

**University of KwaZulu-Natal**

*Leading and Managing  
Adult Basic Education and Training Centres:  
A comparative case study of two ABET Centres in  
KwaZulu-Natal*

**by**

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## Declaration

I, Jeeva Naidoo, do honestly avow that this dissertation is my original work and that the views of experts quoted in the text have been duly acknowledged and listed in the bibliography.

This research has not been previously submitted for any degree at this or another university.



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## **Dedications**

I dedicate this book to:

My wife

Kershnie

and

my

two sons

Shanthen and Pashlin

to motivate them to achieve higher goals.

Remember 'enough is not enough'.

## Acknowledgements

Embarking on a project of this nature was never going to be without challenges. This has been a difficult path to follow and sometimes I would drift from the main path but by God's grace I would be quickly brought back onto the correct track. With the support, motivation and guidance of some truly wonderful and caring individuals I was able to reach my destination with relative ease.

It is my esteemed pleasure to place on record and acknowledge these individuals. They are:

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## **Abstract**

### *Background*

This study takes you on a journey back in time to the adult education offered to Blacks during the apartheid era in South Africa. It also looked at the events that had led to the high degree of illiteracy in South Africa today. This study also ascertained the reasons for the massive unskilled workforce prevalent in South Africa in this technologically advanced age. In conducting this research on Adult Basic Education and Training (ABET) it was an imperative to visit the various countries to briefly view their ABET practices and policies. In so doing their practices and policies were compared to those implemented in South Africa.

### *Purpose*

The South African government has neglected the constitutional right of adults to basic education over the last decade (Rule, 2006). This had motivated me to enquire if the practices at ABET centres were in keeping with the policies advocated by the ABET directorate of the Department of Education (DoE). The ABET centre managers represent the DoE at their respective ABET centres.

Bearing this in mind this study interrogates the roles and responsibilities of ABET centre managers as purported by the DoE's policy documents presented to these centre managers. The collection of data for this research was achieved by concentrating on three of the core duties of the ABET centre managers in practice. These core duties were administration, managing resources and managing adult educators. In so doing data was gathered from the centre managers using the processes of observations, interviews and document analysis. This data from the centre managers was further triangulated with the data obtained from the centre educators through a method of interviews and from suitably selected documents analysed at the research sites.

## *Conclusion*

The research concluded with the recommendations that the ABET directorate needed to develop more forceful and intense developmental workshops to improve the capacity and competencies of ABET centre managers and ABET centre educators in order to improve the ABET system in South Africa. Merely presenting policy documents to these vital proponents of ABET in South Africa will not improve the illiteracy rates overnight or even over the next decade. These policy documents must be thoroughly understood by the policy implementers in order for the policies to be effected as was intended by the policy formulators.

## Table of Contents

<i>Contents</i>	<i>Page Numbers</i>
Cover Page	i
Declaration	ii
Dedications	iii
Acknowledgements	iv
Abstract	v
Contents	vii

### Chapter 1

#### \*\*\* Setting the Scene \*\*\*

1. Introduction to the Study	1
1.1. Statement of Purpose	1
1.2. A Brief Introduction to the Study	1
1.3. Critical Questions	8
1.3.1. How is leadership and management conceived and operationalised at ABET centres?	8
1.3.2. Are the roles of ABET centre managers in keeping with the policies developed for adult learning centres in South Africa?	8
1.3.3. How do the leadership styles and management strategies of the ABET centre managers impact on the effectiveness of ABET centres in KwaZulu-Natal?	8
1.4. Rationale	8
1.5. Significance of the Study	10
1.5.1. ABET Centre Managers	10
1.5.2. Educators at ABET Centres	11
1.5.3. Departmental Officials	11

1.6.	Definition of Key Concepts	11
1.6.1.	Adult Education	11
1.6.2.	Adult Basic Education	11
1.6.3.	Community Learning Centre	12
1.6.4.	Center Managers	12
1.7.	Preview of Forthcoming Chapters	12

## **Chapter 2**

### **\*\*\* A Narrative Tour \*\*\***

2.	Review of Related Literature on Adult Learning Centres	14
2.1.	Introduction	14
2.2.	An Overview of ‘Apartheid’ in South Africa	14
2.3.	Adult Education and Adult Basic Education in the Pre-Democratic Era in South Africa	17
2.4.	International Trends in Adult Education	21
2.4.1	Adult Education in Sweden	22
2.4.2	Adult Education in Great Britain	23
2.4.3.	Adult Education in Germany	24
2.4.4.	Adult Education in Denmark	24
2.4.5.	Adult Education in the Southern European Countries	25
2.4.6.	Adult Education in Tanzania	26
2.4.7.	Concluding the Tour	27
2.5.	An Urgent Need for Adult Basic Education in South Africa	27
2.6.	A Conceptual Analysis of Leadership Styles of ABET Centre Managers	32
2.7.	A Conceptual Analysis of Management Strategies useful for ABET Centre Managers	39
2.8.	The Management of ABET Centres	40
2.9.	Conclusion	43

## Chapter 3

### \*\*\* Choosing the Context \*\*\*

3.	Methodology	46
3.1.	Introduction	46
3.2.	Theoretical Framework	46
3.3.	Sampling	46
3.4.	The use of Qualitative Methodology	52
3.5.	Study Approach	53
3.6.	Instruments Used for Data Collection	54
3.6.1.	Observations	54
3.6.2.	Interviews	60
3.6.3.	Document Analysis	64
3.7.	Analysis of Data from the Study	64
3.8.	Conclusion	65

## Chapter 4

### \*\*\* My Findings at the Scene \*\*\*

4.	Analysis of Data	66
4.1.	Introduction	66
4.2.	Management Duty 1 – Administration	66
4.2.1.	Introduction	66
4.2.2.	Centre Managers	67
4.2.3.	Centre Educators	70
4.2.4.	Document Analysis	72
4.2.5.	Conclusion	74
4.3.	Management Duty 2 – Managing Resource	75
4.3.1.	Introduction	75
4.3.2.	Centre Managers	76
4.3.3.	Centre Educators	81
4.3.4.	Document Analysis	84

4.3.5. Conclusion	86
4.4. Management Duty 3 – Managing Adult Educators	86
4.4.1. Introduction	86
4.4.2. Centre Managers	87
4.4.3. Centre Educators	92
4.4.4. Document Analysis	95
4.4.5. Conclusion	97

## **Chapter 5**

### **\*\*\* The Way Forward for ABET Centres \*\*\***

5. Recommendations and Conclusions	98
5.1. Introduction	98
5.2. Reflections	98
5.3. Main Findings	99
5.3.1. Some Negative Findings	99
5.3.2. Some Positive Findings	100
5.4. Recommendations	101
5.5. Gaps and Limitations	103
5.6. Conclusion	105
 Bibliography	 106
Annexure A – Duties of Centre Managers	111
Annexure B – Informed Consent	115
Annexure C – Interview Schedules	123
Annexure D – Observation Schedule	126

## **Chapter 1**

### **\*\*\* Setting the Scene \*\*\***

#### **1. Introduction to the Study**

##### **1.1. Statement of Purpose**

The purpose of this research was to explore the roles and responsibilities of the centre managers at two Adult Basic Education and Training (ABET) learning centres in the Pinetown District of eThekweni to determine if the management and leadership of the ABET centres were in keeping with the ABET Directorate policy (Department of Education, 1997). In order to satisfactorily achieve this exploration the researcher had to extrapolate data from the centre managers of these two centres, from policies related to the management of ABET centres in KwaZulu-Natal, from documents kept at these two ABET centres and from centre educators employed at these two ABET centres.

##### **1.2. A Brief Introduction to the Study**

This chapter outlines the purpose and intention of the research. It starts off by tracing the practices in the pre-democratic era in adult education in South Africa, further focussing on a change of practice in adult education.

To fully understand the leadership and management practices at the adult basic education and training (ABET) centres (by ABET centre managers and ABET centre educators) it is worthwhile to trace the history of adult education and adult basic education and training in South Africa. This was done by interrogating policy documents on the role functions of ABET centre managers (Republic of South Africa, 2000).

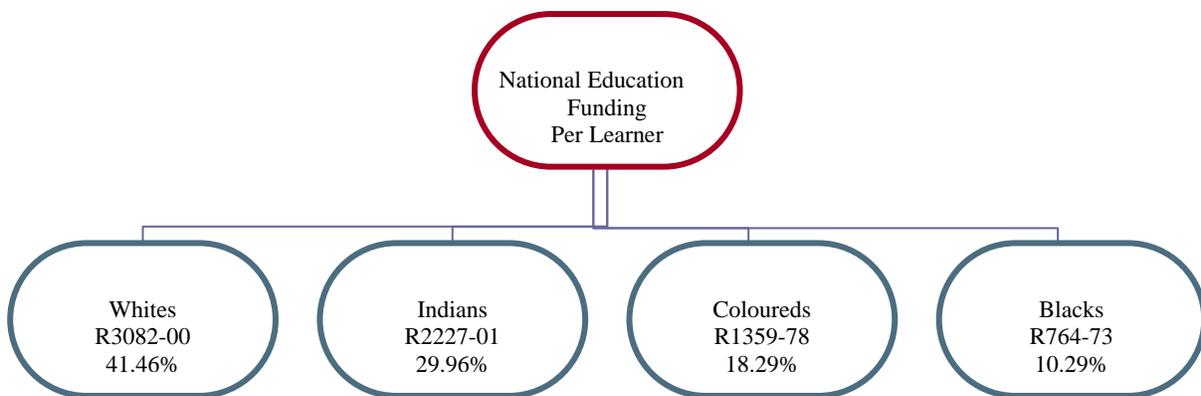
In reflecting on the ills of education and ABET in South Africa during the pre-democratic era, there is a tendency to ground all blame on the apartheid government (Aitchison, 1997, 2003b; Bonner & Segal, 1998). The apartheid government discriminated against the majority of

South Africans in terms of school resource allocations while at the same time advantaged the white South Africans by providing them with the best resources and infrastructure. Using legislation, the ruling White apartheid government forced the Blacks to follow and adopt an inferior education system (Hagendoorn, 1999; Jeffs, 1994). In order to entrench this apartheid ideology, the White ruling apartheid government enforced the Group Areas Act. This Act stipulated that each of the four race groups (the Whites, the Blacks, the Coloureds and the Indians) be specially segregated and live in separate areas (Dansay, 1996). The interaction of these four race groups was precluded by legislation. This divide-and-rule policy made it possible for the apartheid government to provide unequal resources to the different race groups easily (Sieborger, Weldon, & Hinton, 1996). Joseph (1998, p. 1) state that the Population Registration Act (Act No. 30 of 1950) entrenched this apartheid ideology even further and formed the basis of classification of all South Africans according to colour and race in the pre-democratic era (Aitchison, 2003a, 2003b; Cameron, 1991).

This ideology of apartheid impacted most negatively on the quality of education provided to Blacks (Dansay, 1996; Frederikse, 2001). The teacher-pupil ratio in Black schools, of 1:41, was much greater than the teacher-pupil ratio in Whites' schools, of 1:19 (Case & Yogo, 1999). The Whites' schools had spacious classrooms but there were fewer learners in those classrooms while the Blacks were forced to utilise dilapidated buildings and outdoor classes to educate their large number of learners per class. The reason cited for the dilapidated buildings was, in most instances, the lack of adequate funding. The per capita funding for the different race groups differed drastically (Figure 1) (Statistics South Africa, 2003).

The following statistics, taken from the National Census Records of 1991, indicate the educational budget per learner for the four race groups during the apartheid era in South Africa. This dictated the types of physical resources and the quantity of human resources that each race group could enjoy. The resources that were afforded to the Blacks were not compatible to their needs for effective teaching and learning to take place.

During the apartheid era, separate education departments were created by the apartheid government for the various racial and ethnic groups in South Africa. For example, the ex-House of Assembly (HOA) catered for the needs of the Whites, the ex-House of Representatives (HOR) catered for the needs of the Coloureds, the ex-House of Delegates (HOD) catered for the needs of the Indians, and the Department of Education and Training (DET) and the Department of Education and Culture (DEC) that catered for educational needs of the Blacks. The funding norms for each of these departments, as depicted earlier in Figure 1, also varied in favour of the Whites.



*Adapted from*  
**National Census Records (RSA): 1991**

*Figure 1*

The ‘Whites’ received the highest share of the funding per learner for education of R3082-00 per learner, whilst the largest population group, the ‘Blacks’ received the smallest budget of R764-73 per learner for education (Figure 1). This disparity in funding determined the quality of education that each race group received. The ‘Whites’ with the highest funding, received a better quality of education as they were able to purchase more educational resources and employ more educators. This larger share of the education fund for Whites also ensured that the infrastructure of Whites’ schools was much better than that of the other race groups. They enjoyed the necessary specialist rooms, such as science laboratories, gymnasiums, art rooms, handwork rooms and needlework rooms, which enhanced the lessons taught in the classroom.

This ensured that the Whites received a higher quality of education than the other race groups in South Africa (Njobe, 1990).

<b>Teacher:Pupil Ratio of the Four Race Groups</b>	
Race Groups	Teacher: Pupil Ratio
Whites	1 : 19
Coloureds	1 : 23
Indians	1 : 22
Blacks	1 : 41
<b>National Census Records (RSA): 1991</b>	
<i>Figure2</i>	

By receiving the highest slice of the education budget, the Whites were also afforded the privilege of enjoying the lowest teacher-pupil ratio than the other three race groups, for example Whites had a teacher pupil ratio of 1:19 (figure 2). The Blacks on the other hand received the smallest slice of the education budget. They could not afford basic needs such as stationery as did most of the other race groups. Learners were also forced to purchase their own stationery. Strangely enough, their teacher pupil ratio was 1:41 the highest from all the race groups in the country during the apartheid era. Although it is indicated that the teacher pupil ratio was 1: 41 at Black schools, this was the minimum number of learners enrolled per class. In actual fact the number of learners per class in many Black schools in South Africa was invariably in excess of 60 learners per class. Some schools had as many as 120 learners per class (Nieuwenhuis, 1996; Njobe, 1990).

The level of education funding for each race group also affected and influenced, to some extent, the skills adults acquired and consequently the jobs they would do. Farm labourers and mine workers were denied access to formal education by the apartheid government in South Africa. This apartheid government in power deemed it unnecessary for such workers to be educated. This was one way to exploit the masses for the benefit of the ruling White government (Sieborger et al., 1996). Those Blacks who managed to further their education at

tertiary level had to go to universities in the various homelands where they were established. Many Blacks had to be away from their families in order to be educated. Separate universities for Blacks, for example the University of Transkei, the University of Zululand and the University of Fort Hare, were situated in homelands. Homelands were parts of the country demarcated for Blacks to live in. This was done to isolate the Blacks from the other race groups in South Africa.

