	2	4	0	0
BLACK FEMALE	7	14	1	2	2	4	2	4	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>20</b>	<b>40</b>	<b>21</b>	<b>42</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>82%</b>				<b>10%</b>		<b>8%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	8	16	2	4	0	0	0	0	0	0
WHITE FEMALE	1	2	3	6	3	6	1	2	0	0	0	0
BLACK MALE	9	18	6	12	0	0	2	4	0	0	1	2
BLACK FEMALE	4	8	5	10	1	2	0	0	1	2	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>15</b>	<b>30</b>	<b>24</b>	<b>48</b>	<b>6</b>	<b>12</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
	<b>78%</b>				<b>12%</b>		<b>8%</b>				<b>2%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	4	8	3	6	0	0	0	0	0	0
WHITE FEMALE	2	4	2	4	3	6	1	2	0	0	0	0
BLACK MALE	10	20	3	6	1	2	3	6	0	0	0	0
BLACK FEMALE	7	14	3	6	0	0	0	0	2	4	0	0
OTHER	1	2	1	2	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>23</b>	<b>46</b>	<b>13</b>	<b>26</b>	<b>8</b>	<b>16</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>72%</b>				<b>16%</b>		<b>12%</b>				<b>0%</b>	

**TABLE 16D**  
**People of different races do not respect each other within the SAPS. (Item 2.30)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	2	4	6	10	0	0	0	0
WHITE FEMALE	0	0	1	2	3	6	4	8	0	0	0	0
BLACK MALE	3	6	10	20	5	10	1	2	0	0	0	0
BLACK FEMALE	2	4	4	8	2	4	1	2	0	0	0	0
OTHER	0	0	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>19</b>	<b>38</b>	<b>12</b>	<b>24</b>	<b>13</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>50%</b>				<b>24%</b>		<b>26%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	5	10	1	2	4	8	0	0	0	0
WHITE FEMALE	0	0	4	8	1	2	3	6	0	0	0	0
BLACK MALE	3	6	10	20	2	4	1	2	1	2	0	0
BLACK FEMALE	1	2	4	8	1	2	5	10	0	0	1	2
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>24</b>	<b>48</b>	<b>5</b>	<b>10</b>	<b>14</b>	<b>28</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
	<b>58%</b>				<b>10%</b>		<b>30%</b>				<b>2%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	5	10	1	2	3	6	0	0	0	0
WHITE FEMALE	0	0	3	6	2	4	2	4	0	0	1	2
BLACK MALE	6	12	8	16	0	0	4	8	0	0	0	0
BLACK FEMALE	3	6	4	8	2	4	2	4	0	0	0	0
OTHER	0	0	0	0	0	0	3	6	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>5</b>	<b>10</b>	<b>14</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>
	<b>60%</b>				<b>10%</b>		<b>28%</b>				<b>2%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	5	10	1	2	3	6	0	0	0	0
WHITE FEMALE	1	2	2	4	1	2	4	8	0	0	0	0
BLACK MALE	4	8	5	10	2	4	5	10	1	2	0	0
BLACK FEMALE	2	4	3	6	0	0	3	6	3	6	1	2
OTHER	0	0	2	4	0	0	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>8</b>	<b>16</b>	<b>17</b>	<b>34</b>	<b>4</b>	<b>8</b>	<b>15</b>	<b>30</b>	<b>5</b>	<b>10</b>	<b>1</b>	<b>2</b>
	<b>50%</b>				<b>8%</b>		<b>40%</b>				<b>2%</b>	

**TABLE 17D**  
 People of different races respect each other within the SAPS. (Item 2.23)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	4	8	3	6	3	6	1	2	0	0
WHITE FEMALE	0	0	0	0	4	8	4	8	0	0	0	0
BLACK MALE	3	6	1	2	4	8	7	14	4	8	0	0
BLACK FEMALE	1	2	1	2	1	2	3	6	3	6	0	0
OTHER	0	0	1	2	0	0	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>7</b>	<b>14</b>	<b>12</b>	<b>24</b>	<b>18</b>	<b>36</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>22%</b>				<b>24%</b>		<b>54%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	3	6	3	6	4	8	0	0	0	0
WHITE FEMALE	0	0	1	2	2	4	4	8	1	2	0	0
BLACK MALE	3	6	3	6	4	8	3	6	4	8	0	0
BLACK FEMALE	0	0	3	6	3	6	4	8	2	4	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>22</b>	<b>13</b>	<b>26</b>	<b>16</b>	<b>32</b>	<b>7</b>	<b>14</b>	<b>0</b>	<b>0</b>
	<b>28%</b>				<b>26%</b>		<b>46%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	2	4	7	14	0	0	0	0
WHITE FEMALE	0	0	2	4	3	6	3	6	0	0	0	0
BLACK MALE	1	2	5	10	3	6	7	14	2	4	0	0
BLACK FEMALE	1	2	0	0	5	10	4	8	1	2	0	0
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>9</b>	<b>18</b>	<b>13</b>	<b>26</b>	<b>23</b>	<b>46</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	<b>22%</b>				<b>26%</b>		<b>52%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	1	2	1	2	6	12	1	2	0	0
WHITE FEMALE	1	2	3	6	3	6	1	2	0	0	0	0
BLACK MALE	0	0	5	10	4	8	4	8	4	8	0	0
BLACK FEMALE	1	2	2	4	1	2	5	10	3	6	0	0
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>24</b>	<b>9</b>	<b>18</b>	<b>17</b>	<b>34</b>	<b>8</b>	<b>16</b>	<b>0</b>	<b>0</b>
	<b>32%</b>				<b>18%</b>		<b>50%</b>				<b>0%</b>	

**TABLE 18D**  
**Racism should not be allowed within the SAPS. (Item 2.35)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	7	14	4	8	0	0	0	0	0	0	0	0
WHITE FEMALE	2	4	6	12	0	0	0	0	0	0	0	0
BLACK MALE	13	26	4	8	0	0	0	0	2	4	0	0
BLACK FEMALE	7	14	2	4	0	0	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>31</b>	<b>62</b>	<b>17</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>96%</b>				<b>0%</b>		<b>4%</b>		<b>0%</b>			

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	7	14	0	0	0	0	0	0	0	0
WHITE FEMALE	3	6	4	8	1	2	0	0	0	0	0	0
BLACK MALE	10	20	7	14	0	0	0	0	0	0	0	0
BLACK FEMALE	9	12	3	6	0	0	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>27</b>	<b>54</b>	<b>22</b>	<b>44</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>98%</b>				<b>2%</b>		<b>0%</b>		<b>0%</b>			

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	6	12	0	0	0	0	0	0	0	0
WHITE FEMALE	3	6	5	10	0	0	0	0	0	0	0	0
BLACK MALE	10	20	6	12	0	0	1	2	1	2	0	0
BLACK FEMALE	7	14	4	8	0	0	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>26</b>	<b>52</b>	<b>22</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>96%</b>				<b>0%</b>		<b>4%</b>		<b>0%</b>			

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	6	12	3	6	1	2	0	0	0	0	0	0
WHITE FEMALE	3	6	4	8	1	2	0	0	0	0	0	0
BLACK MALE	11	22	5	10	0	0	0	0	1	2	0	0
BLACK FEMALE	9	18	2	4	0	0	0	0	1	2	0	0
OTHER	3	6	0	0	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>32</b>	<b>64</b>	<b>14</b>	<b>28</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>92%</b>				<b>4%</b>		<b>4%</b>		<b>0%</b>			

TABLE 19D

Members of racial minorities may have lower self-esteem (feeling of self-worth) than members of predominant racial groups. (Item 2.38)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	3	6	1	2	4	8	3	6	0	0
WHITE FEMALE	0	0	5	10	0	0	3	6	0	0	0	0
BLACK MALE	0	0	3	6	2	4	10	20	4	8	0	0
BLACK FEMALE	1	2	3	6	3	6	1	2	1	2	0	0
OTHER	0	0	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>1</b>	<b>2</b>	<b>15</b>	<b>30</b>	<b>8</b>	<b>16</b>	<b>18</b>	<b>36</b>	<b>8</b>	<b>16</b>	<b>0</b>	<b>0</b>
	<b>32%</b>				<b>16%</b>		<b>52%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	5	10	0	0	2	4	0	0	0	0
WHITE FEMALE	1	2	4	8	1	2	1	2	0	0	1	2
BLACK MALE	2	4	8	16	2	4	3	6	2	4	0	0
BLACK FEMALE	3	6	3	6	3	6	2	4	1	2	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>10</b>	<b>20</b>	<b>22</b>	<b>44</b>	<b>6</b>	<b>12</b>	<b>8</b>	<b>16</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>
	<b>64%</b>				<b>12%</b>		<b>22%</b>				<b>2%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	8	16	0	0	1	2	0	0	0	0
WHITE FEMALE	1	2	6	12	1	2	0	0	0	0	0	0
BLACK MALE	1	2	6	12	5	10	3	6	3	6	0	0
BLACK FEMALE	1	2	2	4	6	12	1	2	0	0	1	2
OTHER	0	0	0	0	0	0	3	6	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>22</b>	<b>44</b>	<b>12</b>	<b>24</b>	<b>8</b>	<b>16</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>
	<b>52%</b>				<b>24%</b>		<b>22%</b>				<b>2%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	3	6	4	8	2	4	1	2	0	0
WHITE FEMALE	0	0	3	6	3	6	1	2	1	2	0	0
BLACK MALE	2	4	5	10	2	4	7	14	1	2	0	0
BLACK FEMALE	0	0	4	8	2	4	5	10	1	2	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>16</b>	<b>32</b>	<b>12</b>	<b>24</b>	<b>16</b>	<b>32</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>
	<b>36%</b>				<b>24%</b>		<b>40%</b>				<b>0%</b>	

**TABLE 20D**  
Is racial discrimination being handled adequately within the SAPS? (Item 3.5)

PRE-TEST	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	6	12	2	4	2	4	0	0
WHITE FEMALE	0	0	4	8	4	8	0	0	0	0
BLACK MALE	3	6	6	12	4	8	5	10	1	2
BLACK FEMALE	0	0	2	4	2	4	4	8	1	2
OTHER	0	0	1	2	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>19</b>	<b>38</b>	<b>13</b>	<b>26</b>	<b>12</b>	<b>24</b>	<b>2</b>	<b>4</b>
	<b>8%</b>		<b>64%</b>				<b>24%</b>		<b>4%</b>	

POST-TEST	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	5	10	3	6	0	0	0	0
WHITE FEMALE	0	0	6	12	2	4	0	0	0	0
BLACK MALE	0	0	9	18	1	2	5	10	2	4
BLACK FEMALE	1	2	2	4	5	10	1	2	3	6
OTHER	0	0	2	4	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>24</b>	<b>48</b>	<b>12</b>	<b>24</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>10</b>
	<b>6%</b>		<b>72%</b>				<b>12%</b>		<b>10%</b>	

FOLLOW-UP	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	7	14	1	2	0	0	1	2
WHITE FEMALE	0	0	7	14	1	2	0	0	0	0
BLACK MALE	5	10	3	6	1	2	9	18	0	0
BLACK FEMALE	0	0	1	2	3	6	6	12	1	2
OTHER	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>19</b>	<b>38</b>	<b>7</b>	<b>14</b>	<b>15</b>	<b>30</b>	<b>2</b>	<b>4</b>
	<b>14%</b>		<b>52%</b>				<b>30%</b>		<b>4%</b>	

CONTROL	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	3	6	2	4	3	6	1	2
WHITE FEMALE	0	0	4	8	2	4	1	2	1	2
BLACK MALE	0	0	8	16	5	10	3	6	1	2
BLACK FEMALE	1	2	4	8	3	6	4	8	0	0
OTHER	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>21</b>	<b>42</b>	<b>12</b>	<b>24</b>	<b>11</b>	<b>22</b>	<b>3</b>	<b>6</b>
	<b>6%</b>		<b>66%</b>				<b>22%</b>		<b>6%</b>	

**TABLE 21D**  
**People of different cultures have different rights. (Item 2.26)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	2	4	1	2	6	12	2	4	0	0
WHITE FEMALE	0	0	0	0	0	0	4	8	4	8	0	0
BLACK MALE	3	6	6	12	3	6	6	12	1	2	0	0
BLACK FEMALE	1	2	5	10	1	2	2	4	0	0	0	0
OTHER	0	0	0	0	0	0	1	2	2	4	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>13</b>	<b>26</b>	<b>5</b>	<b>10</b>	<b>19</b>	<b>38</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>34%</b>				<b>10%</b>		<b>56%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	3	6	1	2	5	10	1	2	0	0
WHITE FEMALE	0	0	2	4	1	2	4	8	1	2	0	0
BLACK MALE	2	4	1	2	3	6	7	14	4	8	0	0
BLACK FEMALE	1	2	4	8	1	2	4	8	2	4	0	0
OTHER	0	0	0	0	0	0	1	2	2	4	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>10</b>	<b>20</b>	<b>6</b>	<b>12</b>	<b>21</b>	<b>42</b>	<b>10</b>	<b>20</b>	<b>0</b>	<b>0</b>
	<b>26%</b>				<b>12%</b>		<b>62%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	1	2	0	0	7	14	1	2	0	0
WHITE FEMALE	0	0	2	4	0	0	4	8	2	4	0	0
BLACK MALE	3	6	5	10	2	4	6	12	2	4	0	0
BLACK FEMALE	2	4	5	10	1	2	1	2	2	4	0	0
OTHER	0	0	1	2	0	0	0	0	2	4	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>14</b>	<b>28</b>	<b>3</b>	<b>6</b>	<b>18</b>	<b>36</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>40%</b>				<b>6%</b>		<b>54%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	4	8	3	6	3	6	0	0
WHITE FEMALE	0	0	0	0	4	8	3	6	1	2	0	0
BLACK MALE	1	2	6	12	1	2	5	10	4	8	0	0
BLACK FEMALE	2	4	3	6	1	2	3	6	3	6	0	0
OTHER	0	0	0	0	0	0	3	6	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>18</b>	<b>10</b>	<b>20</b>	<b>17</b>	<b>34</b>	<b>11</b>	<b>22</b>	<b>0</b>	<b>0</b>
	<b>24%</b>				<b>20%</b>		<b>56%</b>				<b>0%</b>	