The Minister of Bantu Affairs in 1958, Dr Vervoerd, stated in the Bantu Education Bill of 1958 that “education must train and teach people in accordance with their opportunities in life, according to the sphere in which they live” (Republic of South Africa, 1958). Factually speaking, Blacks were not given much opportunity to progress up the corporate ladder as did their White counterparts. The then Minister of Bantu Affairs, Dr Vervoerd, therefore motivated at central government level that Blacks should not be afforded a superior education system like that of their White counterparts. The education system for Blacks, Coloureds and Indians during this apartheid era trained and prepared them to be subordinate to the Whites (Hagendoorn, 1999). This education system also attempted to make the Blacks, Coloureds and Indians to feel inferior to the Whites.

The Bantu Education Act of 1953 laid down a different syllabus designed to prepare Blacks for their special, inferior place in the apartheid society (Republic of South Africa, 1953a, 1958). This inferior education was met with mixed reactions from the Black community. Some, especially adults, were subordinate and accepted what was offered to them. They did this out of fear of losing family members and having family members being jailed by the security police. Many of the Black youth, however, resisted this inferior education and also resisted being taught in the oppressor’s language, Afrikaans, by staging protest marches, freedom campaigns, boycotts and demonstrations. Their frustrations often led them to destroying school buildings, furniture and books. These demonstrations climaxed in the ‘16<sup>th</sup> June 1976’ uprising in Soweto and eventually spread to all parts of South Africa (Bonner & Segal, 1998; Dansay, 1996; C. Smith, 1992). During the process of the struggle against this inferior education, there were many Blacks who became victims of the process; especially

those leaders who were at the forefront of the struggle. They had to leave the schooling system early, some only with standard 2 (Grade 4) education. Other learners could not attend school at all, and hence were completely illiterate.

Those who sacrificed their education during the struggle against apartheid were left without any skills to fend for themselves. In the post struggle era, where democracy prevails, skills and knowledge have become a priority in the job market. It has now become compulsory for all those who sacrificed their education during the struggle, to be trained and educated in the various spheres so that they could be employable. It is through the ABET formal intervention system that many people who are illiterate, as a result of apartheid mayhem, can now have a formal education. ABET should not be seen as a privilege but as a right that must be provided for every illiterate and semi-literate South African. From 1994 the South African Education Department has made some attempts to improve the state of ABET in this country.

Since 1994, when democracy was re-born in South Africa, many countries came to the rescue of the ABET intervention programme in South Africa. Some countries assisted financially to improve the state of adult education and adult basic education in South Africa. Various policies and discussion papers from these countries were interrogated and applied to suit our contexts of adult education and adult basic education. In so doing policies involving adult education, education management, early childhood development, evaluation of educator performance and adult basic education were adopted and adapted from these countries for use in the 'new' South Africa. The ABET Act was introduced and adopted in the year 2000 in South Africa. This ABET Act extracted some of the vital features from the adult education programme that was previously implemented in Sweden. This ABET Act in South Africa was the Adult Basic Education and Training Act, Act 52 of 2000. The aim of this act, as stated in the preamble, was to regulate and formalise ABET in South Africa (Republic of South Africa, 2000). Prior to the adoption of this act the implementation of an effective and progressive adult basic education and training (ABET) programme was often talked about. Little was done to implement effective improvement in this area (Aitchison, 1997).

This study analysed the ABET policy documents within the Pinetown district in the year 2007. These were *the policy document on adult basic education and training* and the *adult basic education and training act, Act 52 of 2000* (Department of Education ABET Directorate, 1997; Republic of South Africa, 2000). These policy documents were analysed to identify the official duties of the centre managers and centre educators at ABET centres in KwaZulu-Natal. Policy and practice were then compared in this study.

The participants involved in the study were two centre managers and four ABET educators, two from each ABET centre. The centre managers were chosen as (1) they were in the forefront of management and leadership of the ABET centres, (2) they were also ultimately responsible and accountable to the education authorities for everything that took place at their ABET centres, (3) they had various important roles and responsibilities in the management and leadership of their ABET centres, such as controlling administration procedures, managing resources and managing adult educators as outlined in annexure A (Department of Education ABET Directorate, 1997). The centre educators were chosen to be involved in the study because they interacted directly with the centre managers.

Until 2004 there were no clear guidelines for ABET centre managers. It seems that the various ABET centres that had mushroomed were managed and led according to the competencies and knowledge of the centre managers, church leaders and community leaders concerned (Aitchison, 2003b). Once they were established the centre managers registered the centres with the ABET directorate within the Department of Education. There were no clear directives for the selection of these centre managers and the adult learning centre educators. In some areas, the community leaders initially selected the centre managers. The practice of choosing the ABET centre educators in many cases was mainly based on political affiliation and ethnic affiliation. The ABET centre managers were, in some instances, forced to choose the ABET educators only from within the community where they were situated. This often prevented suitably qualified personnel from the outside from entering a community.

The practice today differs vastly from the practices detailed above. Presently there is a policy that requires the ABET directorate of the Department of Education (DoE) to select and appoint suitable ABET centre managers to manage and lead the ABET centres in KwaZulu-Natal (Department of Education ABET Directorate, 1997). It will be interesting to know how ABET centre managers played their role of leading and managing adult learning centres. This study investigates that. As they play their roles they also manage the academic activities in the centre, such as manage resources, educators, learners, curriculum and implementing policy. They are also expected to liaise with the district office and assess adult learners.

### **1.3. Critical Questions**

In conducting this research the researcher focuses on answering the following critical questions:

1.3.1. How is leadership and management perceived and operationalised at ABET centres?

1.3.2. Are the roles of ABET centre managers in keeping with the policies developed for adult learning centres in South Africa?

1.3.3. How do the leadership styles and management strategies of the ABET centre managers impact on the effectiveness of ABET centres in KwaZulu-Natal?

### **1.4. Rationale**

In South Africa there is not enough literature on ABET based on the South African context. This has created a gap and this study attempts to bridge this gap by providing valuable data on the practices of adult centre managers and adult centre educators. The findings in this study will help the DoE shape new envisaged policies and strategies on the basis of the challenges faced at the adult centres. In his study Aitchison (2002, p. 6) emphasises that ‘research literature was [also] very limited, though there were three notable publications...’ on adult

basic education in South Africa. These three publications were on adult basic education and training in general and not on the management of the ABET centres, as was reflected on in this study. Researchers also often overlooked this important sphere of education for fear of neglecting the mainstream education. There is, however, little or no research undertaken in the field of leadership and management of ABET centres in South Africa.

Furthermore, adult centre managers not involved in the study, would use the findings and recommendations from this study to manage and lead their centres in a more effective manner, as the focus of the study is on the roles of managers in the ABET centres and how these roles are effected. The study therefore provides valuable insight into ABET centre managers' roles and how these roles are played out in actual situations at ABET centres.

The researcher was deeply motivated to conduct a research on this topic after reading the research conducted by John Aitchison titled "The struggle and compromise: a history of South African adult [basic] education from 1960 – 2001." In his research, Aitchison (2002, p. 8) states that in adult basic education '...experience and track records of competent delivery have been ignored'. In his research he noticed that the delivery of resources and guidance was lacking in adult basic education and training in South Africa. During the first half of the 20<sup>th</sup> century there was intentional neglect of education in general by the apartheid White government for the majority of South Africans, namely, for the Blacks (Aitchison, 2003b).

This study provides some guidelines to departmental officials of the ABET directorate, as to the areas that ABET centre managers and ABET centre educators are in need of development and assistance. The departmental officials could workshop centre managers in order to improve their leadership and management skills at these ABET centres, based on the findings from this study. Centre educators could also be re-trained if the ABET directorate department officials deemed it necessary. They could also ascertain the needs of ABET centre managers and ABET centre educators and provide the appropriate assistance, support and guidance. From this research department officials would also be able to ascertain whether ABET centre managers are experiencing problems in fulfilling their role-functions as stipulated in the

policy documents and whether the centre managers' understanding of the policy document are in keeping with that of the policy formulators.

## **1.5. Significance of the Study**

The findings of this research will be beneficial to ABET centre managers, educators at ABET centres and departmental officials involved in the improvement of ABET in this province. The aim of this study is to ascertain the leadership and management capabilities of ABET centre managers in the two ABET centres in the Pinetown District. Furthermore it aims to offer some guidelines to improve the leadership and management potential of the centre managers, if the need arises. In so doing the ABET centre managers' managerial skills would be developed and enhanced to carry out their management duties as set out in the policy document from the ABET directorate (Department of Education ABET Directorate, 1997). The centre managers of the ABET centres would direct their management tasks so that they are in keeping with this ABET policy.

### *1.5.1. ABET Centre Managers*

The study will help ABET centre managers to be better informed about the effective ways of managing, leading and providing their services to their ABET centres. They could evaluate their leadership styles against policy to ascertain if they are effective and appropriate to the situations and contexts in which they are situated. Those managers who are effective leaders could network with other centres and other centre managers in the area to motivate, guide and assist them in improving the education for ABET learners in KwaZulu-Natal. The centre manager would also be aware of the problems encountered by centre educators and provide the appropriate assistance to them.

### *1.5.2. Educators at ABET Centres*

As leaders in their own right, the educators would be motivated by their leaders (the centre managers and senior educators) to produce the desired results, to ensure that the ABET learners acquire the basic skills of literacy and numeracy. The centre educators could be made an integral part of decision making structures at ABET centres to achieve these aims. The ABET centre managers could encourage the ABET centre educators to take a more active role in making decisions for the ABET centre. The core decision making structure at ABET centres would be the staff meetings. At the staff meetings ABET educators would be motivated by the centre managers to provide responses to situations. In this manner the role functions of ABET centre educators would be enhanced.

### *1.5.3. Departmental Officials*

This study will provide a guideline to departmental officials of the ABET directorate, as to the areas that ABET centre managers and ABET centre educators are in need of development. Programmes could be developed by the DoE to effect change for the improvement of centre managers and centre educators at ABET centres in KwaZulu-Natal.

## **1.6. Definition of Key Concepts**

The following provides a list of terms that are used in the study.

1.6.1. *Adult Education*: Adult Education presents itself as an ethos that stresses equality, human dignity, emancipation and critical thought (Jacobs, 1996). It also promotes life-long learning and development of the adult learner.

1.6.2. *Adult Basic Education*: Adult Basic Education seeks to provide the basic skills and competencies that an adult must master in order to participate fully and effectively in society, these include reading, writing, computation, listening and speaking, creative

thinking and problem solving, personal effectiveness, group effectiveness, social effectiveness, and knowing how to learn.

1.6.3. *Community Learning Centre*: These centres are established within communities with the aim of improving the skills of its members. The end result is to improve the community as a whole. Community Learning Centres would, therefore, cater for the needs of that specific community.

1.6.4. *Center Managers*: The centre manager is also referred to as a Programme Co-ordinator or the principal of the ABET centre. The duties of the centre manager is the ‘management of the ABET centre under the authority of the Head of Department as stated in the Adult Basic Education and Training Act, No 52 (Republic of South Africa, 2000, p. 12).

## **1.7. Preview of Forthcoming Chapters**

This research opens new insights into the world of leadership and management of ABET centres in KwaZulu-Natal. This short journey into each chapter affords us a glimpse of what is to follow.

*Chapter one* provides a brief background into the history of adult basic education in South Africa. The rationale for my study, the statement of purpose, critical questions, definition of key concepts and the significance of the study are also included in this chapter.

*Chapter two* focuses on related literature reviewed around the research topic. The researcher compares the South African system of adult education to international trends in adult education and the management thereof.

*Chapter three* describes the general research methodology. In addition, it describes in detail how data was collected. The instruments used to collect the data are also described. The

choice of sample, data gathering, data processing, and data analysis form the core of this chapter. An introduction to the two ABET centres, the centre managers and a brief description of the setting are outlined. The application of the research techniques and instruments are then described.

*Chapter four* discusses the findings of the research. This chapter takes us into the heart of the two ABET centres. The presentation of the data collected at these centres is followed by a critical analysis of how these centres were lead and managed. This chapter therefore focuses primarily on the findings of the research.

*Chapter five* presents some recommendations and the concluding remarks. Also a brief summary of the research process is presented. Parallels are drawn from the two ABET centres and are compared. After drawing the positive management strategies from the research process, positive suggestions on possible solutions are made to improve this vital sphere of education in South Africa.

## **Chapter 2**

### **\*\*\* A Narrative Tour \*\*\***

## **2. Review of Related Literature on Adult Learning Centres**

### **2.1. Introduction**

This chapter reviews literature around the management of ABET centres in South Africa. In so doing it was found that there were many challenges that the ABET system faced. This researcher discusses the roles played by apartheid that resulted in the segregated and different education for the four racial groups in South Africa. The apartheid legacy of the ruling White government of the time heralded the beginning of segregated and different education practices for the four race groups. It was also found that the Whites received the most superior form of education, whilst the Coloureds, Indians and Blacks received a comparatively, inferior education. The insight into the role of the apartheid legacy is important so that the reader will realise and understand the need for the large number of adult basic education and training (ABET) centres in KwaZulu-Natal today.

A comparative review of adult education and adult basic education from an international perspective was reflected on. This international perspective of adult basic education is presented to allow comparison between the practices in South Africa and other countries. A conceptual analysis of the leadership styles related to the effective functioning of ABET centres is discussed. Finally, the researcher discusses the management functions as purported by the KwaZulu-Natal Provincial Department of Education.

### **2.2. An Overview of ‘Apartheid’ in South Africa**

The term apartheid was introduced in South Africa by the ruling party of the time, the National Party, when it came into power in 1948. It was used by the National Party to promote the separate development of the four different race groups. In fact, it was used in

practice to discriminate and disempowered other racial groups. This categorization of race was as follows:

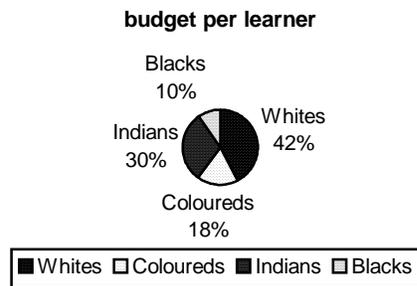
- ⇒ Whites
- ⇒ Coloureds
- ⇒ Indians
- ⇒ Africans/Blacks

This categorization was also used in providing resources at various sectors, including education. In short, Whites were the most privileged race and Africans were the most disadvantaged race according to resources allocated during the apartheid era (Bonner & Segal, 1998). Such allocation was meant to develop Whites to be bosses and superior to the other three race groups, while the disadvantaged Africans were trained to be passive, subordinate workers and labourers. Employment opportunities for Whites were made better than for the other races. They received higher salaries and better working conditions. Skilled jobs were reserved for them, whereas labour intensive jobs were reserved for the non-whites. The Coloureds, Indians and Blacks were collectively termed non-whites, by the apartheid regime. The Africans were often required to work for long hours and under extreme conditions.