**TABLE 22D**  
Only black people have a specific culture. (Item 2.19)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	0	0	6	12	5	10	0	0
WHITE FEMALE	0	0	0	0	1	2	4	8	3	6	0	0
BLACK MALE	2	4	4	8	2	4	4	8	7	14	0	0
BLACK FEMALE	1	2	3	6	0	0	3	6	2	4	0	0
OTHER	0	0	0	0	0	0	2	4	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>7</b>	<b>14</b>	<b>3</b>	<b>6</b>	<b>19</b>	<b>38</b>	<b>18</b>	<b>36</b>	<b>0</b>	<b>0</b>
	<b>20%</b>				<b>6%</b>		<b>74%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	0	0	5	10	4	8	0	0
WHITE FEMALE	0	0	0	0	0	0	4	8	4	8	0	0
BLACK MALE	3	6	2	4	3	6	7	14	2	4	0	0
BLACK FEMALE	2	4	0	0	1	2	9	18	0	0	0	0
OTHER	0	0	0	0	0	0	1	2	2	4	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>26</b>	<b>52</b>	<b>12</b>	<b>24</b>	<b>0</b>	<b>0</b>
	<b>16%</b>				<b>8%</b>		<b>76%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	0	0	6	12	4	8	0	0
WHITE FEMALE	0	0	0	0	1	2	5	10	2	4	0	0
BLACK MALE	3	6	3	6	1	2	7	14	4	8	0	0
BLACK FEMALE	0	0	2	4	2	4	4	8	3	6	0	0
OTHER	0	0	0	0	0	0	2	4	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>8</b>	<b>24</b>	<b>48</b>	<b>14</b>	<b>28</b>	<b>0</b>	<b>0</b>
	<b>16%</b>				<b>8%</b>		<b>76%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	1	2	6	12	3	6	0	0
WHITE FEMALE	0	0	0	0	0	0	5	10	3	6	0	0
BLACK MALE	4	8	3	6	2	4	8	16	0	0	0	0
BLACK FEMALE	2	4	3	6	1	2	3	6	3	6	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>7</b>	<b>14</b>	<b>5</b>	<b>10</b>	<b>23</b>	<b>46</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>26%</b>				<b>10%</b>		<b>64%</b>				<b>0%</b>	

**TABLE 23D**  
**My cultural heritage is superior to other cultures. (Item 2.6)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	2	4	3	6	3	6	0	0
WHITE FEMALE	0	0	1	2	0	0	6	12	1	2	0	0
BLACK MALE	3	6	3	6	1	2	8	16	4	8	0	0
BLACK FEMALE	0	0	2	4	2	4	4	8	1	2	0	0
OTHER	0	0	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>18</b>	<b>7</b>	<b>14</b>	<b>21</b>	<b>42</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>26%</b>				<b>14%</b>		<b>60%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	2	4	6	12	2	4	0	0
WHITE FEMALE	0	0	0	0	2	4	5	10	1	2	0	0
BLACK MALE	4	8	3	6	1	2	4	8	5	10	0	0
BLACK FEMALE	1	2	1	2	3	6	3	6	4	8	0	0
OTHER	0	0	0	0	0	0	3	6	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>16</b>	<b>21</b>	<b>42</b>	<b>12</b>	<b>24</b>	<b>0</b>	<b>0</b>
	<b>18%</b>				<b>16%</b>		<b>66%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	0	0	8	16	2	4	0	0
WHITE FEMALE	0	0	0	0	3	6	4	8	1	2	0	0
BLACK MALE	2	4	5	10	0	0	7	14	4	8	0	0
BLACK FEMALE	0	0	1	2	1	2	4	8	5	10	0	0
OTHER	0	0	0	0	0	0	2	4	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>8</b>	<b>25</b>	<b>50</b>	<b>13</b>	<b>26</b>	<b>0</b>	<b>0</b>
	<b>16%</b>				<b>8%</b>		<b>76%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	0	0	3	6	4	8	2	4	0	0
WHITE FEMALE	0	0	0	0	2	4	3	6	3	6	0	0
BLACK MALE	2	4	4	8	3	6	6	12	2	4	0	0
BLACK FEMALE	1	2	2	4	4	8	3	6	2	4	0	0
OTHER	0	0	1	2	0	0	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>7</b>	<b>14</b>	<b>12</b>	<b>24</b>	<b>17</b>	<b>34</b>	<b>10</b>	<b>20</b>	<b>0</b>	<b>0</b>
	<b>22%</b>				<b>24%</b>		<b>54%</b>				<b>0%</b>	

**TABLE 24D**  
**People should respect traditional customs. (Item 2.18)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	8	16	1	2	1	2	0	0	0	0
WHITE FEMALE	2	4	3	6	2	4	1	2	0	0	0	0
BLACK MALE	7	14	9	18	3	6	0	0	0	0	0	0
BLACK FEMALE	5	10	4	8	0	0	0	0	0	0	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>16</b>	<b>32</b>	<b>26</b>	<b>52</b>	<b>6</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>84%</b>				<b>12%</b>		<b>4%</b>		<b>0%</b>		<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	6	12	0	0	0	0	0	0	0	0
WHITE FEMALE	3	6	5	10	0	0	0	0	0	0	0	0
BLACK MALE	9	18	8	16	0	0	0	0	0	0	0	0
BLACK FEMALE	4	8	8	16	0	0	0	0	0	0	0	0
OTHER	0	0	3	6	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>100%</b>				<b>0%</b>		<b>0%</b>		<b>0%</b>		<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	8	16	0	0	0	0	0	0	0	0
WHITE FEMALE	1	2	5	10	2	4	0	0	0	0	0	0
BLACK MALE	9	18	9	18	0	0	0	0	0	0	0	0
BLACK FEMALE	3	6	8	16	0	0	0	0	0	0	0	0
OTHER	0	0	3	6	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>15</b>	<b>30</b>	<b>33</b>	<b>66</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>96%</b>				<b>4%</b>		<b>0%</b>		<b>0%</b>		<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	5	10	0	0	0	0	0	0	0	0
WHITE FEMALE	2	4	3	6	2	4	1	2	0	0	0	0
BLACK MALE	10	20	7	14	0	0	0	0	0	0	0	0
BLACK FEMALE	5	10	6	12	1	2	0	0	0	0	0	0
OTHER	0	0	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>22</b>	<b>44</b>	<b>23</b>	<b>46</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>90%</b>				<b>8%</b>		<b>2%</b>		<b>0%</b>		<b>0%</b>	

**TABLE 25D**  
**Conflict is mainly caused by a lack of understanding between people of different  
 races/cultures. (Item 2.17)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	4	8	1	2	0	0	1	2	0	0
WHITE FEMALE	2	4	5	10	0	0	1	2	0	0	0	0
BLACK MALE	11	22	7	14	0	0	1	2	0	0	0	0
BLACK FEMALE	4	8	5	10	0	0	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>24</b>	<b>48</b>	<b>22</b>	<b>44</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>92%</b>				<b>2%</b>		<b>6%</b>		<b>0%</b>			

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	6	12	4	8	0	0	0	0	0	0	0	0
WHITE FEMALE	3	6	4	8	0	0	1	2	0	0	0	0
BLACK MALE	6	12	11	22	0	0	0	0	0	0	0	0
BLACK FEMALE	4	8	7	14	0	0	1	2	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>21</b>	<b>42</b>	<b>27</b>	<b>54</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>96%</b>				<b>0%</b>		<b>4%</b>		<b>0%</b>			

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	4	8	0	0	2	4	0	0	0	0
WHITE FEMALE	1	2	4	8	3	6	0	0	0	0	0	0
BLACK MALE	10	20	7	14	0	0	0	0	1	2	0	0
BLACK FEMALE	7	14	4	8	0	0	0	0	0	0	0	0
OTHER	0	0	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>22</b>	<b>44</b>	<b>21</b>	<b>42</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>86%</b>				<b>6%</b>		<b>8%</b>		<b>0%</b>			

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	5	10	0	0	1	2	0	0	0	0
WHITE FEMALE	4	8	4	8	0	0	0	0	0	0	0	0
BLACK MALE	8	16	5	10	2	4	1	2	1	2	0	0
BLACK FEMALE	4	8	5	10	0	0	3	6	0	0	0	0
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>21</b>	<b>42</b>	<b>20</b>	<b>40</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>82%</b>				<b>4%</b>		<b>14%</b>		<b>0%</b>			

**TABLE 26D**  
 Peace and harmony is not possible while people have diverse (different) values and beliefs. (Item 2.22)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	3	6	1	2	6	12	0	0	0	0
WHITE FEMALE	0	0	1	2	1	2	5	10	1	2	0	0
BLACK MALE	2	4	9	18	0	0	4	8	4	8	0	0
BLACK FEMALE	2	4	4	8	1	2	1	2	1	2	0	0
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>18</b>	<b>36</b>	<b>3</b>	<b>6</b>	<b>17</b>	<b>34</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>
	<b>48%</b>				<b>6%</b>		<b>46%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	4	8	1	2	5	10	0	0	0	0
WHITE FEMALE	0	0	0	0	3	6	3	6	2	4	0	0
BLACK MALE	5	10	10	20	1	2	0	0	1	2	0	0
BLACK FEMALE	2	4	3	6	3	6	3	6	1	2	0	0
OTHER	0	0	0	0	0	0	3	6	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>17</b>	<b>34</b>	<b>8</b>	<b>16</b>	<b>14</b>	<b>28</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>
	<b>48%</b>				<b>16%</b>		<b>36%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	3	6	1	2	3	6	1	2	0	0
WHITE FEMALE	0	0	2	4	1	2	5	10	0	0	0	0
BLACK MALE	4	8	7	14	3	6	2	4	1	2	1	2
BLACK FEMALE	1	2	5	10	3	6	1	2	1	2	0	0
OTHER	0	0	0	0	1	2	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>17</b>	<b>34</b>	<b>9</b>	<b>18</b>	<b>13</b>	<b>26</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>
	<b>48%</b>				<b>18%</b>		<b>32%</b>				<b>2%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	2	4	4	8	1	2	0	0
WHITE FEMALE	0	0	3	6	0	0	4	8	1	2	0	0
BLACK MALE	5	10	10	20	0	0	2	4	0	0	0	0
BLACK FEMALE	3	6	4	8	0	0	2	4	3	6	0	0
OTHER	0	0	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>9</b>	<b>18</b>	<b>21</b>	<b>42</b>	<b>2</b>	<b>4</b>	<b>13</b>	<b>26</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>
	<b>60%</b>				<b>4%</b>		<b>36%</b>				<b>0%</b>	

**TABLE 27D**  
**I am uncomfortable working with people from a different race and background than mine. (Item 2.15)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	2	4	5	10	4	8	0	0
WHITE FEMALE	0	0	0	0	1	2	5	10	2	4	0	0
BLACK MALE	3	6	3	6	3	6	7	14	3	6	0	0
BLACK FEMALE	0	0	1	2	0	0	7	14	1	2	0	0
OTHER	0	0	0	0	0	0	1	2	2	4	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>12</b>	<b>25</b>	<b>50</b>	<b>12</b>	<b>24</b>	<b>0</b>	<b>0</b>
	<b>14%</b>				<b>12%</b>		<b>74%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	0	0	5	10	5	10	0	0
WHITE FEMALE	0	0	1	2	0	0	6	12	1	2	0	0
BLACK MALE	3	6	1	2	0	0	9	18	4	8	0	0
BLACK FEMALE	2	4	3	6	0	0	3	6	4	8	0	0
OTHER	0	0	1	2	0	0	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>48</b>	<b>15</b>	<b>30</b>	<b>0</b>	<b>0</b>
	<b>22%</b>				<b>0%</b>		<b>78%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	0	0	6	12	3	6	0	0
WHITE FEMALE	0	0	0	0	0	0	7	14	1	2	0	0
BLACK MALE	4	8	2	4	1	2	7	14	4	8	0	0
BLACK FEMALE	0	0	2	4	1	2	5	10	3	6	0	0
OTHER	1	2	0	0	0	0	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>26</b>	<b>52</b>	<b>12</b>	<b>24</b>	<b>0</b>	<b>0</b>
	<b>20%</b>				<b>4%</b>		<b>76%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	0	0	6	12	1	2	0	0
WHITE FEMALE	0	0	1	2	1	2	2	4	4	8	0	0
BLACK MALE	3	6	1	2	3	6	6	12	4	8	0	0
BLACK FEMALE	0	0	0	0	0	0	6	12	6	12	0	0
OTHER	0	0	0	0	0	0	2	4	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>22</b>	<b>44</b>	<b>16</b>	<b>32</b>	<b>0</b>	<b>0</b>
	<b>16%</b>				<b>8%</b>		<b>76%</b>				<b>0%</b>	

**TABLE 28D**  
 People of the same race should police communities of the same race. (Item 2.13)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	3	6	0	0	4	8	3	6	0	0
WHITE FEMALE	2	4	2	4	0	0	4	8	0	0	0	0
BLACK MALE	3	6	1	2	3	6	5	10	7	14	0	0
BLACK FEMALE	1	2	1	2	0	0	4	8	3	6	0	0
OTHER	0	0	0	0	1	2	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>14</b>	<b>4</b>	<b>8</b>	<b>19</b>	<b>38</b>	<b>13</b>	<b>26</b>	<b>0</b>	<b>0</b>
	<b>28%</b>				<b>8%</b>		<b>64%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	3	6	2	4	2	4	2	4	0	0
WHITE FEMALE	0	0	3	6	0	0	5	10	0	0	0	0
BLACK MALE	3	6	1	2	1	2	7	14	5	10	0	0
BLACK FEMALE	2	4	1	2	1	2	4	8	4	8	0	0
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>9</b>	<b>18</b>	<b>4</b>	<b>8</b>	<b>20</b>	<b>40</b>	<b>11</b>	<b>22</b>	<b>0</b>	<b>0</b>
	<b>30%</b>				<b>8%</b>		<b>62%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	3	6	6	12	0	0	0	0
WHITE FEMALE	1	2	1	2	1	2	5	10	0	0	0	0
BLACK MALE	3	6	3	6	0	0	8	16	4	8	0	0
BLACK FEMALE	0	0	3	6	2	4	1	2	5	10	0	0
OTHER	0	0	0	0	1	2	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>16</b>	<b>7</b>	<b>14</b>	<b>21</b>	<b>42</b>	<b>10</b>	<b>20</b>	<b>0</b>	<b>0</b>
	<b>24%</b>				<b>14%</b>		<b>62%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	1	2	5	10	1	2	0	0
WHITE FEMALE	2	4	1	2	2	4	2	4	1	2	0	0
BLACK MALE	6	12	4	8	1	2	5	10	1	2	0	0
BLACK FEMALE	2	4	2	4	0	0	5	10	3	6	0	0
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>24</b>	<b>10</b>	<b>20</b>	<b>4</b>	<b>8</b>	<b>18</b>	<b>36</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>
	<b>44%</b>				<b>8%</b>		<b>48%</b>				<b>0%</b>	