Farm workers and child workers were expected to work for up to 14-16 hours a day and in all weather conditions. The apartheid policy of resource allocation and other related policies further entrenching “separateness” or separate development was met with mixed reactions from the African society (Bonner & Segal, 1998; Statistics South Africa, 2003). The Group Areas Act, introduced by the apartheid government, further entrenched separate development of the different race groups (Republic of South Africa, 1950). The Group Areas Act forced the four race groups to live in specially demarcated areas as allocated by the apartheid government. They were not allowed to live together or mingle socially with other race groups. Separate social amenities were also provided for each race group, such as separate beaches, public toilets and parks (Republic of South Africa, 1953b). Africans in particular rejected the inferior apartheid education by destroying schools and by involving themselves in active resistance campaigns (Sieborger et al., 1996), while some Coloureds and some Indians complained subtly about education, though it was business as usual in their school system.

This resistance to the differing resource allocations for the different races and the education system in general in South Africa was the beginning of the country-wide resistance campaigns (Harber, 1989). The Whites, Coloureds, Indians and Africans had had different education systems to follow. Each had its own education department to control and assess its performance and success rate. The curriculum and syllabus was created in such a manner that the dominant ruling class was made to be a superior race. In the history syllabus, for example, Whites were made the heroes and the original inhabitants of South Africa as well as the original inhabitants in many other countries around the world. Africans in South Africa were portrayed to be unscrupulous thieves and vicious murderers. In this way, the syllabuses instilled in the three non-white races in South Africa the belief that Coloureds, Indians and Africans were inferior to the Whites. The allocation of the budget for resources to the different racial groups was used as a tool to ensure inequality among races (see Figure 3 below).

**National Census Records (RSA): 1991**



**Figure 3**

The budgets for the various education departments and races also differed tremendously, as reflected in the above pie graph (Figure 3). The Whites received the greatest share of the education budget, whilst the Blacks received the smallest share of the education budget, even though the Blacks formed the majority of the population. The two other race groups, namely, the Coloureds and the Indians received mediocre budgets for education. In the 1988/89 census records, for example, R656-00 per child was spent on African learners, R1 221-00 on Coloured learners, R2 067-00 on Indian learners and R2 882-00 on White learners (Buchert,

1998; Statistics South Africa, 1989). The liberation struggles, mainly by the Black youth, between the 70s and 80s aimed to change these and many other inequities of the apartheid regime, especially in the field of education. During the liberation struggle much emphasis tended to be placed by these youth on the poor resourcing of Black education.

The liberation struggle motivated African learners to sacrifice their education in order to fight the inequities of the apartheid regime (Vapi, 1999). The popular slogan during these struggles was 'liberation first, education later' (Dansay, 1996). The masses of underprivileged Black South Africans sacrificed their education and even their basic education for 'freedom' and democracy for the future generations of South Africans. These series of protests and freedom campaigns eventually led to the unbanning of the African National Congress (ANC) in the year 1990 and to subsequent democratic order that South Africans enjoy today. In order to overcome the inequities of the historical apartheid regime, programmes of redress, equity and the quota systems were introduced. The newly elected democratic government that was elected in 1994 enforced these processes. Redress strategies attempted to ensure that those who were historically disadvantaged in the past were accordingly selectively advantaged in the new democratic order. Equity measures were designed to ensure that every citizen was treated fairly and as equals. The quota system forced employers and sports selectors to ensure that all race groups were equitably represented at their various forums. These strategies allowed the previously disadvantaged groups to reach for the standards enjoyed by the previously privileged Whites. This process of redress made ABET centres a necessity rather than being just a supplement to the education system today.

### **2.3. Adult Education and Adult Basic Education in the Pre-Democratic Era in South Africa**

During the apartheid era in South Africa adult education was mainly privatised. Aitchison (2002) states that the adult classes for Africans were often conducted under the banner of the church, by church leaders and by church elders. The leading community members also played a pivotal role in educating the members of that community. They organised and even

taught classes of groups of adults and children. Their curriculum was based on the needs of that particular community, some of which were beadwork, pottery, brick-making and farming. The needs of the students who attended these classes were also taken into consideration when devising the curriculum. They were mainly reading, counting and writing. In forming and conducting these classes the leaders, made up of church elders, community chiefs (indunas, amakhosis and isindunas) and respected elders, ensured that those who attended these classes would be able to integrate and fit into the society in which they interacted. Prasad (1995, p. 90) established that

*...social integration is an important student outcome because the engagement and involvement of individuals in the cultural and social fabric of their society is essential to the stability, health, and maintenance of basic societal institutions.*

The elders of the various communities, the chiefs (leaders of the various African clans and ethnic groups), the herdsmen, the church leaders and political leaders of the communities rallied together to educate adults to play a more meaningful role in society. The aim of adult learning was therefore the social integration of all adult learners. The adults were trained and equipped to actively participate in all of the activities of that community. They were also equipped to fit into the wider social systems of the country as a whole. These adult classes were named 'night classes' during the apartheid regime as most of these classes were literally conducted at night, to cater mainly for the working class African adults.

These night classes later served a different purpose, for which it was not initially meant. For example, in these classes the learners were informed and taught about mobilising tactics against the apartheid government. These night classes also afforded the masses the opportunity to congregate and to plan and organise activities to promote the liberation movement. These night schools also offered the oppressed an opportunity to distribute propaganda, very secretly, against the apartheid government; as well as to mobilise the masses against the apartheid government. The apartheid regime was very strict on non-whites having political gatherings. These political gatherings were always believed to be for mobilizing the masses. Smith (1992) informs us that these night classes were raided frequently by the security police and literature was often confiscated. Most of these night classes were either

subsidised or completely sponsored by the communities in which they existed. The poor could not afford to attend regular mainstream schools. They had to work and support their families during the day, and attend these night classes after working hours. Religious groups and prominent community leaders usually took the lead to commence and conduct such night classes.

The apartheid regime witnessed the success of these night schools as they grew in popularity.

Aitchison (2003b) confirms that

*...adult education activities and particularly those related to literacy and adult education, have been closely tied to and influenced by political and economic struggles in the whole society during the apartheid era.*

These night schools proved to be very popular with the working class Black adults who lacked a formal education and a formal basic education. The apartheid government however felt threatened by this educating of the working class and therefore saw the need to close some of these adult night classes. Those night classes found to be propagating revolutionary sentiment against the apartheid government were closed down. Night classes had to seek written permission from the Minister of Bantu Education to continue their night classes (Republic of South Africa, 1958). The government in power stated that there was no need for labourers to be educated. Dr Verwoerd, the then Minister of Bantu Education, stated in his address to parliament in 1958 that “the Bantu people in South Africa must be afforded an education system that would suit their purpose in the South African context” (Republic of South Africa, 1958). The Bantu Education Act stipulated a differential syllabus designed to prepare Africans for their special, inferior place in the apartheid society (Republic of South Africa, 1953a).

The Africans were offended at being treated as an inferior race in South Africa. They therefore used these adult classes to their advantage in bringing about change, a change in the mindset of the oppressed masses (Sieborger et al., 1996). The Black political leaders used this platform to mobilise the masses. These Black leaders encouraged the masses to resist apartheid rules and apartheid education.

The fundamental role of adult education and adult basic education in South Africa was to promote the development process of the country as a whole. Early initiatives of adult education were based on four broad goals in South Africa (Rogers, 1996). These four broad goals can be seen as the main categories of adult education, namely, economic, social, cultural and political factors.

- a. From an *economic perspective* adult education in South Africa sought to develop programmes aimed at stabilising and increasing the nation's or individual's income or productivity. Those who were employed became more skilled when they returned to their place of employment. It targeted economic growth, modernisation, higher agricultural yields and more efficient industrial processes. This was not evident in all African communities.
- b. From a *social perspective* adult education aimed at improving communal harmony. It also aimed to improve social harmony and the quality of life, for those who saw the need to improve this aspect of life. In the African community this was intended to create disharmony by closing down some of the night classes. Very often the community leaders were forced to accept the blame for these closures.
- c. In adult education the weakest of the development programmes was from a *cultural perspective*. The aim in this sphere of adult education was to preserve, increase access to and appreciate cultural diversity with the main aim of enriching the culture. During the apartheid era this aspect of cultural development was used to promote in the Africans, Coloureds and Indians a sense of acceptance of the White culture and a rejection of the other races' cultures.
- d. The *political perspective* indoctrinated people to understand and accept the political practices and ideology of the apartheid government.

Theoretically, adult education was supposed to promote these four broad goals in adult education, but traditionally this did not happen in African communities. These four broad goals of adult education, as purported by Rogers, were evident in adult education for Whites. They were, however, limited in adult education for the Blacks. Adult education and adult basic education in South Africa was structured differently for the Blacks, as was mainstream

education for Blacks in South Africa during the apartheid era. The objectives of education for the Blacks were determined by the ruling apartheid government and not by the needs of the people (Republic of South Africa, 1953a). The ruling apartheid government determined 'what people should learn', 'when people should learn' and 'how people should learn'. This form of oppression was not acceptable by the masses and resulted in various forms of defiance campaigns and protests against the apartheid regime.

#### **2.4. International Trends in Adult Education**

In many countries throughout the world adult education and adult basic education is directed by policies of the central government. These policies could have a negative effect on the education process of adults. In such centrally drafted policies the needs of the adult learners would not be considered, but only the needs of the country. Current needs of individual communities and provinces need to be borne in mind when drafting ABET policies. Adult learners would also not want to be dictated to as to how, where and when they would be educated. These adult learners would want to be part of the planning of their education process. During the apartheid era, policies in South Africa undermined the development of education as a universally accepted basic right. In most countries education is portrayed as basic right for all its citizens. Education is not seen merely as a means to improve the country's economy and aiding in its growth, by using the human resources for the advantage of a select few exploiters (the apartheid regime). Education should also be used to instil in individual citizens a feeling of self respect and self worth. Bearing this point in mind, the researcher will investigate international trends in adult education and adult basic education. The purpose is to identify the need for adult education and adult basic education from an international perspective. The countries that are included in the discussion of adult education are Sweden, Great Britain, Germany, Denmark, the Southern European Countries (Spain, Portugal, Italy and Greece) and Tanzania.

### *2.4.1. Adult Education in Sweden*

Sweden has a long and important tradition of educating adults dating back to the nineteenth century (Rubenson, 1993). The education authority in Sweden was motivated to improve adult education strategies and initiatives so that “a more just distribution of social, cultural, political and economic resources in the population” could be shared. In so doing the education authority hoped to strengthen national patriotism. The two spheres of adult education that are offered in Sweden are ‘popular education’ and ‘in-service training’. Popular education catered for those adults with “little or insufficient formal education”, those adults who were semi-literate or illiterate. Whilst in-service training offered courses to those adults who were under-educated to satisfy the basic needs of their vocation, these adults possessed the basic education but needed specific training to better cope in their vocation.

Popular education in Sweden was more generalist in nature. This sphere of adult education catered for those adults who did not have the opportunity to complete their formal compulsory education. This form of education was in huge demand from adults of large families and adults from rural areas. These adults often did not have the opportunity to attend school. Those from large families usually helped their parents to look after their siblings and with chores around the house, when their parents went to work. Those from rural settings usually cited transport as their main reason for not attending formal schooling and were required to assist with chores on the farm. This form of education is equivalent to ABET in South Africa today, where citizens were deprived of a basic education during the apartheid era. These citizens now have the opportunity to fill in this void of being uneducated.

In-service training on the other hand was more vocation orientated and specific. Many employed adults lacked the basic skills to function at their optimal level. Those adults who were in the employment sector and who lacked certain basic specific skills, peculiar to their vocation, were usually afforded the opportunity to attend in-service training. The core problem faced by co-ordinators of adult education initiatives in Sweden was the criteria for being targeted as under-educated (Rubenson, 1993). Many of the adults were afraid to be

classified as under-educated for fear of losing their jobs. These workers feared that if they were identified, their employers would not regard them as being competent enough to carry out their duties. Initially they were unaware that in-service training was offered. Once this classification was understood by the workers they took full advantage of this programme. The Swedish government is now training the workforce to be fully functional to perform their specific duties optimally. Programmes of this nature help to motivate the workforce as well as to boost the country's economy. This in-service training offered in Sweden is similar to the adult education and skills development programmes offered in South Africa. The workforce now has the opportunity to be skilled and re-skilled to perform their duties optimally.

#### *2.4.2. Adult Education in Great Britain*

In keeping with international standards of the computer age Great Britain has introduced the 'Vocation Education and Training (V.E.T.) Programme' for fear of lagging behind. This programme was created to skill and re-skill the workforce, as did the in-service training programme in Sweden. The aim of this programme was to boost the economic sector as well as to improve management competencies, and to link them to international standards (Keep, 1993). This V.E.T. programme also ensured that Great Britain did not fall short of international standards. Keep (1993, p. 94) states that the ability to deliver is less likely to be "achieved with a poorly educated, untrained work-force".

The current trend in Great Britain is now to improve V.E.T. programmes so that "international competitive advantage" could be maintained, especially in the rapidly increasing technological sector. The government has also noticed the need to improve policies to promote skills training and development. They stated that the improvement of Great Britain's skills base is a vital prerequisite for economic success (Keep, 1993). The British government, like the Swedish government, also saw the need to improve the skills base of their workforce in order to improve the economy of the country and to be competitive in the international market. South Africa is following a similar trend and has also planned similar programmes to skill and re-skill their workforce.

### *2.4.3. Adult Education in Germany*

Lane (1993, p. 124) states that we should “regard training [adults] as an extension of basic education”. She affirms that if we had to adopt this mode of training adults, such training would be a worthwhile investment for the individual worker, for the employer and for the whole of Germany. She further states that the government should view the training of adults as an investment and not as a cost. The V.E.T. programme from Great Britain was amended and improved to suit the superior German adult training policy (Lane, 1993). The VET programme from Great Britain was adopted with some changes in Germany.

In Germany the ‘high and increasing investment in human resource development’ is seen as a necessity, whereas in Great Britain it is seen as a ‘cost’. This training of the workforce is regarded as a ‘source for future opportunities’ in the international market for Germany (Lane, 1993, p. 124). This, to a large extent, has been the reason for Germany’s success in the international market. The South African government has yet to attain this mode of thinking when it comes to funding adult education programmes.

### *2.4.4. Adult Education in Denmark*

In Denmark adult education for retired and unemployed people is formed by a method of ‘study circles’. These study circles have a group leader and each study circle is funded out of public funds. Besides providing education to farmers, craftsmen and housewives; they also provide companionship to the older folk (Pilley, 1993). The older folk and the unemployed are now equipped “to do things for themselves, rather than having things done for them” (Pilley, 1993, p. 270). This form of adult education for the retired and unemployed has created in these citizens a sense of importance and belonging to their community and country.

In Denmark this system of ‘education by doing’ has proven to be very beneficial to the participants, the leaders of the groups and the communities. Schools and tertiary institutions are now making use of these ‘older folk’ and unemployed to take advantage of the rich store

of information and experience that they possess. They are used in schools to impart first-hand knowledge to learners on topics like history, craft-making, story-telling, sewing, pottery and art. In South Africa much financial resources are used on old-age homes and senior citizens' clubs, but most of these centres only cater for social activities. The services of these senior citizens in South Africa are wasted, as their talents are not shared with the wider public, especially with school children. Most of these clubs rely on funding from the private sector as the provincial government subsidises only a small part of their expenses. The activities at these centres in South Africa are based on the availability of funds and not on the needs of its members.

#### *2.4.5. Adult Education in the Southern European Countries*

In the Southern European countries, such as Spain, Portugal, Italy and Greece, it was "long recognised that a significant proportion of their adult population were semi-literate or illiterate" (Limage, 1993, p. 75). Their counterparts from the north, however, still do perceive illiteracy as an important social problem. The illiteracy rate is higher in these southern countries because poverty is also higher (Humphries, 1994). The illiterates are also 'invisible', as most of them are resident in rural areas.

Countries like Spain, Portugal, Italy and Greece are also regarded as 'poor' countries when compared to their counterparts of the north. In these so called 'poorer' countries it was left to charitable organisations or international bodies to develop workable plans to reach the masses of semi-literate and illiterate adults. To this day the masses in Spain, Portugal, Italy and Greece remain semi-literate or illiterate. They receive little or no assistance from their northern counterparts with regards to the improvement of the literacy rates among adults. These low literacy rates also negatively affect the economy of the country. South Africa also faces similar difficulties when implementing ABET programmes. Reaching the masses, especially in rural areas, poses the greatest challenge to the South African implementers of ABET programmes. Most of the ABET programmes offered are set in the urban and peri-urban areas of South Africa.

#### 2.4.6. *Adult Education in Tanzania*

In Tanzania, Julius Nyerere, the president developed a system of education for self-reliance. He stated that adult education should not merely serve as a means for individual promotion, but rather serve the ultimate objective of establishing a collective welfare towards their society (Encarta Encyclopaedia, 2005). In so thinking, Julius Nyerere enforced the 'ujamaa' system of socialism on all citizens of Tanzania from 1970. The citizens were forced to live and interact in social villages. The schooling system for adults was an integrated component in the transformation of the society towards 'ujamaa' socialism. His government emphasized on 'ujamaa' (Swahili for family hood), a form of rural socialism. One of the main pillars of this transformation process was self-reliance on the commitment to the total community (Narman, 1988, p. 122). This encouraged the citizens of these rural villages to 'take care' of each other in their communities.

This 'new' education system replaced the colonial, British system of education in Tanzania after they received their independence from Britain. The 'ujamaa' system of education aimed at encouraging self-confidence and co-operation within the communities. Adults and youths were given skills and knowledge so that they could fend for themselves. This in turn aimed at assisting the rural villages to improve the plight of their local communities. This policy of coercing people into collective 'ujamaa' villages, however, provoked much resentment. There were lots of power struggles for leadership of villages, as people were of different religions and backgrounds. Families brought together in these 'ujamaa' villages did not share similar interests and shared visions for their villages. In fact rural productivity declined as a direct result of this policy, and as well as in the result of declining demands in world markets for their products. Adult education in forced social integration settings proved to be disastrous in Tanzania. This form of adult education system did not live up to the expectations of Julius Nyerere.

#### *2.4.7. Concluding the Tour*

The above discussion reflects on some of the initiatives undertaken by countries worldwide to improve adult education. The growing concern to educate adults is not peculiar to South Africa, nor is it unique to Africa. Developed countries are as equally concerned about educating and empowering adults, as are developing countries. The funding available and the needs of the country dictate the form of adult education and adult basic education structures that the country adopts and implements.

### **2.5. An Urgent Need for Adult Basic Education in South Africa**

The Bill of Rights, in chapter 2 of the South African Constitution, enshrines the right of all citizens of South Africa to a 'basic education, including adult basic education' (Republic of South Africa, 1996). In 1996 the new democratically elected government saw the need and importance to formalise adult education and adult basic education in this country. The National Census Statistics of 1991 formed the basic motivating factor for this move towards formalising Adult Basic Education and Training (ABET) in South Africa. These census statistics indicated that an alarming figure of some 20% of adults in South Africa lacked basic education (Statistics South Africa, 1989, 2003). The illiteracy rate amongst adults was also considerably high. These factors prompted, among others, the formulation of the 'National Policy on the conduct of Adult Basic Education and Training' and the 'Policy Document on Adult Basic Education and Training'. These were the initial documents that were formulated to facilitate, ease and formalise the process of adult basic education in South Africa. The other factor that prompted the formulation of a structured ABET policy was the fact that many learners chose to sacrifice their secondary education for the purpose of liberation in South Africa (Njobe, 1990). Many of the high school students, especially the leaders in the liberation struggle, were afraid to return to school for fear of police brutality. Some of the African secondary schools in South Africa were virtually empty during the years of the struggle (between the 70s, 80s and early 90s).

Since 1990 there has been a considerable increase in secondary school enrolments. The release of Nelson Mandela from prison created a sense of joy and hope for liberation amongst the Blacks. Learners returned in their numbers after the many years of boycotts and disruptions. This had put pressure on schools to accommodate all learners as the education system for Blacks could not cope with this new demand of extremely large class sizes, over age learners and inferior infrastructure. The ex-Department of Education and Training (D.E.T.) and the Department of Education and Culture (D.E.C.), that serviced the Blacks, had to restrict the number of years that learners could stay at school. This they hoped would relieve the pressure of enrolling too many learners at schools. This had, however, caused great resentment in the Black community as the criteria for exclusion was clearly political, and unfair. School principals were tasked with enforcing this policy and the rift between learners and the education authority widened. The learners, who were viewed to be boycott instigators or 'trouble-makers', during the period of boycotts and mass actions, were denied a place at school. These students were secretly identified by other students out of fear of themselves being denied a place at school. Many of them were, therefore, also denied a basic education (Njobe, 1990; M. Smith, 1994).

There were many reasons for denying learners access to schools. Some of these reasons were the zoning of schools, political reasons and over-age learners.

The first was *zoning*. Learners had to reside in the feeder zone to qualify for admission to the school in that area. The feeder zone was the area surrounding the school, where learners resided. Many schools did not admit learners from outside their feeder zone. This ensured that schools were not over-populated. Once the school was deemed to be full by the principal, learners seeking admission were refused a place at that school. Often learners who were deemed to be 'trouble-makers' were refused admission to a school on account that the school was deemed to be full, even if it was not. ABET in South Africa is designed for these category of learners, who were denied access to schools.

'*Over-age learners*' was the second reason for learners to drop out of school. Some learners often could not attend schools because of their roles in the boycotts and mass actions that ensued. When they re-entered the education system, they found that their age was not grade appropriate. Those learners who sacrificed their education during the period of the struggle were now refused a basic education because their age was not grade appropriate. This is the generation of adults who are in need of these ABET classes today.

Learners were also excluded for *political reasons*. Those learners who were detained for political reasons were refused admission to schools. Learners who were in hiding or were on the run from the security police were also denied access to education and even a basic education. They were too afraid to attend school as they would be detained or beaten-up by the security police. Principals were also afraid to admit such learners, for if these learners were caught at the school the principal could be branded as being defiant of the ruling government's ideologies (C. Smith, 1992; M. Smith, 1994).

The learners who were refused admission to schools during the period of the struggle were the generation of learners who were deprived of a basic education, and as such of an identity. It is that generation that needs a basic education today. Graham-Brown (1996, p. 211) states that "the main goal of a new education system, especially adult basic education, would be the transmission of skills in a post-apartheid society and to open up new opportunities for Black South Africans". It is also noted that thousands of underprivileged South Africans lack a basic formal education and are illiterate. Some of these adults are, however, very rich in informal education. This informal education that they possess would include knowledge of past experiences, skills that are useful in their communities, and a rich source of oral history handed down from generation to generation. In this instance, education authorities can help by integrating formal education with informal education when planning ABET programmes. This point eventually leads to the management and leadership of ABET centres, whether it is from an administration point of view or a teaching and learning point of view.

The success of an ABET centre is to a great extent dependent on the leadership skills of the centre manager. Prasad (1995, p. 90) affirms this by emphasising that

*...genuine commitment to social integration, however, is expressed through the willingness of individuals [ABET centre managers] to exercise leadership in organizing, supporting, and maintaining cultural and group arrangements and activities.*

The ABET centre manager is the chief co-ordinator of all activities at the ABET centre. This ABET centre manager should portray genuine commitment to the activities of the ABET centre to social integration (Prasad, 1995). The role of the leader, as quoted by Prasad, is basically to ensure that the ABET centre is functional and active. The centre manager should have the potential to link the curriculum of ABET centre to the activities of the community in which they operate. These activities could include farming, building, writing or even needlework. In so doing the centre manager would encourage all the participants, namely the educators, students and community members, to be more active in the co-ordinating of the ABET centre's activities. As a leader, the centre manager would therefore be an important facilitator of events. This is an important facet of the centre manager's duty.

The importance of the leader's role in developing adult learning centres cannot be over emphasised. The adult students are expected to fit into society and to play a meaningful leadership role in the society in which they are trained. To promote effective teaching and learning at an adult learning centre a participatory leadership strategy would prove to be effective. Betts (1992, p. 38) confirms that

*...we are moving from deterministic systems towards purpose-seeking systems. In social terms, we are moving from 'dictatorial' to 'participative' organisational styles.*

It is important for leaders of adult learning centres to actively involve stakeholders in the management and leadership of the centre. These stakeholders would include the ABET centre managers, the ABET centre educators, the ABET students, the religious leaders from the community, community leaders and representatives from business houses from the community. This involvement would encourage these stakeholders to enhance the teaching

and learning process by providing more teaching resources, improving the infrastructure, providing suitable furniture and marketing the ABET centre to enrol more students.

The educators would tend to take ownership of the ABET centre, even in the absence of their leader. They would take ownership of the centre as they would feel that they are part of the decision making at the centre. They would feel valued at their ABET centre. As a result of the student involvement, the students would show greater responsibility and enthusiasm for their learning. They would also strive to improve the physical environment of the ABET centre by maintaining and repairing the physical plant. Many of the students are employed and are sent by their employers to sharpen their skills. The tendency has been for their employers to contribute towards providing more resources and improving the buildings at the ABET centres. This participative style of leadership would also encourage all stakeholders to take ownership of the institution and this would therefore motivate them to develop and improve the institution for the benefit of all stakeholders, both present and future, and for the community in general (Sergiovanni, 2001). Management tasks, as stipulated in policy documents from the department of education, need to be shared equitably among ABET practitioners at ABET centres (Department of Education ABET Directorate, 1997). These tasks should be shared amongst all the competent staff members at the centre. Bearing these points in mind ABET in South Africa would be elevated to a new esteemed status.

Adult learning, especially ABET, has now taken a new format over the past few years in South Africa. Its implementation and structure has now been refined, restructured and formalised in trying to satisfy public demands and the outcry for such structures over the years. An ABET directorate has been established under the wing of the education department. Its functions and duties pertain to the promoting, planning and controlling of ABET programmes. Policies enacted have now grounded adult education and adult basic education as an important aspect of development for individuals, for development within communities and for development of South Africa as a nation. These guidelines and policies have given learning, especially adult learning and adult basic education, more value and more

importance in this democratic, transformational period in South Africa (Department of Education, 1997; Republic of South Africa, 2000).

## **2.6. A Conceptual Analysis of Leadership Styles of ABET Centre Managers**

For ABET centres to promote the achievements of learners, the centre managers in charge have to have specific expertise. The centre manager should firstly have a realistic vision for the centre. This vision should be shared and marketed with all the participants at the ABET centre (Pillay, 2003). The centre manager should also bring in the experiences and contexts of the community in which her/his ABET centre is situated. All the participants, with the centre manager leading from the front, should work with a common goal of improving the community. This can be successfully achieved if a participatory leadership style is employed. Bearing this in mind some ABET centre managers would need to discard their old ideologies of the autocratic leadership style.

For ABET centres to be productive, centre managers need to employ a situational leadership style to lead his/her ABET learning centre. Loock (2003, p. 48) states that “situational leadership dictates that none of the leadership styles are right or wrong per se”. ABET centre managers need to assess the situation and use the style that suits the situation. The six basic styles of leadership that are infused into situational leadership are coercive leadership, authoritative leadership, affiliative leadership, democratic leadership, pacesetter leadership and coaching as a leadership style (Loock, 2003). Each of these leadership styles is briefly discussed below.

- In using the *coercive leadership style* immediate compliance of instructions is sought. Subjects are compelled to obey the centre manager’s directives. Failure to do so may result in some form of severe sanction being applied to them. This style of leadership would be used to correct educators and learners who are not following policy that is known to them. An example would be to force educators and learners to be punctual at the centre. Failure to be punctual would result in the educators not being able to

claim for their maximum hours at the end of that month, as a result they would earn a lower salary for that particular month. Educators do not like to be paid less than their normal monthly salary. This would motivate them to be punctual at the ABET centre.

- The *authoritative style* is used to promote long-term direction and a shared vision. The leader would set the standard and regularly monitor the performance of subordinates. Those who do not follow the rules would be quickly brought on track. This could be done either in writing or verbally. The centre manager could approach the educators and tell them what wrong deed was done and inform them of the implications of repeating such a wrong deed. He/she could also inform the educators of their misdeed in writing. Educators fear receiving such letters from their centre managers for performing wrong deeds, as copies of these letters would be placed in their personal files.
- The *affiliative style* aims to create harmony amongst team members. The leader achieves this by putting people first and the task at hand second. The centre manager, using this style of leadership, would place more emphasis on the wellbeing, safety and satisfaction of his/her subordinates; than on the tasks that need to be accomplished. The centre manager could ensure that there is adequate security at the centre. The staffroom could also be improved so that the educators are comfortable during their free periods. This centre manager is of the view that a satisfied staff will achieve the common vision of the centre manager with relative ease.
- The *democratic style* builds commitment amongst team members through participative means. A leader using this style of leadership encourages team members to participate in the management and development of decisions in the organisation. At staff meetings educators are encouraged to make suggestions and to participate in discussions. Decisions affecting the ABET centre are taken by all staff members at a staff meeting, and not by the centre manager alone. In so doing the staff take

ownership of the centre. This style of leadership creates in the centre educators a sense belonging to the centre.