TABLE 29D

As a police officer I prefer to work in a team where the members are from diverse  
(different) backgrounds. (Item 2.3)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	6	12	4	8	0	0	0	0	0	0
WHITE FEMALE	0	0	6	12	1	2	1	2	0	0	0	0
BLACK MALE	7	14	10	20	0	0	1	2	1	2	0	0
BLACK FEMALE	4	8	4	8	0	0	0	0	0	0	1	2
OTHER	0	0	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>24</b>	<b>28</b>	<b>56</b>	<b>6</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
	<b>80%</b>				<b>12%</b>		<b>6%</b>		<b>2%</b>			

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	7	14	1	2	0	0	0	0	0	0
WHITE FEMALE	0	0	6	12	2	4	0	0	0	0	0	0
BLACK MALE	8	16	6	12	1	2	1	2	1	2	0	0
BLACK FEMALE	7	14	3	6	1	2	1	2	0	0	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>18</b>	<b>36</b>	<b>24</b>	<b>48</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>84%</b>				<b>10%</b>		<b>6%</b>		<b>0%</b>			

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	4	8	3	6	2	4	0	0	0	0
WHITE FEMALE	1	2	4	8	1	2	2	4	0	0	0	0
BLACK MALE	8	16	7	14	0	0	2	4	0	0	1	2
BLACK FEMALE	4	8	6	12	1	2	0	0	0	0	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>15</b>	<b>30</b>	<b>23</b>	<b>46</b>	<b>5</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>
	<b>76%</b>				<b>10%</b>		<b>12%</b>		<b>2%</b>			

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	4	8	1	2	2	4	0	0	0	0
WHITE FEMALE	2	4	2	4	3	6	1	2	0	0	0	0
BLACK MALE	7	14	7	14	1	2	0	0	2	4	0	0
BLACK FEMALE	2	4	8	16	0	0	0	0	0	0	2	4
OTHER	1	2	1	2	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>15</b>	<b>30</b>	<b>22</b>	<b>44</b>	<b>6</b>	<b>12</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>
	<b>74%</b>				<b>12%</b>		<b>10%</b>		<b>4%</b>			



TABLE 30D

Do you think it is possible for people of other cultures to completely understand your culture? (Item 3.4)

PRE-TEST	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	5	10	5	10	0	0	0	0
WHITE FEMALE	1	2	6	12	1	2	0	0	0	0
BLACK MALE	4	8	9	18	1	2	4	8	1	2
BLACK FEMALE	3	6	2	4	1	2	2	4	1	2
OTHER	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>11</b>	<b>22</b>	<b>22</b>	<b>44</b>	<b>9</b>	<b>18</b>	<b>6</b>	<b>12</b>	<b>2</b>	<b>4</b>
	<b>22%</b>		<b>62%</b>				<b>12%</b>		<b>4%</b>	

POST-TEST	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	3	6	3	6	1	2	0	0
WHITE FEMALE	2	4	5	10	1	2	0	0	0	0
BLACK MALE	3	6	8	16	2	4	2	4	2	4
BLACK FEMALE	4	8	3	6	3	6	2	4	0	0
OTHER	0	0	2	4	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>24</b>	<b>21</b>	<b>42</b>	<b>10</b>	<b>20</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>4</b>
	<b>24%</b>		<b>62%</b>				<b>10%</b>		<b>4%</b>	

FOLLOW-UP	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	4	8	5	10	0	0	0	0
WHITE FEMALE	1	2	4	8	2	4	1	2	0	0
BLACK MALE	8	16	7	14	2	4	1	2	0	0
BLACK FEMALE	1	2	6	12	1	2	2	4	1	2
OTHER	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>13</b>	<b>26</b>	<b>22</b>	<b>44</b>	<b>10</b>	<b>20</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>2</b>
	<b>26%</b>		<b>64%</b>				<b>8%</b>		<b>2%</b>	

CONTROL	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	2	4	3	6	3	6	0	0
WHITE FEMALE	2	4	4	8	1	2	1	2	0	0
BLACK MALE	2	4	8	16	3	6	3	6	1	2
BLACK FEMALE	0	0	5	10	2	4	5	10	0	0
OTHER	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>8</b>	<b>16</b>	<b>19</b>	<b>38</b>	<b>10</b>	<b>20</b>	<b>12</b>	<b>24</b>	<b>1</b>	<b>2</b>
	<b>16%</b>		<b>58%</b>				<b>24%</b>		<b>2%</b>	

**TABLE 31D**  
Do you feel that the SAPS accommodates/respects your culture. (Item 3.2)

PRE-TEST	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	5	10	3	6	0	0	0	0
WHITE FEMALE	1	2	7	14	0	0	0	0	0	0
BLACK MALE	3	6	7	14	1	2	7	14	1	2
BLACK FEMALE	2	4	4	8	0	0	3	6	0	0
OTHER	1	2	1	2	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>10</b>	<b>20</b>	<b>24</b>	<b>48</b>	<b>4</b>	<b>8</b>	<b>11</b>	<b>22</b>	<b>1</b>	<b>2</b>
	<b>20%</b>		<b>56%</b>		<b>22%</b>		<b>2%</b>			

POST-TEST	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	4	8	1	2	0	0	0	0
WHITE FEMALE	4	8	4	8	0	0	0	0	0	0
BLACK MALE	3	6	8	16	1	2	3	6	2	4
BLACK FEMALE	2	4	7	14	0	0	2	4	1	2
OTHER	0	0	2	4	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>14</b>	<b>28</b>	<b>25</b>	<b>50</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>6</b>
	<b>28%</b>		<b>56%</b>		<b>10%</b>		<b>6%</b>			

FOLLOW-UP	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	6	12	2	4	0	0	0	0
WHITE FEMALE	3	6	4	8	1	2	0	0	0	0
BLACK MALE	1	2	9	18	1	2	6	12	1	2
BLACK FEMALE	0	0	10	20	1	2	0	0	0	0
OTHER	1	2	1	2	0	0	0	0	1	2
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>30</b>	<b>60</b>	<b>5</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>2</b>	<b>4</b>
	<b>14%</b>		<b>70%</b>		<b>12%</b>		<b>4%</b>			

CONTROL	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	4	8	1	2	1	2	0	0
WHITE FEMALE	4	8	2	4	1	2	1	2	0	0
BLACK MALE	5	10	6	12	1	2	4	8	1	2
BLACK FEMALE	1	2	7	14	2	4	2	4	0	0
OTHER	1	2	1	2	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>15</b>	<b>30</b>	<b>20</b>	<b>40</b>	<b>5</b>	<b>10</b>	<b>9</b>	<b>18</b>	<b>1</b>	<b>2</b>
	<b>30%</b>		<b>50%</b>		<b>18%</b>		<b>2%</b>			

**TABLE 32D**  
**Rituals and celebrations must not interfere with time at work within the SAPS.**  
**(Item 2.33)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	6	12	0	0	3	6	0	0	0	0
WHITE FEMALE	2	4	2	4	2	4	2	4	0	0	0	0
BLACK MALE	6	12	7	14	3	6	1	2	2	4	0	0
BLACK FEMALE	2	4	3	6	1	2	3	6	0	0	0	0
OTHER	0	0	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>24</b>	<b>20</b>	<b>40</b>	<b>6</b>	<b>12</b>	<b>10</b>	<b>20</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>64%</b>				<b>12%</b>		<b>24%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	3	6	2	4	5	10	0	0	0	0
WHITE FEMALE	0	0	5	10	1	2	2	4	0	0	0	0
BLACK MALE	6	12	5	10	1	2	3	6	2	4	0	0
BLACK FEMALE	4	8	4	8	2	4	2	4	0	0	0	0
OTHER	1	2	1	2	0	0	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>11</b>	<b>22</b>	<b>18</b>	<b>36</b>	<b>6</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	<b>58%</b>				<b>12%</b>		<b>30%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	4	8	3	6	2	4	0	0	0	0
WHITE FEMALE	0	0	5	10	2	4	1	2	0	0	0	0
BLACK MALE	7	14	4	8	2	4	3	6	2	4	0	0
BLACK FEMALE	4	8	5	10	1	2	1	2	0	0	0	0
OTHER	0	0	2	4	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>24</b>	<b>20</b>	<b>40</b>	<b>8</b>	<b>16</b>	<b>8</b>	<b>16</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>64%</b>				<b>16%</b>		<b>20%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	5	10	2	4	0	0	0	0	0	0
WHITE FEMALE	4	8	2	4	1	2	1	2	0	0	0	0
BLACK MALE	6	12	6	12	1	2	3	6	1	2	0	0
BLACK FEMALE	6	12	3	6	0	0	2	4	1	2	0	0
OTHER	1	2	0	0	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>20</b>	<b>40</b>	<b>16</b>	<b>32</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>16</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>72%</b>				<b>8%</b>		<b>20%</b>				<b>0%</b>	

TABLE 33D

It is my right to get time off from work for religious festivals and other religious purposes/reasons. (Item 2.10)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	3	6	1	2	4	8	2	4	0	0
WHITE FEMALE	0	0	6	12	0	0	2	4	0	0	0	0
BLACK MALE	8	16	5	10	3	6	2	4	1	2	0	0
BLACK FEMALE	3	6	3	6	1	2	2	4	0	0	0	0
OTHER	1	2	1	2	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>13</b>	<b>26</b>	<b>18</b>	<b>36</b>	<b>6</b>	<b>12</b>	<b>10</b>	<b>20</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	<b>62%</b>				<b>12%</b>		<b>26%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	4	8	1	2	3	6	0	0	0	0
WHITE FEMALE	1	2	3	6	1	2	3	6	0	0	0	0
BLACK MALE	3	6	7	14	3	6	2	4	2	4	0	0
BLACK FEMALE	0	0	4	8	3	6	5	10	0	0	0	0
OTHER	0	0	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>20</b>	<b>40</b>	<b>9</b>	<b>18</b>	<b>13</b>	<b>26</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>52%</b>				<b>18%</b>		<b>30%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	0	0	7	14	2	4	0	0
WHITE FEMALE	0	0	0	0	0	0	6	12	2	4	0	0
BLACK MALE	1	2	4	8	0	0	8	16	5	10	0	0
BLACK FEMALE	0	0	0	0	1	2	8	16	2	4	0	0
OTHER	0	0	1	2	0	0	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>30</b>	<b>60</b>	<b>12</b>	<b>24</b>	<b>0</b>	<b>0</b>
	<b>14%</b>				<b>2%</b>		<b>84%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	0	0	3	6	2	4	2	4	0	0
WHITE FEMALE	0	0	2	4	1	2	2	4	3	6	0	0
BLACK MALE	3	6	7	14	1	2	2	4	4	8	0	0
BLACK FEMALE	4	8	3	6	2	4	3	6	0	0	0	0
OTHER	1	2	0	0	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>11</b>	<b>22</b>	<b>12</b>	<b>24</b>	<b>8</b>	<b>16</b>	<b>10</b>	<b>20</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>46%</b>				<b>16%</b>		<b>38%</b>				<b>0%</b>	

TABLE 34D

I think it is important to use a language which is understandable to our members.  
(Item 2.20)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	7	14	0	0	0	0	0	0	0	0
WHITE FEMALE	2	4	6	12	0	0	0	0	0	0	0	0
BLACK MALE	10	20	7	14	0	0	1	2	1	2	0	0
BLACK FEMALE	6	12	3	6	0	0	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>24</b>	<b>48</b>	<b>24</b>	<b>48</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	96%				0%		4%		1%		0%	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	5	10	0	0	0	0	0	0	0	0
WHITE FEMALE	3	6	5	10	0	0	0	0	0	0	0	0
BLACK MALE	8	16	9	18	0	0	0	0	0	0	0	0
BLACK FEMALE	6	12	5	10	0	0	1	2	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>24</b>	<b>48</b>	<b>25</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	98%				0%		2%		0%		0%	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	7	14	0	0	0	0	0	0	0	0
WHITE FEMALE	3	6	5	10	0	0	0	0	0	0	0	0
BLACK MALE	11	22	6	12	0	0	0	0	1	2	0	0
BLACK FEMALE	5	10	5	10	0	0	0	0	1	2	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>24</b>	<b>48</b>	<b>24</b>	<b>48</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	96%				0%		4%		1%		0%	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	4	8	0	0	1	2	0	0	0	0
WHITE FEMALE	4	8	4	8	0	0	0	0	0	0	0	0
BLACK MALE	8	16	5	10	2	4	2	4	0	0	0	0
BLACK FEMALE	7	14	4	8	1	2	0	0	0	0	0	0
OTHER	2	4	0	0	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>26</b>	<b>52</b>	<b>17</b>	<b>34</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	86%				6%		8%		0%		0%	

TABLE 35D

I think it is my right to use the language of my choice within my workplace. (Item 2.4)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	5	10	0	0	1	2	0	0	0	0
WHITE FEMALE	4	8	3	6	0	0	1	2	0	0	0	0
BLACK MALE	9	18	6	12	4	8	0	0	0	0	0	0
BLACK FEMALE	4	8	2	4	1	2	2	4	0	0	0	0
OTHER	1	2	0	0	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>23</b>	<b>46</b>	<b>16</b>	<b>32</b>	<b>7</b>	<b>14</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>78%</b>				<b>14%</b>		<b>8%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	6	12	0	0	1	2	0	0	0	0
WHITE FEMALE	2	4	5	10	1	2	0	0	0	0	0	0
BLACK MALE	7	14	6	12	3	6	1	2	0	0	0	0
BLACK FEMALE	4	8	4	8	1	2	2	4	1	2	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>17</b>	<b>34</b>	<b>23</b>	<b>46</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>80%</b>				<b>10%</b>		<b>10%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	5	10	1	2	1	2	0	0	0	0
WHITE FEMALE	3	6	5	10	0	0	0	0	0	0	0	0
BLACK MALE	9	18	5	10	0	0	4	8	0	0	0	0
BLACK FEMALE	2	4	2	4	2	4	5	10	0	0	0	0
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>18</b>	<b>36</b>	<b>18</b>	<b>36</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>72%</b>				<b>6%</b>		<b>22%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	3	6	2	4	0	0	0	0	0	0
WHITE FEMALE	2	4	3	6	0	0	3	6	0	0	0	0
BLACK MALE	9	18	4	8	0	0	3	6	1	2	0	0
BLACK FEMALE	3	6	6	12	1	2	2	4	0	0	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>20</b>	<b>40</b>	<b>18</b>	<b>36</b>	<b>3</b>	<b>6</b>	<b>8</b>	<b>16</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>76%</b>				<b>6%</b>		<b>18%</b>				<b>0%</b>	