- The *pacesetting style* is used by a leader who generally leads by example. He/she is usually a leader who is apprehensive about delegating duties and would strive to do most tasks by himself/herself. This ABET centre manager would usually give each staff member her/his job description in writing and would expect them to fulfil their roles. He/she would expect others to follow the example and standard that has been set and maintained at the ABET centre by the centre manager. This style could be used when new administrative measures have to be enforced. The centre manager would give detailed, meticulous examples to educators and expect them to follow. One example would be the marking and keeping of the attendance register for learners. Using this style of leadership, the centre manager would show educators how the educators' attendance register is maintained and expect the same high standard from educators when they compiled the learners' attendance registers.
  
- The *coaching style* of leadership is regarded as developmental. A leader using this style of leadership tends to focus on the long-term development of others. There would be a trade-off of immediate standards for long term results and goals. This would generally entail the drafting of long-term goals for the ABET centre. The centre manager using this style of leadership would also envisage motivating the staff members to further their qualifications and attend workshops on a regular basis. This style of leadership ensures monitoring, evaluation and guidance at every stage of the way. In so doing the centre manager would be aware of the needs of her/his staff members. Workshops could then be tailor-made to suit the individual needs of ABET centres. If the centre manager notices that a group of educators are finding it difficult to implement new policy, a workshop could be planned to overcome this difficulty. The centre manager or an educator from the centre could conduct such a workshop.

All these leadership styles are vital for centre managers to possess and to use on a regular basis. In so doing the centre manager would act appropriately according to the situation dictate. By using only one of the above styles of leadership, the actions of the centre manager could be speculated by the centre educators and learners with relative ease (Loock, 2003). The ABET centres managers would also need to develop skills, if they do not already possess them, to integrate the two basic styles of leadership, namely, the transformational leadership style and the instructional leadership style. The transformational leader provides intellectual direction and aims at empowering and supporting teachers as partners in decision making (Marks & Printy, 2003; Schreuder & Landey, 2001). Instructional leadership on the other hand is where the leader and teachers share responsibility for staff development, curricular development and supervision of instructional tasks (Blase & Blase, 1999; Marks & Printy, 2003). The centre manager is not the sole leader; he/she is the leader amongst leaders.

The younger generation of ABET centre managers would tend to use more of the transformational leadership style, whereas, the older ABET centre managers would use more of the instructional leadership style (ibid). The older ABET centre managers generally came from the era where the leaders were autocratic, very strict and adopted the ‘no nonsense’ approach to the management of educational institutions in South Africa. Marks and Printy (2003, p. 377) elaborate that

*...transformational leadership build organisational capacity whereas the instructional leadership builds individual and collective competence.*

In using the instructional leadership style the centre manager would develop individuals or groups for a particular task. The leadership potentials of individuals and groups would be exposed and enhanced by allowing them the opportunity to perform certain tasks at the ABET centre. In using such a style of leadership the task is at the fore and not the development of the ABET centre. The basic characteristics of transformational leadership are influence, motivation, stimulation and consideration (Hoy & Miskel, 1996, p. 372). The transformational centre managers would make their staff feel that their values and beliefs are being acknowledged. In so doing the staff would give off their best in trying to develop and promote the activities of the ABET centre.

A transformational ABET centre manager aims at developing the members of the group and the group as a whole. Such a leader, although she/he may seem to be motivating individual members of the team at times, has the institution as a whole in mind. Her/his intention is to keep all members of the team motivated and excited to take the institution forward. Loock (2003, p. 51) confirms that

*...transformational leaders translate vision into reality. They generate excitement and influence people to transcend their personal interests for the sake of the group and the organisation.*

As stated earlier, the vision of the ABET centre manager must be well marketed with all the participants. The centre manager must also ensure that all participants understand this vision. They should also feel enthusiastic to such an extent that they want to achieve this vision with the same amount of enthusiasm as the centre manager. Once this attitude and feeling is instilled in the participants then the task of the centre manager becomes so much easier. The ABET centre managers also need to explore and use the transformational leadership style in order to develop their organisations so that their organisations are regarded as being self-sufficient and self-supporting. A self-sufficient and self-supporting organisation is an organisation that is able to function effectively with minimal interruptions and inputs from the controlling body. In this case the controlling body would be the department of education, ABET directorate. In such an organisation members would feel uninhibited to excel in all aspects of organisation development.

The integration of leadership styles is an imperative for organisation development to occur in a proficient manner. In their research Marks and Printy (2003, p. 370) state that

*...when transformational and shared instructional leadership coexists in an integrated form of leadership, the influence on ... achievement ... is substantial.*

In this coexistence of leadership styles the ABET centre manager is not the sole leader of the ABET centre but is regarded as the leader of the other instructional leaders. These other instructional leaders are the educators, the centre's governing board members, the community members and the students. The ABET centre manager seeks out ideas, insights and expertise from these various stakeholders, and works with them with a view to improving the ABET

centre. The ABET centre manager and the educators share responsibility for staff development, curricula development, and supervision of instructional tasks. The students at the ABET centre would be helpful to the centre manager by recommending certain vital programmes for improving the teaching and learning process. They could also promote fund-raising activities. The interested community members would be of assistance to the ABET centre by promoting the activities of the centre to the wider community. They could also encourage more adults to attend the ABET centre. These participants' experiences and knowledge gained from the community could be incorporated into activities at the ABET centre so that achievement and success at the ABET centre is not in isolation from the rest of the world.

This study by Marks and Printy (2003, p. 375) concludes with the suggestion that

*...strong transformational leadership by [ABET centre] managers is essential in supporting the commitment of educators.*

ABET centre managers should also train educators to lead, as all educators have the innate potential to lead. Educators are leaders in their classrooms. In developing educator leadership, the ABET centre manager would enhance performance at his/her centre. The researcher is of the view that when educators perceive centre manager's instructional leadership behaviours to be appropriate; they grow in commitment, improve their professional involvement at the centre and they improve their willingness to innovate. Transformational leadership aims at changing the actions and mind-set of the various participants with the intention of improving the organisation. When centre educators acknowledge being active participants at the ABET centre, then they would want to play a more meaningful role in the development and improvement of that ABET centre. They would strive for excellence and quality in all spheres and in all activities at that ABET centre.

In applying the principles of the transformational leader and the instructional leader, the ABET centre manager aims for Continuous Quality Improvement (C.Q.I.). Frazier (1997, p. 7) is of the view that "C.Q.I. is a state of mind with some agreed upon values". Some of these values would include systems thinking, continuous process improvement, management by

fact, participatory management, human resource development, teamwork, long-term planning and leadership (Davidoff & Lazarus, 1997). In developing and accepting these values centre managers would transform themselves into effective leaders. Their organisations would also benefit, as these leaders would now develop a sense of vision for short, medium and long-term goals. These centre managers would then strive to attain 'what ought to be' and not be satisfied with 'what is'.

In all activities conducted at ABET centres, quality of tasks would be the focus of the participants and not merely completing the tasks. Horwitz (1990, p. 56) states that

*...quality will not be achieved by accident or by management dictate; it requires cultural change in management behaviour and the attitude of everyone to quality. This process of change must be managed.*

It would therefore take initiative and motivation by the ABET centre manager to achieve this quality. This centre manager must build a strong, fanatical team on which he can count on in times of need. The members of the team must see the need for change and must also want to change to achieve the centre manager's vision. This vision for quality education must be driven equally by all participants at the centre, including the learners. The participants at the ABET centre must buy into the change process in order for the change to be effected successfully. It is therefore the responsibility of the ABET centre manager to build an environment, which is supportive of change (Davidoff & Lazarus, 1997, p. 35). In this way the adult learning centre would be a learning centre, a developing organisation, and a transforming environment. According to Davidoff and Lazarus (1997, p. 38) for this ABET centre to learn, develop, and therefore change, the stakeholders need

*...to constantly and systematically reflect on [their] own practice and make appropriate adjustments and changes as a result of new insights gained through that reflection.*

## **2.7. A Conceptual Analysis of Management Strategies useful for ABET Centre Managers**

In managing their ABET centres, educators and centre managers at ABET centres should be persuaded to use their initiative in order to transform their ABET centres into centres of excellence. In order for excellence to be achieved and maintained all stakeholders, namely, educators, centre managers, department officials and community members, must play an active role in promoting the activities of the centre in the community. The department of education's ABET directorate could play a vital role in fulfilling this aspect of quality assurance at ABET centres. This could be achieved by the training and retraining of ABET centre managers and centre educators. Most writers are also vociferous about the desperate need to train and retrain ABET centre managers. Westerhuizen (1994, p. 2) states that "there is an urgent necessity for educational leaders to receive both academic and professional training". The educational training institutions should train educators to teach and also train and prepare potential ABET centre leaders for possible leadership positions in the future.

Adey and Jones in Pillay (2003, p. 64) found that among the key obstacles that impinged on effective performance, was the lack of training. In a study of 72 educational managers at American schools by Adey and Jones, it was concluded that many of these managers were not aware of their areas of performance, they encountered hindrances, and they did not know what skills were needed to perform better. These managers requested training in these areas listed in order of frequency: financial planning and budgeting; strategies to cope with the curriculum; guidance on staff consultations; counselling skills; how to boost teachers' morale without dangling carrots; how to defeat cynicism; and how to keep staff motivated. The lack of training of these 72 education managers had left these educational managers disillusioned. As a result of not being able to apply suitable strategies they complained of 'increasing demands, added managerial responsibilities, diminishing time, and unnecessary form-filling'. The complaints of these American educational managers are not unique to their South African counterparts.

In South Africa the ABET centre managers complain of similar demands. Many of them teach in mainstream schools during the day and manage ABET centres in the evenings. They complain of the lack of time to carry out their management functions and an added increase in demands on managerial skills. There are also the large number of forms to be filled in and submitted to the ABET directorate on a regular basis. These include the learners' and educators' attendance registers, the educators' salary claim forms and records of learners' performances. Over and above providing the basic curriculum of reading, writing and numeracy; the ABET centre managers are further pressurised by the community to cater for a curriculum to suit the needs of the community. These would include practical courses such as pottery, stock farming, building and needlework.

The above guidelines for implementation by ABET practitioners at ABET centres in South Africa may not, however, be suitable to all ABET centres and all ABET centre managers. These management strategies, or parts thereof, may be selected to suit the contexts and needs of a particular ABET centre or ABET centre manager. The ABET centre manager's leadership styles would also, to a certain extent, determine the management effectiveness of that ABET centre. This management effectiveness would ultimately produce the quality of education that is so necessary at ABET centres in South Africa today.

## **2.8. The Management of ABET Centres**

The educational process at an ABET centre in South Africa does not only include teaching and learning, "the interna", but also a supporting component to this educational process. This supporting component lies in the performed field of teaching and is called "the externa" (Van der Westhuizen, 1995, 2003). This externa refers to the management procedures and structures at an ABET centre. Such management procedures would be the management actions of the centre manager and the management areas as outlined in the policy documents listed below. The management structures would include the centre manager, the senior educators at the ABET centre and the centre educators.

The management duties, attitudes and commitment of ABET centre managers dictate, to a great extent, the manner in which ABET centres are run and managed (Lovett, Clarke, & Kilmurray, 1983). There are various acts and policies that guide the management of ABET centres. These have been formulated with little urgency from 1994. However, after 1996 politicians, non-governmental organisations (NGOs) and academics alike have worked vigorously as a team, although goals may have varied, to strive to improve the management and structures of ABET centres in South Africa. There are now various guiding acts and policies that need to be considered when ABET programmes are implemented. The following are some of the acts and policies:

- Constitution of South Africa, Act 108 of 1996,
- Policy document on Adult Basic Education and Training: October 1997,
- Adult Basic Education and Training Act, Act 52 of 2000,
- Working document for ABET tutors and educators: 2004,
- Centre governance starter pack: February 2004, and
- National Policy on the Conduct of Adult Basic Education and Training.

These are but a few of the documents developed by the national and provincial governments for implementation at ABET centres in South Africa.

The management of the ABET centre is clearly outlined including the role functions of the centre manager in the policy document, the 'working document for ABET tutors and educators' developed by the ABET directorate - Department of Education: KwaZulu-Natal in 2004. This document clearly outlines the various management duties of the ABET centre manager and ABET centre educators. This document covers a wide variety of guidelines, definitions, purposes of personnel, the assessment process, unit standards and the role functions of educators and centre managers. This crucial information package was lacking in previous policies. The researcher will be concentrating on three of the ten management duties of the centre manager. These are: (i) 'administration', (ii) 'managing resources' and (iii) 'managing adult educators'. These three management duties are chosen as they are the core functions at any educational institution. The other management duties include managing centre activities, managing learners, social mobilisation, implementing policy, liaising with

the governing body and District Office, the assessment of adult learners and the monitoring, and evaluation of programmes (Annexure A).

These management functions of ABET centre managers are clearly outlined in the DoE's policy document on ABET. Adey and Jones (1997, p. 147) found that "among the key obstacles that impinge on effective managerial performance, is the lack of training". The controlling authorities 'bombard' the management of the ABET centres with policies, with little regard for ensuring that these policies are understood. If not adequately understood, these policies will be ineffective in the implementing of ABET in this country. Joseph (1998, p. 19) argues that in a study of 72 school managers in America, it was concluded that managers were not aware of their areas of performance, they encountered hindrances, and they did not know what skills were needed to perform better.

The Department of Education (DoE) prepared and circulated well-compiled documents to the relevant stakeholders of adult education annually and at workshops. It is also the duty of the DoE to ensure that these stakeholders are empowered in the implementation of the relevant policy documents. This could be ensured if the DoE conducted well structured workshops to unpack salient and contentious issues in policy documents. The importance of such workshops is also to ensure that all stakeholders at ABET centres have a common understanding of these policy documents. The department officials, in meeting with the centre managers and educators, could ascertain those problems encountered with regards to the implementation of the various policies regarding ABET centres. In so doing, programmes could be developed to overcome these shortfalls within the ABET sector of education in South Africa. Ultimately these policies aim to build the capacities of the ABET centre managers and the ABET centre educators; and thereby improving the status of ABET in South Africa.

## **2.9. Conclusion**

The literature review clearly indicates the urgent need for ABET centres in this ‘new’ democratic era in South Africa, as there is a generation that is semi-literate and illiterate. It has also provided a view of the historical past that has ensured that ABET become necessary today. The literature review speaks to the history of ABET centres in South Africa, the need for ABET today, international perspectives of ABET centres, leadership styles used by ABET centre managers, management strategies employed by ABET practitioners and the management tasks of ABET centre managers. There are, however, gaps and silences in this literature reviewed that the researcher addresses in this study. In this study there are questions yet to be answered. It will be critical to know if ABET centre managers performed their functions at an optimal level to ensure the success of ABET.

The first concern was about strategies that ought to be used by ABET centre managers to perform their management functions and leadership roles. The researcher was also aware that some of the strategies could not be verbalised. We know that ABET centre managers must be efficient but to explain how they were efficient presented difficulty especially to the modest ABET centre manager. While some considered strategies to be abstract, the researcher was in search of evidence of the managerial strategies or skills used by the ABET centre managers. The morale of the centre educators and interviews with them will provide a detailed analysis of the managerial skills used by the centre managers.

The second area, which required breaking new ground, was the position that I have placed all ABET centre personnel in. As stated, I did not place the ABET centre managers on an elevated pedestal as would be expected from my topic on the leadership and management of ABET centres. To make all ABET centre personnel jointly accountable could be complimentary to those personnel who were treated as mere employees at ABET centres by the centre managers. It would also be daunting to the ABET centre manager who has been made to believe that the ABET centre throne belonged to him/her alone (the autocratic leader)

and co-operation would lead to the usurpation of his/her power. This study will strive to unravel the set plan of hierarchy at ABET centres in the Pinetown District.

While the literature speaks of the need for ABET centre managers to be sensitive to change, it does not refer to the process of adaptation. The researcher's concern was whether one set of strategies could apply to all South African ABET centres and also if the same set can apply for all times. South Africa's apartheid legacy has left many ABET centre managers and centre educators with feelings of superiority or inferiority (Phillips, 1975). While there is an urgent need for ABET centre managers to be transformational leaders, contrarily many seem to be fixed in their old autocratic ways.

There is a need to identify transformational managers at ABET centres in South Africa today. Grobler (1993, p. 37) defines them as

*...managers who translate visions into reality, generate excitement, get people to transcend their personal interests, are charismatic, are intellectually stimulating, build trust by being consistent and dependable, and they have a positive self-regard.*

The present call is for ABET centre managers to adjust their strategies according to the present times and needs of their ABET centres. In the past leaders of ABET centres could manipulate and control their organisations more readily than they can today, because these organisations were seen as less complicated and the environments were more stable. There is now a major paradigm shift in the way we construe our world, our work, our relationships, and our leaders. Glatter (1997, p. 181) too advises that 'successful management strategies today are opportunistic and adaptive, rather than calculated and planned'.

The researcher is aware that the management strategies found ought to comply with the educational needs of the ABET centres in South Africa today. Also, the strategies that worked at one ABET centre would not necessarily work at another ABET centre. The uniqueness of South African ABET centres can be attributed to many factors. It is sufficient if a managerial strategy was useful for a particular ABET centre. This opposes the view of Jirasinge and Lyon (1996, p. 141) that 'a set framework of management competencies or

strategies will be useful to all managers'. They made a case of identifying a generic set of fourteen, nationally recognised competencies for head teachers in Britain. While it could be debated if such a set of strategies for British school managers can work for all ABET centre managers in South Africa, this researcher is certain that a standard set of management strategies formulated for ABET centre managers in the Pinetown District can apply to all ABET centres in South Africa. This research on leadership and management at ABET centres in the Pinetown District ought to yield information that would fill the void in the literature on ABET.

## Chapter 3

### \*\*\* Choosing the Context \*\*\*

### 3. Methodology

#### 3.1. Introduction

This chapter outlines how data was collected. The researcher presents the research methodology, the research design, the sample and the research techniques used in collecting data. An overview of how the data was analysed is also given. Finally, the researcher concludes by making a summary of the chapter.

#### 3.2. Theoretical Framework

The theoretical framework that underpins this study is *Critical Theory*. This theoretical framework is situated within the critical paradigm emphasising the need for the researcher to observe and interpret the data. Using this framework the researcher evaluated leadership styles used and management functions conducted at ABET centres in order to make meaningful conclusions. Critical theorists challenge, rather than accept, what authority tells them (Higgs & Smith, 2002, p. 80). In so doing, the critical theorists endeavour to see human beings free of all forms of oppression and rule. In using the critical theory for this study the researcher endeavoured to challenge any incorrect practices at ABET centres in the Pinetown District.

#### 3.3. Sampling

Currently there are approximately thirty ABET centres registered at the ABET Directorate in the Pinetown District. The officials from the DoE provided the researcher with a list of the ABET centres. Out of the thirty centres two ABET centres were chosen using *purposive sampling*. These two centres may not be a sizable sample population for this study, but they

nevertheless offered rich data for the research as multiple methods of data extrapolation was used, viz, observations, interviews and document analysis. The findings from these two centres may not also apply to other ABET centres in the District. The two centres chosen were situated in different settings. This was done to ascertain if the environment impacted on the management and leadership of these centres. The first centre chosen, catered for the majority of learners from an informal settlement. The second centre chosen catered for learners from a semi-rural environment. The researcher was interested to note how the centre managers and educators coped with learners from diverse communities. The officials at the Department of Education (DoE) – ABET Directorate were informed that the researcher intended to observe centre managers in practice; and to interview them and the centre educators.

The officials at the DoE were well acquainted with the centre manager at Centre 1. They informed the researcher that this centre manager was well informed of current trends in adult basic education and that she compiled the relevant records accurately. They also stated that this study would be well informed if this ABET centre was chosen. ABET Centre 2 was approximately 10 kilometres away from ABET Centre 1. When the officials at the DoE were approached for permission to conduct research at ABET Centre 2, they were reluctant at first. This reluctance indicated that this centre was in need of assistance. Their reluctance motivated the researcher to continue with his selection of this ABET centre for the study. Written permission was then received from the ABET directorate to conduct the research at these two ABET centres. For the purposes of ethics in research, the names of these two ABET centres and the participants were not declared in this text. The ABET centres are noted as ‘ABET Centre 1’ and ‘ABET Centre 2’ for the purposes of this study.

ABET Centre 1 was popular in the community in which it was situated and at the ABET directorate at the Pinetown District Office for being effectively ‘lead’ and ‘managed’. The attitudes of the department officials suggested that ABET Centre 2 seemed to have problems with regards to the management and leadership of the centre. They cited the distance of the ABET centre and the dangers of being there late at night as possible inhibiting factors. From

their attitude it could be judged that they would have liked me to consider selecting another ABET centre for my study, other than the one that was chosen. Their hesitance to allow me to conduct interviews and observations at ABET Centre 2 raised some suspicion. This reluctance by the education authorities encouraged me to go ahead with my first choice of selection of these two ABET centres, in order to find out what was happening at these two ABET centres.

In order to extrapolate data using these methods the researcher had to be socially accepted at the two sites, as a researcher and not as an intruder. The researcher made four casual visits to each of the research sites prior to conducting the research. In the first visit at each centre the researcher introduced himself to the centre manager and stated his intentions of conducting interviews with the centre manager and with two of the centre educators, as well as observing the centre manager in practice. He also produced the written permission received from the Department of Education (DoE) to conduct the research. Initially the centre manager of ABET Centre 2 thought that he was sent by her superiors from the ABET directorate to assess her. The researcher had to reassure her that this was not so.

The centre managers, then introduced the researcher to the other stakeholder at the ABET centre, namely the centre educators. In the second visit the researcher spoke with the centre managers and centre educator cohorts about general topics, such as sport, the community and my personal experiences at school. These visits were meant to enhance the acceptance of the researcher into the ABET centres and by the participants at these centres and thereby ensuring that the participants were relaxed and comfortable with his presence, so that when data was collected the potential elements of scepticism were allayed. It is through realistically and critically observing others that we can truly learn about them (Hopkins, 1993).

The researcher obtained written permission from the two centre managers for conducting his research at these ABET centres and for these centre managers to be participants in his research (Annexure B). In each centre the researcher made an observation of centre managers doing their daily management chores of the supervision of educators, teaching adult learners,

conducting meetings with educators and compiling records. The observations with the first centre manager lasted for three hours, whilst the observations of the second centre manager lasted for two and a half hours. From the observations of the centre managers the researcher recorded these activities/practices:

- The compiling of attendance records of learners and educators;
- Conducting meetings with educators to determine how decisions were made;
- The process of selecting educators at ABET centres; and
- Compiling a budget.

In each centre the researcher observed centre managers conducting the above activities and interviewed the centre managers on these activities.

Interviews were conducted by the researcher with the two centre managers. The interview with the first centre manager took place at the ABET centre and lasted for 95 minutes. During the interview the researcher tape recorded data and also took down notes. The purpose of this was to capture the basic ideas and to follow it up later during the transcription. There was much interference from educators during the interview. The centre manager apologised profusely after each disturbance. The interview of the second centre manager also took place at the ABET centre and it lasted for 80 minutes. This interview was also tape recorded. There were no disturbances from educators during the interview of centre manager 2. The main focus of the interviews was to gain clarity on the activities observed and noted earlier.

The second type of interviews involved two educators from each of the two ABET centres. The first interview was conducted with educator 1 from Centre 2, and lasted for 35 minutes. The second interview was conducted with educator 2 from Centre 2, and lasted for 55 minutes. The third interview was conducted with educator 1 from Centre 1, and lasted for 65 minutes. The final educator interviewed was the educator 2 from Centre 1. This interview lasted 50 minutes. These interviews focused on the management of the centre, the availability of suitable teaching resources and the selection of educators for the centre. A process of volunteer sampling determined this sample, as all the educators were not willing to participate

in the study. During the preliminary visits the researcher stated his intentions to the educators and asked them if they wanted to participate in this study. Five of the educators at ABET Centre 2 were fearful of being victimised by the centre manager if they participated in the study. During the casual chats with them the researcher noticed that they were always on the look out for the centre manager. It seemed that they were afraid of the centre manager. These five educators refused to participate in the study when they were asked to do so in the presence of their centre manager. Eight of the educators at ABET centre 1 volunteered to be interviewed for the study. The researcher, however, randomly chose two participants from ABET Centre 1. The names of all eight volunteers were placed folded on the table, and two names were drawn. Written permission was also received from these four centre educators.

ABET Centre 1 had a staff of fourteen educators, including a female centre manager with eleven years teaching experience. In total there were 187 students enrolled at this ABET centre. The ABET centre used the premises of a well established and fairly well maintained mainstream school, with all the basic necessities such as enough ventilation, clean piped water, electricity and a functional sewer system. This school was situated in an urban area. The school was surrounded by informal settlements, but it was a stable environment. This ABET centre had all the basic teaching resources at their disposal.

ABET Centre 2 was headed by a female centre manager as well with eight educators. In the mainstream sector the centre manager was an unprotected temporary educator (U.T.E.), with four years broken service with the DoE. She stated that she had approximately 70 students enrolled at this ABET centre. This ABET centre was situated in a semi-rural environment, about ten kilometres away from ABET Centre 1. It also used the premises of a mainstream school to conduct ABET classes. Although this school had the basic necessities such as a good infrastructure, clean piped water, a functional sewer system and electricity; the school buildings and learners' furniture were in dire need of repairs. The immediate school environment was neat and clean.

At ABET Centre 1, the researcher noticed urgency from educators and learners to get on with teaching and learning. This centre manager was often late as she travelled from Hillcrest on a daily basis. She also visited the Pinetown District office quite often for guidance and assistance. The educators, however, got on with work, even in her absence. The 14 educators employed at this centre were from that community and were always punctual. The two educators selected for the study at this ABET centre always arrived early. Official classes commenced at 15h30 daily, from Monday to Friday. Whenever the researcher went to this centre he met a dedicated cohort of educators at approximately 15h00. They helped learners who were experiencing problems. Initially we started chatting about general issues. Once two of these educators became participants in this study, the researcher then began to direct the conversations towards the aims of study in order to extrapolate data. One participant was a male of 23 years. He taught mathematics and science. He stated that he loved teaching, but was looking for a more permanent post. The other was a female of 37 years. She had 8 years ABET teaching experience at this centre. She was the centre manager of this ABET centre for two years before the current centre manager was appointed. She stated that she accepted this centre manager as she was more qualified than she was.

ABET Centre 2 had a staff of 8 educators excluding the centre manager. The school that was used as an ABET centre was not well equipped. The classes started at 15h30 and finished at 18h00. It was found that the centre manager was on time while educators were often late. Students also arrived on time, although they came from afar travelling distances of 2-6 kilometres on foot. All educators at this ABET centre travelled by public transport. In winter, at this ABET centre, the lessons started an hour earlier than in summer. The students at ABET Centre 2 were much older than those at ABET Centre 1. On perusing through the learners' attendance records, the researcher found that some students were often absent. When their educators asked them about this, they cited family responsibility as the main cause. They were, however, very eager to learn to read and write. The centre educators selected as participants were females, as the only male educator at this centre was always absent when the researcher visited the centre. One participant was 29 years old and the other was 32 years old. Both were teaching ABET for less than 5 years and both were not

employed in the mainstream sector of education. They were punctual most of the time. Once at the centre they were in their classrooms, busy teaching. Appointments had to be made with them, even for casual discussions. These casual discussions played a pivotal role, as they allowed for the researcher to be accepted by the respondents, as a researcher and not as an intruder. They seemed reluctant to speak to the researcher in the presence of their centre manager. The reliability of the data was seriously affected as it seemed that these respondents did not give a true account of happenings at their centre on the days when their centre manager was present. On the days that their centre manager was absent, they spoke to the researcher without any inhibitions.

### **3.4. The Use of Qualitative Methodology**

In collecting data, the researcher used the qualitative approach which would allow him to have interviews, to probe further questions and to analyse emotional expressions. Perhaps the quantitative approach would not have provided this (Alvermann, 2002). A qualitative researcher also enters the field with certain biases. The researcher was aware of the number and types of management functions pertinent at ABET centres. He was therefore expecting and looking out for certain responses from the various stakeholders at these ABET centres. As Denzin and Lincoln in Alvermann (2002, p. 145) remind us that

*...qualitative researchers can never overlook the fact that they are gendered, multi-culturally situated, and theoretically inclined to view phenomena in ways that influence what questions get asked and what methodology is used to answer those questions.*

In critically evaluating the effective leadership styles and management functions of ABET centre managers, the researcher undoubtedly possessed certain biases and preferences. The researcher tried to overcome his biases by choosing two ABET centres that were assumed to be effective. Both centres were observed and had participants interviewed using the same research instruments.

### 3.5. Study Approach

The general approach to data collection was the *case study*. Cohen and Manion (1989, p. 124) argue that ‘the case study researcher typically observes the characteristics of an individual unit’. Fraenkel and Wallen (1990, p. 370) elaborate further and state that ‘much can be learned from studying just ... one school or one school district’. The researcher chose the case study design, as it was a suitable approach to answer the three critical questions. This was achieved by using multiple methods of collecting data for the study and collecting sufficient data for his thesis.