**TABLE 36D**  
**Equal opportunities do not exist within the SAPS. (Item 2.42)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	3	6	0	0	5	10	1	2	0	0
WHITE FEMALE	1	2	2	4	3	6	2	4	0	0	0	0
BLACK MALE	6	12	7	14	2	4	2	4	2	4	0	0
BLACK FEMALE	2	4	6	12	0	0	1	2	0	0	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>11</b>	<b>22</b>	<b>19</b>	<b>38</b>	<b>6</b>	<b>12</b>	<b>11</b>	<b>22</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	<b>60%</b>				<b>12%</b>		<b>28%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	3	6	1	2	3	6	1	2	0	0
WHITE FEMALE	1	2	2	4	2	4	2	4	1	2	0	0
BLACK MALE	3	6	8	16	1	2	4	8	1	2	0	0
BLACK FEMALE	2	4	3	6	2	4	4	8	1	2	0	0
OTHER	0	0	1	2	0	0	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>8</b>	<b>16</b>	<b>17</b>	<b>34</b>	<b>6</b>	<b>12</b>	<b>14</b>	<b>28</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>
	<b>50%</b>				<b>12%</b>		<b>38%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	5	10	1	2	3	6	0	0	0	0
WHITE FEMALE	0	0	3	6	4	8	1	2	0	0	0	0
BLACK MALE	4	8	9	18	2	4	3	6	0	0	0	0
BLACK FEMALE	2	4	2	4	3	6	4	8	0	0	0	0
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>20</b>	<b>40</b>	<b>10</b>	<b>20</b>	<b>13</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>54%</b>				<b>20%</b>		<b>26%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	3	6	2	4	2	4	0	0	0	0
WHITE FEMALE	1	2	1	2	1	2	5	10	0	0	0	0
BLACK MALE	7	14	5	10	2	4	3	6	0	0	0	0
BLACK FEMALE	3	6	6	12	0	0	1	2	2	4	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>14</b>	<b>28</b>	<b>16</b>	<b>32</b>	<b>6</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>60%</b>				<b>12%</b>		<b>28%</b>				<b>0%</b>	

**TABLE 37D**  
**Discrimination still exists within the SAPS. (Item 2.12)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	6	12	1	2	2	4	0	0	0	0
WHITE FEMALE	3	6	3	6	2	4	0	0	0	0	0	0
BLACK MALE	12	24	5	10	1	2	0	0	0	0	1	2
BLACK FEMALE	4	8	3	6	1	2	0	0	1	2	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>23</b>	<b>46</b>	<b>18</b>	<b>36</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
	<b>82%</b>				<b>10%</b>		<b>6%</b>				<b>2%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	5	10	1	2	1	2	0	0	0	0
WHITE FEMALE	0	0	7	14	0	0	1	2	0	0	0	0
BLACK MALE	10	20	6	12	0	0	0	0	1	2	0	0
BLACK FEMALE	5	10	6	12	1	2	0	0	0	0	0	0
OTHER	0	0	3	6	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>18</b>	<b>36</b>	<b>27</b>	<b>54</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>90%</b>				<b>4%</b>		<b>6%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	6	12	0	0	0	0	0	0	0	0
WHITE FEMALE	1	2	6	12	0	0	1	2	0	0	0	0
BLACK MALE	9	18	6	12	2	4	0	0	1	2	0	0
BLACK FEMALE	3	6	7	14	1	2	0	0	0	0	0	0
OTHER	0	0	3	6	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>17</b>	<b>34</b>	<b>28</b>	<b>56</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>90%</b>				<b>6%</b>		<b>4%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	1	2	5	10	1	2	0	0
WHITE FEMALE	2	4	1	2	2	4	2	4	1	2	0	0
BLACK MALE	6	12	4	8	1	2	5	10	1	2	0	0
BLACK FEMALE	2	4	2	4	0	0	5	10	3	6	0	0
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>24</b>	<b>10</b>	<b>20</b>	<b>4</b>	<b>8</b>	<b>18</b>	<b>36</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>
	<b>44%</b>				<b>8%</b>		<b>48%</b>				<b>0%</b>	



**TABLE 38D**  
I have no objection working with homosexuals. (Item 2.31)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	2	4	2	4	3	6	4	8	0	0
WHITE FEMALE	2	4	4	8	1	2	1	2	0	0	0	0
BLACK MALE	2	4	7	14	1	2	4	8	5	10	0	0
BLACK FEMALE	2	4	3	6	3	6	1	2	0	0	0	0
OTHER	0	0	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>18</b>	<b>36</b>	<b>8</b>	<b>16</b>	<b>9</b>	<b>18</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>48%</b>				<b>16%</b>		<b>36%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	4	8	1	2	4	8	0	0	0	0
WHITE FEMALE	2	4	5	10	1	2	0	0	0	0	0	0
BLACK MALE	2	4	6	12	2	4	4	8	2	4	1	2
BLACK FEMALE	2	4	5	12	2	4	2	4	1	2	0	0
OTHER	1	2	1	2	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>8</b>	<b>16</b>	<b>21</b>	<b>42</b>	<b>7</b>	<b>14</b>	<b>10</b>	<b>20</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>
	<b>58%</b>				<b>14%</b>		<b>26%</b>				<b>2%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	2	4	3	6	2	4	1	2	0	0
WHITE FEMALE	0	0	8	16	0	0	0	0	0	0	0	0
BLACK MALE	2	4	11	22	1	2	4	8	0	0	0	0
BLACK FEMALE	2	4	7	14	0	0	0	0	1	2	1	2
OTHER	1	2	1	2	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>29</b>	<b>58</b>	<b>5</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>
	<b>72%</b>				<b>10%</b>		<b>16%</b>				<b>2%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	6	12	1	2	3	6	0	0	0	0
WHITE FEMALE	1	2	4	8	0	0	2	4	1	2	0	0
BLACK MALE	0	0	4	8	7	14	3	6	3	6	0	0
BLACK FEMALE	3	6	3	6	2	4	1	2	3	6	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>18</b>	<b>36</b>	<b>11</b>	<b>22</b>	<b>10</b>	<b>20</b>	<b>7</b>	<b>14</b>	<b>0</b>	<b>0</b>
	<b>44%</b>				<b>22%</b>		<b>34%</b>				<b>0%</b>	

**TABLE 39D**  
**Homosexuals have a right to work in the SAPS. (Item 2.44)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	3	6	0	0	4	8	2	4	0	0
WHITE FEMALE	3	6	0	0	5	10	0	0	0	0	0	0
BLACK MALE	2	4	5	10	5	10	5	10	2	4	0	0
BLACK FEMALE	1	2	5	10	2	4	1	2	0	0	0	0
OTHER	0	0	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>8</b>	<b>16</b>	<b>15</b>	<b>30</b>	<b>13</b>	<b>26</b>	<b>10</b>	<b>20</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>46%</b>				<b>26%</b>		<b>28%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	8	16	0	0	1	2	0	0	0	0
WHITE FEMALE	2	4	5	10	1	2	0	0	0	0	0	0
BLACK MALE	6	12	5	10	1	2	3	6	2	4	0	0
BLACK FEMALE	2	4	3	6	5	10	2	4	0	0	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>24</b>	<b>23</b>	<b>46</b>	<b>7</b>	<b>14</b>	<b>6</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>70%</b>				<b>14%</b>		<b>16%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	6	12	1	2	1	2	1	2	0	0
WHITE FEMALE	2	4	6	12	0	0	0	0	0	0	0	0
BLACK MALE	2	4	10	20	2	4	2	4	2	4	0	0
BLACK FEMALE	2	4	4	8	4	8	0	0	1	2	0	0
OTHER	0	0	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>28</b>	<b>56</b>	<b>8</b>	<b>16</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>
	<b>70%</b>				<b>16%</b>		<b>14%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	4	8	3	6	2	4	0	0	0	0
WHITE FEMALE	0	0	5	10	2	4	1	2	0	0	0	0
BLACK MALE	1	2	4	8	3	6	4	8	5	10	0	0
BLACK FEMALE	4	8	2	4	2	4	1	2	3	6	0	0
OTHER	0	0	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>17</b>	<b>34</b>	<b>11</b>	<b>22</b>	<b>8</b>	<b>16</b>	<b>8</b>	<b>16</b>	<b>0</b>	<b>0</b>
	<b>46%</b>				<b>22%</b>		<b>32%</b>				<b>0%</b>	

**TABLE 40D**  
**People do not accept homosexuals within the SAPS. (Item 2.28)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	9	18	0	0	0	0	1	2	0	0
WHITE FEMALE	1	2	4	8	2	4	1	2	0	0	0	0
BLACK MALE	6	12	8	16	2	4	1	2	2	4	0	0
BLACK FEMALE	1	2	2	4	3	6	1	2	2	4	0	0
OTHER	0	0	3	6	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>9</b>	<b>18</b>	<b>26</b>	<b>52</b>	<b>7</b>	<b>14</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>
	<b>70%</b>				<b>14%</b>		<b>16%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	9	18	1	2	0	0	0	0	0	0
WHITE FEMALE	0	0	5	10	1	2	2	4	0	0	0	0
BLACK MALE	3	6	5	10	3	6	4	8	2	4	0	0
BLACK FEMALE	2	4	2	4	6	12	1	2	1	2	0	0
OTHER	0	0	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>22</b>	<b>44</b>	<b>13</b>	<b>26</b>	<b>7</b>	<b>14</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
	<b>54%</b>				<b>26%</b>		<b>20%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	8	16	0	0	1	2	0	0	0	0
WHITE FEMALE	1	2	1	2	3	6	3	6	0	0	0	0
BLACK MALE	4	8	5	10	4	8	4	8	1	2	0	0
BLACK FEMALE	3	6	0	0	4	8	3	6	1	2	0	0
OTHER	0	0	0	0	2	4	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>9</b>	<b>18</b>	<b>14</b>	<b>28</b>	<b>13</b>	<b>26</b>	<b>12</b>	<b>24</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>46%</b>				<b>26%</b>		<b>28%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	4	8	4	8	1	2	0	0	0	0
WHITE FEMALE	1	2	1	2	5	10	1	2	0	0	0	0
BLACK MALE	5	10	3	6	3	6	4	8	2	4	0	0
BLACK FEMALE	4	8	3	6	5	10	0	0	0	0	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>11</b>	<b>22</b>	<b>12</b>	<b>24</b>	<b>18</b>	<b>36</b>	<b>7</b>	<b>14</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>46%</b>				<b>36%</b>		<b>18%</b>				<b>0%</b>	

TABLE 41D

I would be comfortable working with a colleague who is HIV positive. (Item 2.21)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	3	6	2	4	3	6	0	0
WHITE FEMALE	0	0	1	2	3	6	3	6	1	2	0	0
BLACK MALE	3	6	7	14	4	8	2	4	3	6	0	0
BLACK FEMALE	1	2	6	12	1	2	1	2	0	0	0	0
OTHER	0	0	1	1	1	2	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>17</b>	<b>34</b>	<b>12</b>	<b>24</b>	<b>8</b>	<b>16</b>	<b>8</b>	<b>16</b>	<b>0</b>	<b>0</b>
	<b>44%</b>				<b>24%</b>		<b>32%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	2	4	5	10	2	4	1	2	0	0
WHITE FEMALE	0	0	2	4	2	4	3	6	1	2	0	0
BLACK MALE	0	0	7	14	2	4	4	8	3	6	1	2
BLACK FEMALE	1	2	4	8	4	8	3	6	0	0	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>1</b>	<b>2</b>	<b>16</b>	<b>32</b>	<b>14</b>	<b>28</b>	<b>13</b>	<b>26</b>	<b>5</b>	<b>10</b>	<b>1</b>	<b>2</b>
	<b>34%</b>				<b>28%</b>		<b>36%</b>				<b>2%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	0	0	4	8	2	4	1	2	1	2
WHITE FEMALE	0	0	3	6	4	8	0	0	1	2	0	0
BLACK MALE	2	4	6	12	5	10	3	6	1	2	1	2
BLACK FEMALE	1	2	4	8	2	4	3	6	1	2	0	0
OTHER	0	0	2	4	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>30</b>	<b>16</b>	<b>32</b>	<b>8</b>	<b>16</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>4</b>
	<b>40%</b>				<b>32%</b>		<b>24%</b>				<b>4%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	4	8	4	8	0	0	2	4	0	0
WHITE FEMALE	1	2	1	2	3	6	1	2	2	4	0	0
BLACK MALE	1	2	6	12	4	8	2	4	4	8	0	0
BLACK FEMALE	2	4	5	10	0	0	1	2	4	8	0	0
OTHER	0	0	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>17</b>	<b>34</b>	<b>13</b>	<b>26</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>24</b>	<b>0</b>	<b>0</b>
	<b>42%</b>				<b>26%</b>		<b>32%</b>				<b>0%</b>	

TABLE 42D

A SAPS member who is HIV positive is a threat to the public and colleagues and must be dismissed. (Item 2.7)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	2	4	3	6	3	6	0	0
WHITE FEMALE	1	2	0	0	2	4	4	8	1	2	0	0
BLACK MALE	2	4	2	4	0	0	7	14	8	16	0	0
BLACK FEMALE	0	0	2	4	0	0	3	6	4	8	0	0
OTHER	0	0	1	2	0	0	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>7</b>	<b>14</b>	<b>4</b>	<b>8</b>	<b>18</b>	<b>36</b>	<b>17</b>	<b>34</b>	<b>0</b>	<b>0</b>
	<b>22%</b>				<b>8%</b>		<b>70%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	0	0	2	4	5	10	2	4	0	0
WHITE FEMALE	1	2	0	0	2	4	3	6	2	4	0	0
BLACK MALE	0	0	1	2	4	8	6	12	6	12	0	0
BLACK FEMALE	0	0	1	2	3	6	4	8	4	8	0	0
OTHER	0	0	1	2	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>12</b>	<b>24</b>	<b>19</b>	<b>38</b>	<b>14</b>	<b>28</b>	<b>0</b>	<b>0</b>
	<b>10%</b>				<b>24%</b>		<b>66%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	2	4	1	2	6	12	1	2	0	0
WHITE FEMALE	1	2	0	0	3	6	4	8	0	0	0	0
BLACK MALE	2	4	1	2	3	6	4	8	8	16	0	0
BLACK FEMALE	0	0	1	2	0	0	6	12	4	8	0	0
OTHER	0	0	0	0	0	0	2	4	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>7</b>	<b>14</b>	<b>22</b>	<b>44</b>	<b>14</b>	<b>28</b>	<b>0</b>	<b>0</b>
	<b>14%</b>				<b>14%</b>		<b>72%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	3	6	2	4	3	6	1	2	0	0
WHITE FEMALE	2	4	1	2	2	4	3	6	0	0	0	0
BLACK MALE	1	2	1	2	3	6	4	8	8	16	0	0
BLACK FEMALE	0	0	0	0	0	0	1	2	11	22	0	0
OTHER	0	0	0	0	2	4	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>10</b>	<b>9</b>	<b>18</b>	<b>11</b>	<b>22</b>	<b>21</b>	<b>42</b>	<b>0</b>	<b>0</b>
	<b>18%</b>				<b>18%</b>		<b>64%</b>				<b>0%</b>	

TABLE 43D

Although I realize the need for affirmative action, I do not support the concept.  
(Item 2.34)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	5	10	1	2	2	4	1	2	0	0
WHITE FEMALE	2	4	4	8	1	2	1	2	0	0	0	0
BLACK MALE	3	6	5	10	2	4	6	12	3	6	0	0
BLACK FEMALE	0	0	1	2	2	4	5	10	1	2	0	0
OTHER	0	0	0	0	0	0	3	6	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>15</b>	<b>30</b>	<b>6</b>	<b>12</b>	<b>17</b>	<b>34</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>
	<b>44%</b>				<b>12%</b>		<b>44%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	2	4	2	4	5	10	0	0	0	0
WHITE FEMALE	0	0	4	8	2	4	2	4	0	0	0	0
BLACK MALE	0	0	5	10	4	8	5	10	3	6	0	0
BLACK FEMALE	1	2	3	6	2	4	5	10	1	2	0	0
OTHER	0	0	0	0	1	2	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>14</b>	<b>28</b>	<b>11</b>	<b>22</b>	<b>19</b>	<b>38</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>
	<b>32%</b>				<b>22%</b>		<b>46%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	3	6	2	4	3	6	0	0	0	0
WHITE FEMALE	2	4	3	6	3	6	0	0	0	0	0	0
BLACK MALE	2	4	2	4	2	4	9	18	3	6	0	0
BLACK FEMALE	0	0	3	6	4	8	3	6	1	2	0	0
OTHER	0	0	1	2	1	2	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>12</b>	<b>24</b>	<b>15</b>	<b>30</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>
	<b>36%</b>				<b>24%</b>		<b>40%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	4	8	1	2	2	4	0	0	0	0
WHITE FEMALE	3	6	4	8	1	2	0	0	0	0	0	0
BLACK MALE	2	4	0	0	3	6	9	18	3	6	0	0
BLACK FEMALE	1	2	3	6	2	4	2	4	3	6	1	2
OTHER	1	2	0	0	1	2	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>10</b>	<b>20</b>	<b>11</b>	<b>22</b>	<b>8</b>	<b>16</b>	<b>14</b>	<b>28</b>	<b>6</b>	<b>12</b>	<b>1</b>	<b>2</b>
	<b>42%</b>				<b>16%</b>		<b>40%</b>				<b>2%</b>	

TABLE 44D

Affirmative action means that white people do not get promoted anymore. (Item 2.45)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	2	4	2	4	3	6	1	2	0	0
WHITE FEMALE	0	0	1	2	3	6	4	8	0	0	0	0
BLACK MALE	2	4	0	0	2	4	8	16	7	14	0	0
BLACK FEMALE	0	0	0	0	0	0	4	8	5	10	0	0
OTHER	0	0	0	0	0	0	2	4	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>7</b>	<b>14</b>	<b>21</b>	<b>42</b>	<b>14</b>	<b>28</b>	<b>0</b>	<b>0</b>
	<b>16%</b>				<b>14%</b>		<b>70%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	3	6	5	10	1	2	0	0
WHITE FEMALE	0	0	4	8	1	2	2	4	1	2	0	0
BLACK MALE	1	2	1	2	0	0	7	14	8	16	0	0
BLACK FEMALE	1	2	0	0	1	2	4	8	6	12	0	0
OTHER	0	0	0	0	0	0	3	6	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>10</b>	<b>21</b>	<b>42</b>	<b>16</b>	<b>32</b>	<b>0</b>	<b>0</b>
	<b>16%</b>				<b>10%</b>		<b>74%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	2	4	2	4	6	12	0	0	0	0
WHITE FEMALE	0	0	2	4	4	8	2	4	0	0	0	0
BLACK MALE	2	4	2	4	0	0	10	20	4	8	0	0
BLACK FEMALE	0	0	1	2	1	2	3	6	6	12	0	0
OTHER	0	0	0	0	0	0	2	4	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>14</b>	<b>23</b>	<b>46</b>	<b>11</b>	<b>22</b>	<b>0</b>	<b>0</b>
	<b>18%</b>				<b>14%</b>		<b>68%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	1	2	2	4	4	8	2	4	0	0
WHITE FEMALE	1	2	3	6	3	6	1	2	0	0	0	0
BLACK MALE	0	0	0	0	3	6	4	8	10	20	0	0
BLACK FEMALE	0	0	1	2	1	2	5	10	5	10	0	0
OTHER	0	0	0	0	0	0	2	4	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>10</b>	<b>9</b>	<b>18</b>	<b>16</b>	<b>32</b>	<b>18</b>	<b>36</b>	<b>0</b>	<b>0</b>
	<b>14%</b>				<b>18%</b>		<b>68%</b>				<b>0%</b>	

TABLE 45D

Change would be easier if members had a better understanding of diversity (difference).  
(Item 2.36)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	7	14	0	0	0	0	0	0	0	0
WHITE FEMALE	1	2	5	10	0	0	2	4	0	0	0	0
BLACK MALE	11	22	6	12	2	4	0	0	0	0	0	0
BLACK FEMALE	5	10	3	6	1	2	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>23</b>	<b>46</b>	<b>22</b>	<b>44</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>90%</b>				<b>6%</b>		<b>4%</b>		<b>0%</b>		<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	5	10	0	0	0	0	0	0	0	0
WHITE FEMALE	4	8	2	4	1	2	1	2	0	0	0	0
BLACK MALE	9	18	6	12	0	0	2	4	0	0	0	0
BLACK FEMALE	6	12	4	8	0	0	1	2	1	2	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>26</b>	<b>52</b>	<b>18</b>	<b>36</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>88%</b>				<b>2%</b>		<b>10%</b>		<b>0%</b>		<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	6	12	0	0	0	0	0	0	0	0
WHITE FEMALE	3	6	5	10	0	0	0	0	0	0	0	0
BLACK MALE	12	24	6	12	0	0	0	0	0	0	0	0
BLACK FEMALE	4	8	7	14	0	0	0	0	0	0	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>24</b>	<b>48</b>	<b>26</b>	<b>52</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>100%</b>				<b>0%</b>		<b>0%</b>		<b>0%</b>		<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	5	10	0	0	0	0	0	0	0	0
WHITE FEMALE	1	2	6	12	0	0	1	2	0	0	0	0
BLACK MALE	7	14	7	14	2	4	1	2	0	0	0	0
BLACK FEMALE	8	16	3	6	0	0	1	2	0	0	0	0
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>22</b>	<b>44</b>	<b>22</b>	<b>44</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>88%</b>				<b>4%</b>		<b>8%</b>		<b>0%</b>		<b>0%</b>	



TABLE 46D

Members can be made more aware of differences through diversity training. (Item 2.37)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	8	16	0	0	0	0	0	0	0	0
WHITE FEMALE	2	4	6	12	0	0	0	0	0	0	0	0
BLACK MALE	9	18	8	16	1	2	0	0	1	2	0	0
BLACK FEMALE	5	10	4	8	0	0	0	0	0	0	0	0
OTHER	1	2	1	2	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>20</b>	<b>40</b>	<b>27</b>	<b>54</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>94%</b>				<b>4%</b>		<b>2%</b>		<b>2%</b>		<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	6	12	4	8	0	0	0	0	0	0	0	0
WHITE FEMALE	4	8	4	8	0	0	0	0	0	0	0	0
BLACK MALE	10	20	6	12	0	0	1	2	0	0	0	0
BLACK FEMALE	6	12	6	12	0	0	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>28</b>	<b>56</b>	<b>21</b>	<b>42</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>98%</b>				<b>0%</b>		<b>2%</b>		<b>2%</b>		<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	7	14	3	6	0	0	0	0	0	0	0	0
WHITE FEMALE	3	6	5	10	0	0	0	0	0	0	0	0
BLACK MALE	8	16	9	18	0	0	1	2	0	0	0	0
BLACK FEMALE	3	6	7	14	1	2	0	0	0	0	0	0
OTHER	0	0	3	6	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>21</b>	<b>42</b>	<b>27</b>	<b>54</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>96%</b>				<b>2%</b>		<b>2%</b>		<b>2%</b>		<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	5	10	0	0	1	2	0	0	0	0
WHITE FEMALE	0	0	7	14	1	2	0	0	0	0	0	0
BLACK MALE	8	16	4	8	2	4	3	6	0	0	0	0
BLACK FEMALE	7	14	3	6	2	4	0	0	0	0	0	0
OTHER	1	2	1	2	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>80%</b>				<b>10%</b>		<b>10%</b>		<b>10%</b>		<b>0%</b>	

**TABLE 47D**  
**Managers need training to work with different people. (Item 2.16)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	6	12	4	8	0	0	1	2	0	0	0	0
WHITE FEMALE	3	6	4	8	0	0	1	2	0	0	0	0
BLACK MALE	9	18	9	18	0	0	1	2	0	0	0	0
BLACK FEMALE	4	8	4	8	1	2	0	0	0	0	0	0
OTHER	1	2	2	4	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>23</b>	<b>46</b>	<b>23</b>	<b>46</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>92%</b>				<b>2%</b>		<b>6%</b>		<b>0%</b>		<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	6	12	4	8	0	0	0	0	0	0	0	0
WHITE FEMALE	3	6	4	8	0	0	1	2	0	0	0	0
BLACK MALE	7	14	8	16	2	4	0	0	0	0	0	0
BLACK FEMALE	5	10	6	12	1	2	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>23</b>	<b>46</b>	<b>23</b>	<b>46</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>92%</b>				<b>6%</b>		<b>2%</b>		<b>0%</b>		<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	7	14	3	6	0	0	0	0	0	0	0	0
WHITE FEMALE	5	10	3	6	0	0	0	0	0	0	0	0
BLACK MALE	7	14	11	22	0	0	0	0	0	0	0	0
BLACK FEMALE	6	12	5	10	0	0	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>27</b>	<b>54</b>	<b>23</b>	<b>46</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>100%</b>				<b>0%</b>		<b>0%</b>		<b>0%</b>		<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	7	14	3	6	0	0	0	0	0	0	0	0
WHITE FEMALE	3	6	5	10	0	0	0	0	0	0	0	0
BLACK MALE	11	22	5	10	0	0	1	2	0	0	0	0
BLACK FEMALE	8	16	3	6	0	0	1	2	0	0	0	0
OTHER	0	0	3	6	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>29</b>	<b>58</b>	<b>19</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>96%</b>				<b>0%</b>		<b>4%</b>		<b>0%</b>		<b>0%</b>	

TABLE 48D

Do you think diversity training can make a difference to the attitude of members towards diversity within the SAPS? (Item 3.1)

PRE-TEST	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	9	18	0	0	0	0	0	0
WHITE FEMALE	0	0	8	16	0	0	0	0	0	0
BLACK MALE	4	8	11	22	0	0	4	8	0	0
BLACK FEMALE	1	2	8	16	0	0	0	0	0	0
OTHER	1	2	1	2	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>8</b>	<b>16</b>	<b>37</b>	<b>74</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>
	<b>16%</b>		<b>74%</b>				<b>10%</b>		<b>0%</b>	

POST-TEST	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	4	8	0	0	1	2	0	0
WHITE FEMALE	5	10	3	6	0	0	0	0	0	0
BLACK MALE	6	12	8	16	0	0	0	0	3	6
BLACK FEMALE	4	8	7	14	0	0	0	0	1	2
OTHER	3	6	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>23</b>	<b>46</b>	<b>22</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>8</b>
	<b>46%</b>		<b>44%</b>				<b>2%</b>		<b>8%</b>	

FOLLOW-UP	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	6	12	1	2	0	0	0	0
WHITE FEMALE	1	2	7	14	0	0	0	0	0	0
BLACK MALE	4	8	12	24	0	0	1	2	1	2
BLACK FEMALE	2	4	5	10	0	0	2	4	2	4
OTHER	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>11</b>	<b>22</b>	<b>32</b>	<b>64</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>6</b>
	<b>22%</b>		<b>66%</b>				<b>6%</b>		<b>6%</b>	

CONTROL	ALWAYS		SOME-TIMES		SELDOM		NEVER		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%
WHITE MALE	2	4	7	14	1	2	0	0	0	0
WHITE FEMALE	0	0	6	12	1	2	0	0	1	2
BLACK MALE	5	10	10	20	0	0	2	4	0	0
BLACK FEMALE	3	6	7	14	1	2	1	2	0	0
OTHER	1	2	2	4	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>11</b>	<b>22</b>	<b>32</b>	<b>64</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>
	<b>22%</b>		<b>70%</b>				<b>6%</b>		<b>2%</b>	