This case study entailed an in-depth study of the leadership styles of the two ABET centre managers as well as the management functions of the centre managers. Wiersma (1991, p. 17) agrees with this and further elaborates that ‘a case study involves a detail examination of a single group or individual’. In this case study two groups were chosen, two ABET centres were selected to be the sites for the research. Schumacher and Macmillan (1997, p. 393) go on to elaborate that ‘in selecting a case study design the researcher desires to understand in depth regardless of the number of sites, participants, or documents for a study’. The researcher also chose the case study design because of its flexibility and adaptability to a range of contexts, people and processes.

In using the qualitative research methodology and the case study design, the researcher faced certain longstanding and fundamental dilemmas. These were the desire to draw conclusions from this study to the broader sample of ABET centres. These dilemmas are confirmed by Walford (2001, p. 15) who states that ‘the methods require a focus on a very small number of sites, yet there is often a desire to draw conclusions which have a wider applicability than just those single cases’. The sample chosen is seen as typical of the general population, or can offer insights into what may be occurring at other similar institutions, yet this is not the case. Anderson (1993, p. 163) argues that ‘the case-study design lacks reliability, as another researcher might come up with a differing conclusion’. This may be so as other researchers could address this topic from a different standpoint. To address this weakness the researcher

uses multiple methods, such as interviews, observation, document analysis and policy analysis, to collect data for the study. In this study the researcher makes use of observations, interviews and document analysis to triangulate data received in order to look for converging lines of inquiry.

### **3.6. Instruments Used For Data Collection**

In this research, the researcher used multiple methods of data collection, for example, observations, interviews and document analysis. Information was gathered mainly through the use of interviews. In applying the techniques chosen to collect data, the researcher faced certain challenges during the application of the research instruments. The centre managers often postponed the appointments at the last minute and sometimes even forgot about them completely. The centre manager at ABET Centre 2 postponed the observation session of a staff meeting on four occasions as a number of educators were absent during that period. She only remembered to postpone the meeting when she saw the researcher present at the ABET centre, but apologised profusely. The educators at both ABET centres were often absent on the day of their interviews.

#### *3.6.1. Observations*

The researcher observed each of the two ABET centre managers in their natural settings for a period of five days, doing what they do on a daily basis. Cohen and Manion (1982, p. 125) state that

*...the purpose of such observation is to probe deeply and analyse intensively the multifarious phenomena [of that unit] with a view to establishing generalisations about the wider population to which that unit belongs.*

There was also no intention by the researcher to manipulate the participants in any way to achieve certain desired results. Wiersma (1991, p. 229) substantiates the researcher's intentions in stating that 'observers try to be as unobtrusive as possible so that they do not interfere with normal activities'. The observer must understand the context in which the

participants are thinking and reacting. Although ABET centre managers may be faced with similar problems and conflict situations at ABET centres in South Africa, their unique contextual setting would determine the method and style of resolving these problems and conflicts.

In gathering data the researcher observed participants at each of the two ABET centres for a period of one week (5 days) by a process of 'shadowing' of the centre managers so that management, administration and leadership tasks could be observed to inform the research. These observations were achieved through a process of 'shadowing' or just sitting in the corridor outside the classrooms watching and listening to what was happening. The researcher was not allowed to observe the ABET centre managers for long periods at a time because of time constraints and the ABET examinations. The centre managers and centre educators had the impression that they were observed by the researcher for the study only if they were being video-taped. The researcher often sat in the corridor of the ABET centres observing unofficially and making notes. Field notes were also derived from conducting informal discussions with educators individually or in groups, when they were available.

The observation process was followed up with interviews and document analysis as a way of triangulation. In collecting the most accurate data through observations the researcher made use of a video recorder. Written permission was received from all of the participants to video-tape them for this study. Elder (2002, p. 109) states that 'videotaping offers new opportunities for researchers to empirically evaluate client behaviour in a variety of natural settings'. Salient data, that would otherwise be lost through primitive means of note taking, was collected. When transcribing data the researcher had an accurate account of proceedings at his disposal, to view and re-view as the need arose during the analysis of data.

#### *3.6.1.1. Observation of Centre Manager 1*

The researcher firstly video recorded the proceedings at the staff meeting and secondly observed individual educators doing their daily tasks. These observations were done at the

site of employment to observe whether the tasks executed were in line with those stipulated in the ABET policy documents formulated by the provincial ABET directorate of KwaZulu-Natal. Meetings at ABET Centre 1 were often scheduled late at night, once formal teaching and learning were concluded for the day.

On the *first day* the researcher observed the centre manager for 20 minutes addressing a group of four educators who taught at ABET level 2. She did most of the talking and the educators were passive and agreed with everything that she had told them. She reprimanded them for sending off the students early the previous day. The educators apologised to her and stated that they would not do this again, and left. Later that day the centre manager was observed approaching two mathematics educators who taught at ABET level 4. She spent about 20 minutes discussing the centre's budget for the following year. Thereafter she went to her office to compile the budget.

On *day two* she was observed for 20 minutes discussing the examination rules with students. At first there were 6 students around her, this then rapidly grew to about 20. She tried to alleviate the fears that students had of sitting for formal examinations. She assured the students that the examinations were not as difficult as they assumed it to be. She informed me that many students had dropped off just before the examinations for fear that it was too difficult.

On *day three* the researcher observed her for 45 minutes going around to each class to verify the attendance of students. She conducted a manual head count of each student at the centre for that day. She also discussed the absentees with the educators and noted them down as well. She then informed me that she needed to register the students for the examinations with the ABET directorate. She also affirmed that the statistics would determine the number of examination question papers that would be sent to her centre.

On *day four* the researcher sat out in the corridor, and conducted informal observations. The centre manager arrived one hour late. She informed me that she had to go to the ABET

directorate in Pinetown to hand over the statistics taken the previous day. In her absence the one senior educator at the centre took control of centre. This senior educator gave me the impression that she knew that the centre manager was going to be late, as she took charge of the management duties as soon as she had arrived at the centre. The educators at the centre continued to teach as normal in the absence of the centre manager.

On *day five* the researcher observed the centre manager conducting a staff meeting with all the educators. This observation lasted for 65 minutes. The centre manager discussed the dates of the examinations as well as examination rules with her educators. She also circulated the timetable and examination rules to the educators. Only two educators had the courage to ask questions at the meeting. They later told me that they were not afraid of the centre manager as the others were; they also stated that they respected her as their centre manager. The others seemed unreceptive and agreed to whatever she said. This took up most of the time at the meeting. The centre manager then briefly spoke on the budget for the next year. She quickly read it out and asked for it to be adopted.

#### *3.6.1.2. Observation of Centre Manager 2*

The researcher firstly video recorded the proceedings at the staff meeting and secondly observed individual educators conducting their routine tasks. These observations were done at the site of employment to observe whether the tasks executed were in line with those stipulated in the ABET policy documents formulated by the provincial ABET directorate of KwaZulu-Natal. Meetings at ABET Centre 2 were conducted during instruction time. Formal instruction for the day at ABET Centre 2 was often suspended when a staff meeting was scheduled. This was the practice at this ABET centre, as the researcher was informed by the centre manager that both the centre manager and the centre educators travelled great distances using public transport.

On *day one* the researcher arrived at Centre 2 at 15h10. There were 15 students awaiting the arrival of their educators. The other students later straggled along. The centre manager and

four educators came in at 15h25. When the presence of the researcher was noticed, they seemed to rush to get on with teaching and learning. Three of the educators arrived at 15h50, while one was absent on day one. The centre manager had a calm disposition even though classes had no educators from 15h30, during the first period.

On *day two* the centre manager arrived at 15h15. The majority of educators (seven) arrived by 15h25. They were now aware of the researcher's presence. They also enjoyed being video-taped. The one educator was still absent. The centre manager was observed approaching educators to fill in the educators' attendance register. She informed me that she usually filled the educators' attendance once a week, as it was too time consuming to do on a daily basis. The researcher then followed her as she approached two educators to discuss the curriculum covered thus far. The two educators, who taught at ABET level 3, gave her a whole lot of excuses for not completing the syllabus on time. She noted some of them in her diary. She then attempted to offer them some suggestions on how they could complete the remainder of the syllabus. This observation on day two lasted for 45 minutes.

On arrival at Centre 2 at 15h20 on *day three* it was found that the centre manager and all eight educators were present, and punctual. Initially it was noticed that educators arriving late at the centre and had a very casual disposition about them. It was assumed that they were trying to impress the researcher and to create a good impression of their centre. The centre manager was followed around as she went from class to class. She spoke to students about the importance of writing the ABET exams. She motivated the students and indicated to them that the examinations were not difficult. The observation on day three lasted for 85 minutes.

Observations on *day four* was for 40 minutes. The centre manager circulated the notice and agenda for a staff meeting to be held on the next day (day five). She was then observed preparing for the staff meeting. She looked for the circulars pertaining to the examinations and kept them all in one file. She told the researcher that students would not be attending classes the next day as the meeting was scheduled for 15h30.

On *day five* (Friday) upon arrival at 15h15, the video camera was set to record the observation of the staff meeting. The centre manager arrived shortly thereafter. By 15h30 there were three educators present. The centre manager then began receiving telephone calls from educators who were not attending. By 16h00 she decided to postpone the meeting to the next Friday, as there was no quorum. The educators were dismissed as there were no students for them to teach.

On the day of the re-scheduled staff meeting the researcher once again arrived by 15h15 to set up the video camera. The centre manager telephoned the researcher at 15h25 and informed him that she would not be present, as she was unwell and he had to pack up and leave. During the week she telephoned to clarify the date and time of the staff meeting. It was now scheduled for the Friday of the third week. This time 7 of the educators pitched up and the meeting eventually took place. The meeting lasted for 65 minutes. Discussions were dominated by the educators. The centre manager chaired the staff meeting and also served as the secretary.

### *3.6.1.3 Conclusion of Observations*

The centre managers were observed in order to identify the leadership strategies they used and to establish their effectiveness. In identifying leadership styles, the researcher took special note of the tone of meetings and the words used to convey tasks and information. The researcher was also observant for words, gestures and actions that would typify certain leadership styles. The video recordings captured salient data to verify the leadership styles used by the centre managers. A special note was made of how educators responded to the ABET centre managers at these meetings and how the ABET centre managers responded to questions from the floor, at both centres. The researcher was especially observant for similarities and differences of responses from the staff meetings at these two ABET centres.

Through observations the researcher established whether decisions made were participative or not. The researcher also made note of who spoke longer at these meetings. It was interesting

to observe the dominating parties at both these ABET centres, usually the extroverts. The observation of the various types of educators at these ABET centres, viz. supportive, critical, analytical, dominating, technical, and those who just did not care, was also made by the researcher. The ABET centre managers were also observed to ascertain if they managed the ABET centres in line with the requirements of the ABET directorate policy documents. The document provided detailed guidelines on management tasks for implementation by the centre managers. This data were captured by means of video recordings and substantiated by detailed field notes.

### *3.6.2. Interviews*

The researcher, as an interviewer, requested a classroom where interviews were conducted. Classroom interviews were effective as there was little disturbance. The duration of each interview varied, as indicated below. The researcher set the tone and ensured that the interviewee was not tense by breaking the ice with some general talk. The researcher usually spoke about the topics that were discussed during the preliminary visits. This comforted the interviewee. This was done to set the interviewee at ease. Partington (2001, p. 8) in his research on qualitative interviewing stated that 'effective interviewing is a complex task requiring attendance to a range of skills and information all at one time'. According to him, during this process the researcher had to be attentive and show considerable interest in what was being stated, and even to what was not being stated. During the interview the researcher had to continually reflect on prior knowledge of the management tasks at the centre and relate this to the information received from the interview.

Although the interviewer may have had a detailed interview schedule at his disposal, he had to amend the questions in the interview schedule to suit the context and setting of the particular interview and the participant. As the interviewer he knew that he could not force the generic format of the interview schedule onto all interviewees. During this important process, it was also vital that the interviewer not be portrayed as an adversary but as one who was impartial. During the interviews answers obtained from different participants were not

compared. Dialogue was encouraged between the participants and himself, but he also ensured that participants dominated in this dialogue. This was achieved by using leading questions and reflections from observations. In this way the researcher ensured the collection of rich and abundant data for the study.

#### *3.6.2.1. Interview with Centre Manager 1*

After the observations of the centre manager in practice were concluded an appointment for an interview was made. She gave written consent to tape the interview. Notes based on her gestures, pauses and facial expressions were written down, as it was not possible to tape record them. The centre manager was interviewed in her office. The interview lasted for 95 minutes. During the interview there were four interruptions from educators. She quickly attended to them and we continued with the interview. The focus of the interview was on the observations.

#### *3.6.2.2. Interview with Centre Manager 2*

Immediately after the staff meeting, at Centre 2, an appointment to interview the centre manager and set up and written consent from her to tape the interview was obtained. During the interview he took down detailed notes to substantiate the recordings. This centre manager was interviewed in a classroom, which was away from the other rooms. This was done so that there were no disturbances from educators and students. There were, however, breaks in the interview when she had to answer her cellular phone. The duration of this interview was 80 minutes. The focus of this interview was also on the observations, which interrogated the role functions of the centre manager.

#### *3.6.2.3. Interview with Educator 1 of Centre 1*

During my casual visits written permission to interview this educator was obtained. He was very enthusiastic to be a participant in this study. He was also aware that the interview would

be recorded. The interview took place in the educator's classroom, once he had finished teaching for the day. He was very outspoken, and needed very little prompting. He was also very clued-up with the management tasks of ABET centre managers. This interview concluded after 65 minutes. The focus of the interview was on the management duties of the centre manager.

#### 3.6.2.4. *Interview with Educator 2 of Centre 1*

The other participant at this centre was much older and more experienced in ABET. The researcher had also obtained written consent from her during his casual visits to the centre. The interview with her lasted for 50 minutes. She was not as outspoken as educator 1. She needed a lot of leading questions to prompt responses. Her interview was conducted in an unused classroom in the host school. This ensured that there were no disturbances during the interview. The interview questions were based on the core duties of the centre manager.

#### 3.6.2.5. *Interview with Educator 1 of Centre 2*

Written consent to conduct an interview with educator 1 at this centre was obtained on the day of the observation of the staff meeting. She was aware that her responses at the interview were to be recorded. A lot of leading questions had to be used and some of the questions were changed, to obtain the desired results of prompting her to answer the questions. She was interviewed in her classroom. The duration of the interview was 45 minutes. Her students were sent next door to her colleague's class for instruction, for the duration of the interview. This arrangement did not offend the centre manager. The focus of the interview was also on the core management duties of the centre manager.

#### 3.6.2.6. *Interview with Educator 2 of Centre 2*

During my casual visits to Centre 2 written permission to interview this educator was obtained. She was also well aware that her interview was going to be tape recorded. At first

she was hesitant, but her fears about this were allayed, as she was assured that the centre manager would not know of the contents of the discussions. She was well acquainted with ABET policies and practices. She chose to be interviewed away from the ABET classes for fear of being over-heard. This also avoided the interview process from being disrupted. Her knowledge on ABET was very impressive. This interview lasted for 55 minutes. The interview focussed on the management functions of the centre manager.