**TABLE 49D**  
**I think all members of the SAPS should have at least a matric. (Item 2.8)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	7	14	3	6	0	0	1	2	0	0	0	0
WHITE FEMALE	6	12	2	4	0	0	0	0	0	0	0	0
BLACK MALE	3	6	10	20	2	4	2	4	2	4	0	0
BLACK FEMALE	6	12	2	4	0	0	1	2	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>24</b>	<b>48</b>	<b>18</b>	<b>36</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>84%</b>				<b>4%</b>		<b>12%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	4	8	0	0	1	2	0	0	0	0
WHITE FEMALE	5	10	2	4	0	0	1	2	0	0	0	0
BLACK MALE	5	10	10	20	2	4	0	0	0	0	0	0
BLACK FEMALE	6	12	3	6	0	0	3	6	0	0	0	0
OTHER	1	2	1	2	1	2	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>22</b>	<b>44</b>	<b>20</b>	<b>40</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>84%</b>				<b>6%</b>		<b>10%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	7	14	2	4	0	0	1	2	0	0	0	0
WHITE FEMALE	4	8	4	8	0	0	0	0	0	0	0	0
BLACK MALE	6	12	9	18	0	0	2	4	1	2	0	0
BLACK FEMALE	6	12	3	6	2	4	0	0	0	0	0	0
OTHER	2	4	1	2	0	0	0	0	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>25</b>	<b>50</b>	<b>19</b>	<b>38</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>88%</b>				<b>4%</b>		<b>8%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	8	16	1	2	0	0	1	2	0	0	0	0
WHITE FEMALE	6	12	0	0	0	0	2	4	0	0	0	0
BLACK MALE	6	12	7	14	1	2	2	4	1	2	0	0
BLACK FEMALE	4	8	7	14	0	0	0	0	1	2	0	0
OTHER	2	4	0	0	0	0	1	2	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>26</b>	<b>52</b>	<b>15</b>	<b>30</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>82%</b>				<b>2%</b>		<b>16%</b>				<b>0%</b>	

TABLE 50D

I consider a member with a degree or diploma a better police official than a member with matric. (Item 2.25)

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	2	4	2	4	4	8	3	6	0	0
WHITE FEMALE	0	0	1	2	1	2	4	8	2	4	0	0
BLACK MALE	0	0	2	4	2	4	10	20	5	10	0	0
BLACK FEMALE	2	4	0	0	1	2	4	8	2	4	0	0
OTHER	0	0	0	0	1	2	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>10</b>	<b>7</b>	<b>14</b>	<b>23</b>	<b>46</b>	<b>13</b>	<b>26</b>	<b>0</b>	<b>0</b>
	<b>14%</b>				<b>14%</b>		<b>72%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	1	2	6	12	2	4	0	0
WHITE FEMALE	0	0	3	6	0	0	4	8	1	2	0	0
BLACK MALE	2	4	3	6	2	4	7	14	3	6	0	0
BLACK FEMALE	2	4	0	0	1	2	5	10	4	8	0	0
OTHER	0	0	0	0	0	0	3	6	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>4</b>	<b>8</b>	<b>7</b>	<b>14</b>	<b>4</b>	<b>8</b>	<b>25</b>	<b>50</b>	<b>10</b>	<b>20</b>	<b>0</b>	<b>0</b>
	<b>22%</b>				<b>8%</b>		<b>70%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	1	2	1	2	5	10	3	6	0	0
WHITE FEMALE	0	0	0	0	1	2	6	12	1	2	0	0
BLACK MALE	2	4	0	0	5	10	8	16	3	6	0	0
BLACK FEMALE	1	2	0	0	1	2	5	10	4	8	0	0
OTHER	0	0	0	0	1	2	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>18</b>	<b>25</b>	<b>50</b>	<b>12</b>	<b>24</b>	<b>0</b>	<b>0</b>
	<b>8%</b>				<b>18%</b>		<b>74%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	0	0	0	0	1	2	5	10	4	8	0	0
WHITE FEMALE	0	0	0	0	1	2	6	12	1	2	0	0
BLACK MALE	4	8	3	6	2	4	5	10	3	6	0	0
BLACK FEMALE	2	4	3	6	1	2	2	4	4	8	0	0
OTHER	0	0	0	0	1	2	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>12</b>	<b>19</b>	<b>38</b>	<b>13</b>	<b>26</b>	<b>0</b>	<b>0</b>
	<b>24%</b>				<b>12%</b>		<b>64%</b>				<b>0%</b>	

**TABLE 51D**  
**Skills and experience is no longer the most important criteria for promotion in the SAPS.**  
**(Item 2.39)**

PRE-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	5	10	1	2	2	4	2	4	1	2	0	0
WHITE FEMALE	1	2	4	8	2	4	1	2	0	0	0	0
BLACK MALE	2	4	4	8	3	6	9	18	1	2	0	0
BLACK FEMALE	2	4	3	6	0	0	2	4	2	4	0	0
OTHER	0	0	1	2	0	0	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>10</b>	<b>20</b>	<b>13</b>	<b>26</b>	<b>7</b>	<b>14</b>	<b>16</b>	<b>32</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>
	<b>46%</b>				<b>14%</b>		<b>40%</b>				<b>0%</b>	

POST-TEST	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	1	2	5	10	1	2	2	4	1	2	0	0
WHITE FEMALE	2	4	3	6	1	2	2	4	0	0	0	0
BLACK MALE	3	6	2	4	0	0	8	16	4	8	0	0
BLACK FEMALE	1	2	4	8	1	2	4	8	2	4	0	0
OTHER	0	0	0	0	1	2	1	2	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>7</b>	<b>14</b>	<b>14</b>	<b>28</b>	<b>4</b>	<b>8</b>	<b>17</b>	<b>34</b>	<b>8</b>	<b>16</b>	<b>0</b>	<b>0</b>
	<b>42%</b>				<b>8%</b>		<b>50%</b>				<b>0%</b>	

FOLLOW-UP	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	3	6	2	4	2	4	2	4	1	2	0	0
WHITE FEMALE	1	2	5	10	1	2	1	2	0	0	0	0
BLACK MALE	4	8	2	4	2	4	5	10	5	10	0	0
BLACK FEMALE	2	4	0	0	3	6	3	6	3	6	0	0
OTHER	0	0	0	0	1	2	2	4	0	0	0	0
<b>TOTAL RESPONDENTS</b>	<b>10</b>	<b>20</b>	<b>9</b>	<b>18</b>	<b>9</b>	<b>18</b>	<b>13</b>	<b>26</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>38%</b>				<b>18%</b>		<b>44%</b>				<b>0%</b>	

CONTROL	STRONGLY AGREE		AGREE		UNCERTAIN		DISAGREE		STRONGLY DISAGREE		NOT ANSWERED	
	N	%	N	%	N	%	N	%	N	%	N	%
WHITE MALE	4	8	0	0	1	2	4	8	1	2	0	0
WHITE FEMALE	2	4	3	6	0	0	2	4	1	2	0	0
BLACK MALE	2	4	3	6	1	2	6	12	5	10	0	0
BLACK FEMALE	3	6	2	4	1	2	5	10	1	2	0	0
OTHER	1	2	1	2	0	0	0	0	1	2	0	0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>24</b>	<b>9</b>	<b>18</b>	<b>3</b>	<b>6</b>	<b>17</b>	<b>34</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>
	<b>42%</b>				<b>6%</b>		<b>52%</b>				<b>0%</b>	

APPENDIX C  
ENGLISH  
QUESTIONNAIRE

**RHODES UNIVERSITY  
DEPARTMENT : SOCIAL WORK  
QUESTIONNAIRE SURVEY**

**CONFIDENTIAL :**

**DIVERSITY : EXPERIENCE OF SAPS MEMBERS OF DIVERSITY AND  
DIVERSITY TRAINING WITHIN THE SAPS.**

**RESEARCHER : W EVERTON**

In the SAPS a great deal of effort is being invested in programmes designed to assist all members to work productively in the “Rainbow Nation” Police Service.  
Diversity in the SAPS refers to the wide range of social, cultural, religious and political groups represented in the SAPS.

Information therefore needs to be collected in order to ascertain how you experience diversity within the SAPS.

Researcher is aware of time constraint and busy schedules and therefore would like to thank each person participating in the study.

**INSTRUCTIONS:**

1. Kindly mark your answer in the appropriate space with a “X”.
2. Please answer each question as truthful as possible. There is no right or wrong answer.
3. All answers will be treated confidentially.
4. Thank you for your co-operation.

**EXAMPLE:**

EXPERIENCE WITHIN THE SAPS



- [1] 1 - 5 years
- [2] 6 - 10 years
- [3] above 11 years

If you have been in the SAPS for 12 years, mark [3] with a “X”.

## **SECTION 1 : BACKGROUND INFORMATION:**

### **1.1 AGE**

- [1] 18 - 25
- [2] 26 - 30
- [3] 31 - 40
- [4] 41 - 50
- [5] 51 - 54
- [6] 55 and over

### **1.2 GENDER**

- [1] Male
- [2] Female

### **1.3 MARITAL STATUS**

- [1] Single
- [2] Married
- [3] Divorced
- [4] Widow/Widower
- [5] Other - specify \_\_\_\_\_

### **1.4 HOME LANGUAGE**

- [1] English
- [2] Afrikaans
- [3] Xhosa
- [4] Other - specify \_\_\_\_\_

### **1.5 POPULATION GROUP**

- [1] White South African
- [2] Black South African
- [3] Indian - Asian
- [4] Other - specify\_\_\_\_\_

#### 1.6 RANK

- [1] Snr.Supt/Dept.Dir - Comm/ Dir
- [2] Capt - Snr.Supt/Asst.Dir
- [3] Inspector - Capt
- [4] Constable - Inspector
- [5] Civilian Employee
- [6] Other - specify\_\_\_\_\_

### SECTION 2 : DIVERSITY IN THE SAPS

It would be appreciated if you could co-operate in giving your honest opinion on a number of statements by indicating your response with a "X". There is no right or wrong answer. We all feel different. Your anonymity is guaranteed.

#### INSTRUCTIONS:

1. Read each statement carefully.
2. Complete each item in the questionnaire.
3. Do not spend too much time on any particular question, but rather be spontaneous, giving your first response to each question.
4. Indicate your answer in the relevant space with a "X".

- SA : STRONGLY AGREE WITH THE STATEMENT**
- A : AGREE WITH THE STATEMENT**
- N : NEITHER AGREE NOR DISAGREE WITH THE STATEMENT**
- D : DISAGREE WITH THE STATEMENT**
- SD : STRONGLY DISAGREE WITH THE STATEMENT**

**EXAMPLE :****MARK WITH "X"**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Dogs are there to protect you	SA	A	N	D	SD

If you agree with the statement you will mark A with a "X".

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.1 I would be comfortable working under a woman as a manager.	SA	A	N	D	SD
2.2 I would not allow my children to play with children from another race.	SA	A	N	D	SD
2.3 As a police officer I prefer to work in a team where the members are from diverse (different) backgrounds.	SA	A	N	D	SD
2.4 I think it is my right to use the language of my choice within my workplace.	SA	A	N	D	SD
2.5 Men and women are equal.	SA	A	N	D	SD
2.6 My cultural heritage is superior to other cultures.	SA	A	N	D	SD
2.7 A SAPS member who is HIV positive	SA	A	N	D	SD

is a threat to the public and colleagues and must be dismissed.					
2.8 I think all members of the SAPS should have at least a matric.	SA	A	N	D	SD

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.9 Males within the SAPS discriminate against females in the SAPS.	SA	A	N	D	SD
2.10 It is my right to get time off from work for religious festivals and other religious purposes/reasons.	SA	A	N	D	SD
2.11 I consider women as “less than” men.	SA	A	N	D	SD
2.12 Discrimination still exists within the SAPS.	SA	A	N	D	SD
2.13 People of the same race should police communities of the same race.	SA	A	N	D	SD
2.14 People of different genders respect each other within the SAPS.	SA	A	N	D	SD
2.15 I am uncomfortable working with people from a different race and background than mine.	SA	A	N	D	SD

2.16 Managers need training to work with different people.	SA	A	N	D	SD
2.17 Conflict is mainly caused by a lack of understanding between people of different races/cultures.	SA	A	N	D	SD

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.18 People should respect traditional customs.	SA	A	N	D	SD
2.19 Only black people have a specific culture.	SA	A	N	D	SD

2.20 I think it is important to use a language which is understandable to all members.      SA      A      N      D      SD

2.24 Women are not good managers.	SA	A	N	D	SD
2.25 I consider a member with a degree or diploma a better police official than a member with matric.	SA	A	N	D	SD
2.26 People of different cultures have different rights.	SA	A	N	D	SD
2.27 A women's place is anywhere she wishes it to be.	SA	A	N	D	SD

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.28 People do not accept homosexuals within the SAPS.	SA	A	N	D	SD
2.29 In the 1990's Women get more opportunities within the SAPS than men.	SA	A	N	D	SD
2.30 People of different races do not respect each other within the SAPS.	SA	A	N	D	SD
2.31 I have no objection working with homosexuals.	SA	A	N	D	SD
2.32 I have no respect for a racist.	SA	A	N	D	SD
2.33 Rituals and celebrations must not	SA	A	N	D	SD

interfere with time at work within the SAPS.					
2.34 Although I realise the need for affirmative action, I do not support the concept.	SA	A	N	D	SD
2.35 Racism should not be allowed within the SAPS.	SA	A	N	D	SD
2.36 Change would be easier if members had a better understanding of diversity (differences).	SA	A	N	D	SD

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.37 Members can be made more aware of differences through Diversity Training	SA	A	N	D	SD
2.38 Members of racial minorities may have lower self-esteem (feelings of self-worth) than members of predominant racial groups.	SA	A	N	D	SD
2.39 Skills and experience is no longer the most important criteria for promotion in the SAPS.	SA	A	N	D	SD
2.40 I would allow my children to attend a day-care centre where there are children of a different race group.	SA	A	N	D	SD

2.41 It is in men's interest not to develop a stricter policy on sexual harassment within the SAPS.	SA	A	N	D	SD
2.42 Equal opportunities do not exist within the SAPS.	SA	A	N	D	SD
2.43 Men and women are involved in conflict because they think differently.	SA	A	N	D	SD
2.44 Homosexuals have a right to work in the SAPS.	SA	A	N	D	SD
2.45 Affirmative action means that white people do not get promoted anymore.	SA	A	N	D	SD
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.46 Women confuse flirting with sexual harassment.	SA	A	N	D	SD

### SECTION 3: WORKING WITH DIVERSITY

3.1 Do you think that Diversity Training can make a difference to the attitudes of members towards diversity within the SAPS?

- [1] Always
- [2] Sometimes
- [3] Seldom
- [4] Never

If marked "always, sometimes or seldom", how can it make a difference?



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If marked “never”, why not? \_\_\_\_\_

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3.2 Do you feel that the SAPS accommodates/ respects your culture?

- [1] Always
- [2] Sometimes
- [3] Seldom
- [4] Never

If marked “always, sometimes, or seldom” how does it accommodate/respect your culture? \_\_\_\_\_

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If marked “never”, why do you say so? \_\_\_\_\_

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3.3 Which aspects of your culture do you think other people do not understand?

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3.4 Do you think it is possible for people of other cultures to completely understand your culture?

- [1] Always
- [2] Sometimes
- [3] Seldom
- [4] Never

If marked "always, sometimes or seldom", why do you say so?

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If marked "never", why do you say so? \_\_\_\_\_

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3.5 Is racial discrimination being handled adequately within the SAPS?

- [1] Always
- [2] Sometimes
- [3] Seldom
- [4] Never

If marked "always, sometimes or seldom" how is it being handled?

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If marked "never" why do you say so? \_\_\_\_\_

---



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3.6 Is sexual discrimination being handled adequately within the SAPS?

- [1] Always
- [2] Sometimes
- [3] Seldom
- [4] Never

If marked "always, sometimes or seldom" how is it being handled?

---



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---

If marked "never", why do you say so? \_\_\_\_\_

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3.7 What else would you like to see happen in the SAPS concerning dealing with

any of the issues mentioned in the questionnaire?

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- 3.8 What policies and procedures would you recommend the SAPS implements to create a truly diverse service?

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- 3.9 What role should the SAPS social workers be playing in dealing with diversity in the SAPS?

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THANK YOU FOR YOUR CO-OPERATION

W EVERTON  
RESEARCHER

# APPENDIX D AFRIKAANS QUESTIONNAIRE

**RHODES UNIVERSITEIT  
DEPARTEMENT : MAATSKAPLIK  
VRAELYS**

**VERTROULIK :**

**DIVERSITEIT : DIE GEVOEL VAN SAPD LEDE OOR DIVERSITEIT EN**

## **DIVERSITEITS OPLEIDING BINNE DIE SAPD.**

### **NAVORSER : W EVERTON**

Daar is onlangs baie pogings aangewend in die ontwerp van programme in die SAPD om lede by te staan om produktief te wees in die “Rëenboog Nasie” Polisiediens. Diversiteit in die SAPD verwys na ‘n verskeidenheid van sosiale, kulturele, godsdienstige en politieke groepe wat verteenwoordig word in die SAPD.

Inligting word daarom benodig om vas te stel wat u gevoel rondom diversiteit binne die SAPD is. Navorser is bewus van die tydfaktor en besige skedules en wil graag elke persoon wat deelneem aan die studie bedank vir u bereidwilligheid.

### **INSTRUKSIES:**

1. Dui asseblief u antwoord met ‘n “X” in die gepaste spasie aan.
2. Beantwoord elke vraag so eerlik as moontlik. Daar is geen regte of verkeerde antwoorde nie.
3. Alle antwoorde word vertroulik hanteer.
4. Dankie vir u samewerking.

### **VOORBEELD:**

#### **ONDERVINDING IN DIE SAPD.**

- [1] 1 - 5 Jaar
- [2] 6 - 10 Jaar
- [3] bo 11 jaar

Indien u 12 jaar in die SAPD werksaam is, merk [3] met ‘n “X”.

### **AFDELING 1: IDENTIFISERENDE BESONDERHEDE**

#### **1.1 OUDERDOM**

- [1] 18 - 25
- [2] 26 - 30

- [3] 31 - 40
- [4] 41 - 50
- [5] 51 - 54
- [6] 55 en ouer

## 1.2 GESLAG

- [1] Manlik
- [2] Vroulik

## 1.3 HUWELIKSTATUS

- [1] Ongetroud
- [2] Getroud
- [3] Geskei
- [4] Weduwee/Wewenaar
- [5] Ander - spesifiseer \_\_\_\_\_

## 1.4 HUISTAAL

- [1] Engels
- [2] Afrikaans
- [3] Xhosa
- [4] Ander - spesifiseer \_\_\_\_\_

## 1.5 BEVOLKINGSGROEP

- [1] Wit Suid-Afrikaner
- [2] Swart Suid-Afrikaner
- [3] Indiër - Asiaat
- [4] Ander - spesifiseer \_\_\_\_\_

## 1.6 RANG

- [1] Snr.Supt/Adjunk Dir. - Komm/Direkteur
- [2] Kapt - Snr.Supt/ Asst Dir.
- [3] Inspekteur - Kapt



- [4] Konstabel - Inspekteur  
 [5] Staatsdienswet personeel  
 [6] Ander - Spesifiseer \_\_\_\_\_

## AFDELING 2: DIVERSITEIT IN DIE SAPD

Dit sal waardeur word indien u u eerlike opinie kan gee oor 'n aantal stellings deur u antwoord met 'n "X" in die gepaste spasie aan te toon. Daar is geen regte of verkeerde antwoorde nie. Almal voel verskillend. U outonomieit word gewaarborg.

### INSTRUKSIES:

1. Lees elke stelling noukeurig.
2. Voltooi elke item in die vraelys.
3. Moenie te veel tyd spandeer op enige spesifieke stelling nie, maar wees spontaan deur u eerste antwoord neer te skryf.
4. Dui u antwoord met 'n "X" aan in die gepaste spasie.

**ST : STEM TEN VOLLE SAAM MET DIE STELLING**  
**S : STEM SAAM MET DIE STELLING**  
**O : ONSEKER OOR DIE STELLING**  
**V : VERSKIL VAN DIE STELLING**  
**VT : VERSKIL TEN VOLLE MET DIE STELLING**

### VOORBEELD :

#### DUI AAN MET "X"

	Stem ten volle saam	Stem saam	Onseker	Verskil	Versil ten volle
Honde is daar om jou te beskerm.	ST	S	O	V	VT

Indien u saamstem, merk S met 'n "X".

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	Stem ten volle saam	Stem saam	Onseker	Verskil	Verskil ten volle
2.1 Ek sal gemaklik voel om onder die bevel van 'n vroulike lid te dien.	ST	S	O	V	VT
2.2 Ek sal nie my kind toelaat om met 'n kind van 'n ander ras te speel nie.	ST	S	O	V	VT
2.3 Ek, as 'n polisie lid, verkies om in spanverband te werk waar die lede van die span afkomstig is van diverse (verskillende) agtergronde.	ST	S	O	V	VT
2.4 Ek dink dit is my reg om die taal van my voorkeur by die werksplek te gebruik.	ST	S	O	V	VT
2.5 Mans en vrouens is gelyk.	ST	S	O	V	VT
2.6 My kulturele erfenis is superieur teenoor ander kulture.	ST	S	O	V	VT
2.7 'n SAPD lid wat HIV positief is, is 'n bedreiging vir die publiek en sy kollegas en moet ontslaan word.	ST	S	O	V	VT
2.8 Ek dink dat alle lede van die SAPD ten minste oor matriek moet beskik.	ST	S	O	V	VT
2.9 Manlike lede van die SAPD diskrimineer teenoor vroulike lede.	ST	S	O	V	VT

	Stem ten volle saam	Stem saam	Onseke r	Verskil	Verskil ten volle
2.10 Dit is my reg om tyd by die werk af te kry vir godsdienstige feeste en ander godsdienstige redes.	ST	S	O	V	VT
2.11 Ek beskou vrouens as 'n man se mindere.	ST	S	O	V	VT
2.12 Diskriminasie bestaan steeds in die SAPD.	ST	S	O	V	VT
2.13 Persone van dieselfde ras behoort gemeenskappe van dieselfde ras te polisieer.	ST	S	O	V	VT
2.14 Lede van verskillende geslagte respekteer mekaar binne die SAPD.	ST	S	O	V	VT
2.15 Ek is nie gemaklik om met mense te werk van 'n ander ras en agtergrond as myne nie.	ST	S	O	V	VT
2.16 Bestuurders benodig opleiding om met verskillende mense te werk.	ST	S	O	V	VT
2.17 Konflik word hoofsaaklik veroorsaak deur mense van verskillende rasse/kulture wat mekaar nie verstaan nie.	ST	S	O	V	VT
2.18 Persone behoort tradisionele	ST	S	O	V	VT

gewoontes te respekteer.					
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	Stem ten volle saam	Stem saam	Onseker	Verskil	Verskil ten volle
2.19 Net swart mense het 'n spesifieke kultuur.	ST	S	O	V	VT
2.20 Ek dink dit is belangrik om 'n taal te gebruik wat vir alle lede verstaanbaar is.	ST	S	O	V	VT
2.21 Ek sal gemaklik saam met 'n kollega werk wat HIV positief is.	ST	S	O	V	VT
2.22 Vrede en harmonie is nie moontlik terwyl mense diverse (verskillende) waardes en oortuiginge het nie.	ST	S	O	V	VT
2.23 Persone van verskillende rasse respekteer mekaar binne die SAPD.	ST	S	O	V	VT
2.24 Vrouens is nie goeie bestuurders van personeel nie.	ST	S	O	V	VT
2.25 Ek beskou 'n lid met 'n graad of diploma 'n beter polisieman as 'n lid met matriek.	ST	S	O	V	VT
2.26 Persone met verskillende kulture het verskillende regte.	ST	S	O	V	VT

2.27 'n Vrou se plek is daar waar sy wil wees.	ST	S	O	V	VT
2.28 Persone aanvaar nie homoseksuele binne die SAPD nie.	ST	S	O	V	VT

	Stem ten volle saam	Stem saam	Onseker	Verskil	Verskil ten volle
2.29 Vrouens kry meer geleenthede in die 1990's binne die SAPD as mans.	ST	S	O	V	VT
2.30 Persone van verskillende rasse binne die SAPD respekteer mekaar nie.	ST	S	O	V	VT
2.31 Ek het geen beswaar om saam met 'n homoseksuele persoon te werk nie.	ST	S	O	V	VT
2.32 Ek het geen respek vir 'n rasis nie.	ST	S	O	V	VT
2.33 Rituele en feesvieringe moet nie inmeng met tyd by die werk in die SAPD nie.	ST	S	O	V	VT
2.34 Alhoewel ek die belangrikheid van regstellende aksie besef, ondersteun ek nie die konsep nie.	ST	S	O	V	VT
2.35 Rasisme behoort nie toegelaat te word binne die SAPD nie.	ST	S	O	V	VT
2.36 Veranderinge sou makliker gewees het	ST	S	O	V	VT

indien lede 'n beter verstaanbaarheid gehad het van diversiteit(verskille).					
2.37 Lede kan meer bewus gemaak word van verskille deur middel van Diversiteits Opleiding.	ST	S	O	V	VT

	Stem ten volle saam	Stem saam	Onseker	Verskil	Verskil ten volle
2.38 Lede van 'n rasse minderheid groep mag 'n laer self-beeld hê, as lede van 'n pre-dominante rasse groep.	ST	S	O	V	VT
2.39 Vaardighede en ondervinding is nie meer die belangrikste kriteria vir bevordering binne die SAPD nie.	ST	S	O	V	VT
2.40 Ek sal my kinders toelaat om 'n dagversorgingsentrum by te woon waar daar kinders van verskillende rasse is.	ST	S	O	V	VT
2.41 Dit is in mans se belang om nie 'n strenger beleid te ontwikkel op seksuele teistering binne die SAPD nie.	ST	S	O	V	VT
2.42 Gelyke geleenthede bestaan nie binne die SAPD nie.	ST	S	O	V	VT
2.43 Mans en vrouens raak betrokke in konflik, omrede hulle verskillend dink.	ST	S	O	V	VT

2.44 Homoseksuele het 'n reg om binne die SAPD te werk.	ST	S	O	V	VT
2.45 Regstellende aksie beteken dat blankes nie meer bevorder word nie.	ST	S	O	V	VT
2.46 Vrouens verwar flankeerdery met seksuele teistering.	ST	S	O	V	VT

### AFDELING 3: WERK MET DIVERSITEIT

3.1 Dink u dat Diversiteits Opleiding 'n verskil kan maak aan die houdings van lede teenoor diversiteit binne die SAPD?

- [1] Altyd
- [2] Soms
- [3] Selde
- [4] Nooit

Indien u “altyd, soms of selde” gemerk het, hoe kan dit 'n verskil maak?

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Indien u “nooit” gemerk het, waarom sê u so? \_\_\_\_\_

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3.2 Voel u dat die SAPD u kultuur akkommodeer/respekteer?

- [1] Altyd
- [2] Soms
- [3] Selde
- [4] Nooit

Indien u “altyd, soms of selde” gemerk het, hoe akkommodeer/respekteer die SAPD u kultuur? \_\_\_\_\_

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Indien u “nooit” gemerk het, waarom sê u so? \_\_\_\_\_

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### 3.3 Watter aspekte van u kultuur dink u verstaan ander mense nie?

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### 3.4 Dink u dit is moontlik vir iemand van 'n ander kultuur om u kultuur ten volle te verstaan?

- [1] Altyd
- [2] Soms
- [3] Selde
- [4] Nooit

Indien u “altyd, soms of selde” gemerk het, waarom sê u so?



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Indien u “nooit” gemerk het, waarom sê u so? \_\_\_\_\_

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3.5 Word rasse diskriminasie voldoende hanteer binne die SAPD?

- [1] Altyd
- [2] Soms
- [3] Selde
- [4] Nooit

Indien u “altyd, soms of selde” gemerk het hoe word dit hanteer?

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Indien u “nooit” gemerk het, waarom sê u so? \_\_\_\_\_

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3.6 Word seksuele diskriminasie voldoende hanteer binne die SAPD?

- [1] Altyd
- [2] Soms
- [3] Selde
- [4] Nooit

Indien u “altyd, soms of selde” gemerk het, hoe word dit hanteer?

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Indien u “nooit” gemerk het, waarom sê u so? \_\_\_\_\_

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3.7 Wat sal u nog wil sien gebeur in die SAPD met betrekking tot enige aspek genoem in die vraelys? \_\_\_\_\_

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3.8 Watter beleid en prosedure sal u aanbeveel moet die SAPD implementeer om 'n waarlike diverse diens voor te bring?

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- 3.9 Watter rol behoort die maatskaplike werkers binne die SAPD te speel in die hantering van diversiteit binne die SAPD?

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BAIE DANKIE VIR U SAMEWERKING

W EVERTON  
NAVORSER

# APPENDIX E

## isiXHOSA

### QUESTIONNAIRE

**IDYUNIVESITI YASE RHODES  
ISEBE : LONONTLALONTLE  
IMFUNALWAZI NGEZIMVO**

**IMFIHLELO :**

**IYANTLUKWANO : AMAVA KUMALUNGU E SAPS KWIYANTLUKWANO  
KWAKUNYE NOQEQESHO NGAPHAKATHI KWI  
SAPS.**

**IMFUNALWAZI : W EVERTON**

Amalinge enziwe kwi SAPS kuqulunqwa intsebenziswano kuwo onke amalunga abonakalisa imveliso emsebenzini kwesisizwe sintlanga zonke kumbutho wamapolisa.

Iyantlukwano kwi SAPS ibhekiselele ekuhlaleni, kumasiko, kwi nkonzo kwakunye nendibano zopolitiko ezimelweyo kwi SAPS.

Inkcukacha kufuneka ziqokelelwe ukwenzela kwaziwe imbono zakho ngeyantlukwano kwi SAPS.

Imfunelwazi iyazi ngexesha elichithiweyo nangoxakeko lwamalungiselelo kungoko ke ithande ukwenza umbulelo kuye wonke ubani othathe inxaxheba kolufundo.

### **IMIQATHANGO:**

1. Nceda ufakele u “X” kwindawo eyenzelwe oko.
2. Nceda uphendule umbuzo ngamnye ngokunyanisekileyo nangokuqinisekileyo.  
Akukho mpendulo ichanekileyo okanye ingachanekanga.
3. Zonke impendulo ziyakugcinwa ngokufihlakeleyo.
4. Uyabulelwa ngenxaxheba yakho.

### **IMIZEKELO:**

#### **AMAVA NGAPHAKATHI KWI SAPS**

- [1] 1 - 5 yeminyaka
- [2] 6 - 10 yeminyaka
- [3] Ngaphezulu kweminyaka eyi 11

Ukubangaba uneminyaka eyi 12 ukwi SAPS fakela u “X” ku 3.

### **ICANDELO 1 : ULWAZI NGEMVELAPHI**

#### **1.1 UBUDALA**

- [1] 18 - 25
- [2] 26 - 30
- [3] 31 - 40
- [4] 41 - 50
- [5] 51 - 54
- [6] 55 nangaphezulu

#### **1.2 UBUNINI**

- [1] Uyindoda
- [2] Ungumfazi

### 1.3 ISIMO SOMTSHATO

- [1] Uwedwa
- [2] Utshatile
- [3] Wahlukene
- [4] Umhlolo okanye umhlolokazi
- [5] Chaza okunye \_\_\_\_\_

### 1.4 ULWIMI LWASEKHAYA

- [1] English
- [2] Afrikaans
- [3] Xhosa
- [4] Chaza okunye \_\_\_\_\_

### 1.5 UBUHLANGA

- [1] White South African
- [2] Black South African
- [3] Indian-Asian
- [4] Chaza okunye \_\_\_\_\_

### 1.6 ISIKHUNDLA

- [1] Snr.Supt/Dept.Dir - Comm/Dir
- [2] Capt - Snr.Supt/Asst Dir
- [3] Inspector - Capt
- [4] Constable - Inspector
- [5] Umntu Ongelopolisa
- [6] Chaza okunye \_\_\_\_\_

## ICANDELO 2: IYANTLUKWANO KWI SAPS

Ingaluvuyo olukhulu ukuba ungancedisa ekufakeni imbono ezinyanisekileyo kwinkcazelo ngokubonakalisa ngokufakela u “X”. Akukho mpendulo ichanekileyo okanye ingachanekanga. Sonke siva ngokwahlukeneyo. Kuqinisekisiwe ukuba akusayi kwaziwa.

### IMIQATHANGO

1. Funda incazelo nganye ngokulumkileyo.
2. Gqibezela into nganye esemibuzweni.
3. Sukuchitha ixhesha elininzi nakuwuphina umbuzo, ngcono wenze, nika impendulo ibenye kumbuzo ngamnye.
4. Bonakalisa impendulo yakho kwindawo efanelekileyo ngo “X”.

**SA : UKUVUMELANA NGOKUQINISEKILEYO NENKCAZELO**

**A : UKUVUMELANA NGENKCAZELO**

**N : UKUVUMELANA NOKUNGAVUMELANI NGENKCAZELO**

**D : UKUNGAVUMELANI NENKCAZELO**

**SD : UKUNGAVUMELANI NGOKUQINISEKILEYO NGENKCAZELO**

### UMZEKELO:

#### BEKA U “X”

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Izinja zikho ukukukhusela.	SA	A	N	D	SD

Ukuba uyavumelana nenkcazelo uyakubonakalisa ngokufaka u “X” ku A.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.1 Ndingaziva ndikhululekile ukuba ndingasebenza phantsi komphathi womntu wasetyhini (umfazi).	SA	A	N	D	SD



2.2 Andinakuvumela abantwana bam badlale nabanye abantwana bolunye uhlanga.	SA	A	N	D	SD
2.3 Njenge lungu lamapolisa kungcono ukusebenza siyimbumba apho amalungu asuka kwimo ezahlukeneyo.	SA	A	N	D	SD
2.4 Ndicinga ukuba lilungelo lam ukusebenzisa naluphina ulwimi kwindawo endisebenza kuyo.	SA	A	N	D	SD
2.5 Amadoda nabafazi bayalingana.	SA	A	N	D	SD
2.6 Imbali yobuhlanga bam ingaphezulu kobunye ubuhlanga.	SA	A	N	D	SD
2.7 Ilungu le SAPS elinentsholongwane kagawulayo HIV lisisoyikiso kuluntu nakogxa balo kufuneka ligxothwe.	SA	A	N	D	SD
2.8 Ndicinga ukuba onke amalungu e SAPS kufuneka ubuncinane abe nebanga leshumi.	SA	A	N	D	SD

	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
2.9 Amadoda angaphakathi kwi SAPS ano calucalulo ebafazini.	SA	A	N	D	SD

2.10 Lilungelo lam ukufuna ixesha lokungabikho emsebenzini ngenxa yemi nyhadala yenkonzo kwakunye nezinye okanye izinto zenkonzo.	SA	A	N	D	SD
2.11 Umfazi ndimthatha ukuba unganeno kumntu oyindoda.	SA	A	N	D	SD
2.12 Ucalucalulo lusekhona ngaphathi kwi SAPS.	SA	A	N	D	SD
2.13 Abantu bohlanga olunye kufuneka basebenzisane noluntu lwehlanga lwabo.	SA	A	N	D	SD
2.14 Abantu bobunini obohlukeneyo, banikana imbeko ngaphakathi kwi SAPS.	SA	A	N	D	SD
2.15 Andikhulelekanga ngokusebenza nabantu abohlukeneyo ngobuhlanga kwaye benemvelaphi eyohlukileyo kweyam.	SA	A	N	D	SD
2.16 Abaphathi bafuna uqeqesho ukuze bakwazi ukusebenza nabantu abahlukeneyo.	SA	A	N	D	SD
2.17 Unobangela wengxabano kukungabikho kwemvisiswayo phakathi kwabantu bentlanga namasiko ahlukene.	SA	A	N	D	SD

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2.18 Abantu kufuneka bawahloniphe amasiko, nezithethe zakwa ntu.	SA	A	N	D	SD
2.19 Ngabantu abamnyama kuphela abanamasiko athe ngqo.	SA	A	N	D	SD
2.20 Ndicinga ukuba kubalulekile ukusebenzisa ulwimi olwaziwa ngawo onke amalungu.	SA	A	N	D	SD
2.21 Ndingakhululeka ndisebenza nelungu elinogawulayo(HIV).	SA	A	N	D	SD
2.22 Uxolo nenzolo alukho xa abantu benembono nenkolelo ezahlukeneyo.	SA	A	N	D	SD
2.23 Abantu bentlanga ezo hlukeneyo bayahlonelana ngaphakathi kwi SAPS.	SA	A	N	D	SD
2.24 Abafazi ayingobaphathi abalungileyo.	SA	A	N	D	SD
2.25 Ilungu elinesidanga okanye idiploma ndilijongele ngcono kune lungu elinebanga leshumi.	SA	A	N	D	SD
2.26 Abantu abanamasiko ahlukeneyo banama lungelo awahlukeneyo.	SA	A	N	D	SD
2.27 Indawo yomfazi ikho naphina apho afuna ukuya khona.	SA	A	N	D	SD

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.28 Abantu ababamkeli abantu ababelana ngesondo befana ngaphathi kwi SAPS.	SA	A	N	D	SD
2.29 Kwiminyaka yo 1990 abafazi bafumana izibonelelo ezininzi ngaphakathi kwi SAPS kunamadoda.	SA	A	N	D	SD
2.30 Abantu bentlanga ezahlu keneyo abahlonelani ngaphakathi kwi SAPS.	SA	A	N	D	SD
2.31 Andinanto ndiyikhabayo ukusebenza nomntu olala nalowo ufana naye.	SA	A	N	D	SD
2.32 Andinantlonipho kumntu onocalu calulo.	SA	A	N	D	SD
2.33 Izithethe nemibiyozo mazingaphazamisani nexesha lomsebenzi ngaphakathi kwi SAPS.	SA	A	N	D	SD
2.34 Nangono ndibona kuyimfuneko ukuba kwenziwe ulungelwananiso andihambisani nalombono.	SA	A	N	D	SD
2.35 Ucalucalulo malungavunyelwa ngaphakathi kwi SAPS.	SA	A	N	D	SD
2.36 Utshintsho lungabalula ukuba amalungu angaba nolwazi olungcono kwi yantlukwano.	SA	A	N	D	SD

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.37 Amalungu angenziwa abe nolwazi ngaphezulu ngengcamango ngenxa yoqeqesho kwiyantlukwano.	SA	A	N	D	SD
2.38 Amalungu ohlanga olungekho luninzi imfakalelo zabo bazibona zicininane kunezabantu bohlanga oluninzi.	SA	A	N	D	SD
2.39 Iziphiwo kwakunye namava awasabalulekanga ekusetyenzisweni kulonyuselo kwi SAPS.	SA	A	N	D	SD
2.40 Ndakubavumela abantwana bam baye kwindawo zogcino lwasemini apho kukho abantwana bezinye intlanga.	SA	A	N	D	SD
2.41 Yiminqweno yamadoda ukunga phumezi imiqathango engqwabalala ekuhlaselweni ngobunini ngaphakathi kwi SAPS.	SA	A	N	D	SD
2.42 Amalungelo alinganayo awekho ngaphakathi kwi SAPS.	SA	A	N	D	SD
2.43 Amadoda nabafazi bangena kwingxwabangxwaba kuba becinga ngokungafaniyo.	SA	A	N	D	SD

2.44 Ababelana ngesondo befana banamalungelo okusebenza kwi SAPS.	SA	A	N	D	SD
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.45 Ulungelelwaniso ngokwendlela zokusebenza kubangele ukuba abantu abamhlophe bangaphindi banyuselwe.	SA	A	N	D	SD
2.46 Abafazi baphixanisa ukuhambisana nabantu abaninzi nokuhlaselwa ngobunini.	SA	A	N	D	SD

### ICANDELO 3: UKUSEBENZA NGEYANTLUKWANO

3.1 Ucinga ukuba uqeqesho kwiyantlukwano kungenza umahluko kwimo yamalungu malunga neyantlukwano ngaphakathi kwi SAPS?

- [1] Qho
- [2] Ngamanye amaxesha
- [3] Inqabile
- [4] Ayisoze

Ukubangaba utyumbe u “qho, ngamanyamaxesha okanye inqabile”, ingawenza njani umahluko? \_\_\_\_\_

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Ukubangaba utyumbe “ayisoze”, ngokuba kutheni? \_\_\_\_\_

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3.2 Uziva ukuba I SAPS iwamkele/iwahloniphile amasiko akho?

- [1] Qho
- [2] Ngamanye amaxeshe
- [3] Inqabile
- [4] Ayisoze

Ukubangaba u tyumbe u “qho, ngamanye amaxeshe okanye inqabile” ingaba iwamkela njani/iwahloniphile njani amasiko akho? \_\_\_\_\_

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Ukuba utyumbe “ayisoze” kutheni usitsho nje? \_\_\_\_\_

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3.3 Zeziphi izinto apha kumasiko enu enicinga ukuba abanye abantu abaziqondi?

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3.4 Ucinga ukuba ingenzeka omnye umntu welinye isiko alamkele ngokupheleleyo kwaye aluqonde isiko lakho?

- [1] Qho
- [2] Ngamanye amaxesha
- [3] Inqabile
- [4] Ayisoze

Ukuba utyumbe u “qho, ngamanye amaxesha okanye inqabile”, kutheni usitsho nje? \_\_\_\_\_

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Ukuba utyumbe “ayisoze”, kutheni usitsho nje? \_\_\_\_\_

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3.5 Ingaba ucalucalulo ngobuhlanga lusonjululwa ngendlela eyanelisayo ngaphakathi kwi SAPS?

- [1] Qho
- [2] Ngamanye amaxesha
- [3] Inqabile
- [4] Ayisoze

Ukuba utyumbe “qho, ngamanye amaxesha okanye inqabile” ingaba luphathwa njani? \_\_\_\_\_

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Ukuba utyumbe “ayisoze” kutheni usitsho nje? \_\_\_\_\_

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3.6 Ingaba ukucalucalulwa ngobunini lucotshelwa ngendlela eyanelisayo ngaphakathi kwi SAPS?

- [1] Qho
- [2] Ngamanye amaxesha
- [3] Inqabile
- [4] Ayisoze

Ukuba utyumbe “qho, ngamanye amaxesha okanye inqabile” ingaba lungachoshelwa njani? \_\_\_\_\_

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Ukuba utyumbe “ayisoze” kutheni usitsho nje? \_\_\_\_\_

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3.7 Chaza yintoni enye into ofuna yenzeke apha kwi SAPS malunga nezinto esichaziweyo apha kulemibuzo? \_\_\_\_\_

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- 3.8 Zeziphi indleza kunye nenkqubo unokuthi uzivumele i SAPS izisebenzise ekwenzeni umahluko kwinkqubo enyanisekileyo? \_\_\_\_\_

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- 3.9 Yeyiphi indima enokudlalwa ngonontlalontle be SAPS ekusebenzeni neyantlukwano kwi SAPS? \_\_\_\_\_

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ENKOSI NGENTSEBENZISWANO

W EVERTON  
IMFUNOLWAZI