### 3.6.2.7. *Conclusion of Interviews*

In interviewing the participants the researcher sought to gain clarity on aspects from the observations. In some instances the need arose for the researcher to re-play some of the video recordings to afford the centre managers the opportunity to give detailed explanations of their actions. In this way the researcher avoided presenting a biased view of data collected. The four educators were interviewed to clarify the leadership and management effectiveness of their centre managers at their ABET centres. During the interviews the researcher wanted to know if all meetings were conducted in this manner, or whether this meeting was conducted in that way for the first time. In interviewing the educators the researcher was able to triangulate data received from the centre managers and from information gathered from the formal and informal observation sessions. The data from the formal and informal observations were recorded by means of a video recorder. Educators were also asked to offer suggestions for the improvement of the management of their ABET centre.

The interview schedule was *piloted* at another neutral ABET centre prior to the actual study. This was done at a centre that was situated in a similar setting as ABET Centre 1. The pilot of the interview schedule was conducted with one centre manager and one centre educator. This was done to test the effectiveness of the questions being asked. The researcher also verified the clarity of the critical questions. He also tested if the responses were related to the questions asked. If the need arose, the researcher could have re-worded or rephrased his questions to obtain the desired results. Although these responses were to the researcher's satisfaction in the pilot study, the responses in the actual study could vary drastically. This

could be caused by the fact that the subjects for the actual study had different backgrounds and came from unique settings.

### *3.6.3. Document Analysis*

The following documents were analysed: The minutes of staff meetings, the registers for both adult educators and students, the vision and mission statements, staff lists and staff duties. The researcher considered document analysis as a means to establish how ABET centres were led and managed by the centre managers and centre educators. This method of data collection was used to validate data collected from the observations and interviews. In analysing documents from the ABET centres it was possible to look at management functions against the Department of Education requirements.

It was obvious to the researcher that one ABET centre may have had more documents than the other. To obviate the analysis of different documents at the two ABET centres, the researcher chose specific documents, found in both centres. In analysing these documents, the researcher assessed the ability of the centre managers in compiling and maintaining these official documents. As such they needed to be meticulously maintained. It was therefore the task of the centre manager to regularly update these records correctly and to ensure its safety. The researcher also noted if the centre managers were efficient in carrying out their management tasks.

## **3.7. Analysis of Data from the Study**

After the data was collected it was analysed and transcribed. Data was transcribed immediately after each process, rather than at the end of the data collection process. This was done as the information was fresh in the mind of the researcher. This also ensured that when the data was being transcribed, salient information was not ignored or omitted. The data was then grouped into themes and grounded.

### **3.8. Conclusion**

The next chapter covers the analysis of documents chosen. It also gives the analysis of the interviews conducted. Thirdly, the analysis of the observations through a process of shadowing of the ABET centre managers are also presented.

## Chapter 4

### \*\*\* My Findings at the Scene \*\*\*

#### 4. Analysis of Data

##### 4.1. Introduction

This chapter details the responses of the participants to the questions asked by the researcher. Data gathered using observations, interviews and document analysis were triangulated in answering the three critical questions. In the data collected there were commonalities and differences in themes. These commonalities were linked and grounded according to the literature reviewed in chapter 2. The commonalities and differences of responses are also provided in three sections as per the duties of the ABET centre managers as purported by the ABET directorate. These sections are administration, managing resources and managing adult educators. The data collected were initially categorized according to these three management duties of the ABET centre managers, namely, administration, managing resources and managing adult educators. Thereafter, the data answered the three critical questions. The two centre managers that were observed and interviewed for this study offered rich data for this research. This data received from the centre managers was triangulated with data received from the interviews of the centre educators and from documents analysed at the ABET centres.

##### 4.2. Management Duty 1 – Administration

###### 4.2.1. Introduction

Two centre managers were firstly observed performing their crucial management duty of administration. These duties involved organising classrooms for adult educators; ensuring that adult educators were equipped with the necessary teaching aids; ensuring that reading and writing materials for learners were provided; registering adult educators with the Department of Education; registering adult learners with the Department of Education; keeping records of

educators and learners; and registering learners for ABET examinations. The two centre managers were then interviewed based on these observations to ascertain if they satisfied these core duties related to ‘administration’ as per the DoE policy document. These tasks made up the first of ten core duties of centre managers as purported by the policy document published by the ABET directorate, which was intended for application at ABET centres in KwaZulu-Natal.

#### *4.2.2. Centre Managers*

*Question 1: How often do you monitor the suitability of furniture at your centre?*

When the centre managers were interviewed they revealed that they were both aware of all of their duties as was required for the administration of their ABET centres. Both were observed on this matter. Centre educators were also asked about the availability and suitability of classrooms and furniture. This was supposed to be done daily at ABET Centre 1, as the educators in the mainstream school usually moved furniture to other classes to cater for their large class sizes. Centre manager 1 delegated this duty to her staff as she had to often report to the ABET district office first. At ABET Centre 2, the centre manager checked the suitability and availability of furniture weekly. Both educators intimated that their centre manager often delegated this duty to the senior educators at the centre. The mainstream school had fewer learners per class and they did not need to move the furniture around, as was the scenario at ABET Centre 1. It was also evident that both centre managers delegated these tasks to their staff.

*Question 2: How do you monitor and record attendance of educators and learners?*

At ABET Centre 1 the centre manager checked the attendance of ABET learners daily, while at ABET Centre 2 the centre manager did this task on a weekly basis. Both centre managers also reminded their centre educators to mark the attendance registers for learners regularly. The centre manager of ABET Centre 2 walked around with the register for educators once a

week and as she approached each educator, she got them to sign for the week. She asked the educators to keep a record of their daily attendance and the times when they were on duty in their personal diaries. At ABET Centre 1 educators came to the centre manager's office, which was a classroom at the mainstream school, to sign the educators' attendance register for the day. In her absence the senior educator from the centre was in control of the attendance register for educators for the day. This file was always kept in the centre manager's cupboard. It was obvious from my findings that centre manager 1 was more organised and methodical. She was also very thorough with regards to obtaining accurate statistics. She insisted on educators signing in the correct times that they were on duty each day. This ensured more compliance to requirements and promoted the punctuality of her educators.

*Question 3: What measures do you employ to ensure the availability of suitable teaching resources for your educators?*

The two centre managers also indicated that whenever they required teaching resources, they had to requisition for these resources from the ABET directorate in Pinetown. Both agreed that the ABET directorate in Pinetown was very slow in heeding their requests for more teaching resources. The two centre managers stated that they had received some of their teaching resources, such as chalk, writing material, exercise books, and copies of the syllabus, at the end of February. They were, however, expected to commence teaching in January. At Centre 2 the centre manager indicated that their stock had been stolen in March, from the cupboard where they kept their stock. This had been reported to the principal of the host school, as well as to the ABET directorate. She was given more teaching resources, such as chalk and exercise books, by the ABET directorate. She kept this stock at her home, and brought them to the ABET centre as and when was required. To the researcher this was not procedural as all stock should be kept at the centre; but this practice was practical. She should have worked in partnership with the host school and the centre governance structure to ascertain a safe haven for the stock.

At ABET Centre 1, the centre manager indicated that she kept most of her essential stock in a cupboard at the host school. Some of the extra stock was kept in her car boot, as the cupboard was not big enough. The stock in her car boot would get damaged in the moving car and if her car was stolen then her ABET centre would be without any stock, and the stock could get damaged when transported on rainy days. She had hoped that the host school could give her more space to keep the ABET stock. She also showed the researcher a little stockroom at the host school that was unutilized. This host school had a 24 hour security guard and was well secured. The centre manager of ABET Centre 1 also indicated that there were incidents of thefts and vandalism reported at this centre in the past. This had forced the school's governing body to invest in a monitored alarm system for the school as well. The centre manager gave me the impression that there seemed to be poor communication between her and the principal of the host school.

*Question 4: How many educators and students are currently registered at your centre?*

At ABET Centre 1, the centre manager indicated that she had registered 187 students and 14 educators with the ABET directorate for the current year. During the interview she stated that she had the necessary documentation to prove these statistics correct. The centre manager at ABET Centre 2 had registered 70 students and 8 educators at her ABET centre for the current year. She had also stated that she was in possession of the documentation to prove this. She did not carry all her files to the ABET centre on a daily basis as she used public transport. She did, however, say that many of these students dropped-off just prior to the examinations. She said that this was the practice at this centre over the last few years.

*Question 5: How efficient is the DoE in the payment of educators' salaries?*

The centre manager at Centre 1 indicated that the educators' salary claim forms were taken to the DoE at the end of each month. Their salaries were not processed and paid timeously by the DoE. The educators at this ABET centre were often paid two months later. This was not normal for ABET educators. This often frustrated the educators at her ABET centre.

Centre manager 2 indicated to me that the educators' salary claim forms were also submitted to the DoE offices for processing and payments. She stated that two of the educators did not receive their salaries for the past two months. These educators unduly pressurized her to get their salaries processed quickly for them. She refuted claims by the educators that their claim forms were lost. She had to submit new claim forms to the DoE offices to try to speed up the payment of these educators' salaries. Centre manager 2 informed me that whenever she queried the payment of her educators' salaries the DoE officials would say that the salary claim forms were mislaid, and requested another set of forms. In this way she tried to speed up the payment of her educators' salaries. The non-payment of educators' salaries promptly seemed to be a generic problem with the majority of ABET educators.

#### *4.2.3. Centre Educators*

*Question 1: How would you describe your centre manager's attitude to record keeping?*

The two centre educators at ABET Centre 1 interviewed revealed that the centre manager was very strict with regards to the keeping of records. Both stated, "She asked for educators' records regularly and the educators had no room to shirk and had to keep meticulous records". The two educators said that the centre manager always assisted them in improving their records. They also indicated that they liked her because she taught them a lot about teaching, especially, to be effective teachers at the centre. They acknowledged that she taught them to compile and update the learners' attendance registers correctly as well.

Centre 2 educators confirmed the researcher's observations that this centre manager was not as methodical in the administration of her centre as the centre manager at ABET Centre 1. The two educators' negative attitude towards their centre manager indicated to me that they did not offer her the respect she deserved as a centre manager. Educator 1 said, "I preferred to get assistance on curriculum and administration matters from my peers, rather than approaching the centre manager, as my peers were more experienced with these procedures than the centre manager was". The educators usually filled in the times they were on duty for

the week from their memory, as they did not always carry their diaries to the centre. They stated that their diaries were too cumbersome to carry to their ABET centre on a daily basis as they used public transport. They also declared that on rainy days many of their record books were damaged in the rain, when they were carried to the ABET centre. These centre educators indicated that their centre manager was aware of their difficulties, and that she was not a tyrant as some of the other centre managers were.

*Question 2: Do you have sufficient and suitable teaching resources for effective teaching and learning to occur in your class?*

All educators interviewed at ABET Centre 1 indicated that they had sufficient teaching resources for their daily teaching in their classes. They also revealed that their adult learners were eager to purchase their own stationery. The two educators said, “the ABET directorate ought to provide our centres with more teaching aids for literacy and numeracy, especially for ABET levels 1 and 2”. It was noticed that some of the educators asked for teaching resources from the centre manager prior to the commencement of their lessons. This proved that this centre had the necessary teaching resources. This also indicated that the educators made use of them on a frequent basis.

The educators interviewed at ABET Centre 2 revealed that they managed with the few resources they had at their disposal. They also stated that they were serving a poor community, and as such had to make use of exercise books from the mainstream school. They usually tore off the unused pages for use at their ABET centre. They, very despondently, stated that the DoE did not provide adequate teaching resources so that effective teaching and learning could not take place in their ABET centre. These educators also indicated that the teaching and learning at this ABET centre could improve if they were given updated teaching resources. There were some very old resources that were used at this centre. One educator from Centre 2 revealed that she used the foundation phase syllabus from the mainstream sector to teach at ABET level 1. She indicated to me that the foundation phase syllabus was comprehensive and catered for the total development of the learner. She

also stated that she achieved tremendous success using this syllabus. This, she stated, was very effective in the absence of an updated and comprehensive syllabus for ABET level 1. The researcher later learnt that this educator was a qualified foundation phase educator, who opted to teach ABET.

*Question 3: Are your salaries processed timeously each month?*

The 4 centre educators interviewed on this matter indicated that the DoE should process and pay their salary claims quicker than was the current practice. They indicated that the expected practice was that once their salary claim forms were handed to the DoE, salaries are paid within a month of receipt of these forms. Three of them (75%) said, “We usually received our salaries two months after we submitted our claim forms”. Receiving their salaries two months later was too late. One educator from Centre 1 suggested that the DoE set a specific time frame of one month to process the payment of their salaries. The centre manager should pressurize the DoE to process educators’ salaries quicker than is the current practice. It is also no secret that there is a shortage of educators in the teaching fraternity. The DoE should strategise and improve on these flaws in order to retain its educators.

#### *4.2.4.. Document Analysis*

On analyzing the records of correspondence with the ABET directorate by the two centre managers, it was evident that both made regular enquiries for more teaching resources. Their written requisitions for more stock and teaching aids were filed. Their requisitions were turned down on most occasions as insufficient funds were cited by the ABET directorate. At ABET Centre 1 there were records of sponsorships received from a private company. These donations were in the form of teaching aids, such as wall charts, pens for students and some exercise books. This donor employed a parent whose daughter was a student at ABET Centre 1. At ABET Centre 2, there was no evidence of records of application for sponsorship. It is clear that the manager of Centre 2 did not apply for sponsorship.

At ABET Centre 1 the students attendance registers compiled by centre educators were neatly covered and updated on a daily basis. Each educator had his/her own attendance register for their learners. At ABET Centre 2 the centre educators did not always carry their students' attendance registers to the centre. Those registers that were viewed by the researcher indicated that these centre educators did not view this document as being important. The centre manager did not place sufficient emphasis on neatness and accuracy with regards to record keeping. There were lots of errors and deletions in these registers on a regular basis. This type of error laden record keeping must have been condoned by the centre manager at this ABET centre as she entertained their excuses for keeping records of such poor quality. Educators usually marked their registers as soon as they went to class. The educators at this centre stated that the late coming of the students forced them to make errors in their attendance registers. They had to often change their records in their registers when learners came in late. The centre manager could have asked the centre educators to mark their registers in pencil first and then ink them at the end of the day.

The document analysis revealed that both centre managers kept records of adult learners' and adult educators' daily attendance. One ABET centre compiled this on a daily basis, while the other did this on a weekly basis, as explained above. The attendance registers of students at ABET Centre 1 was neatly compiled. It was evident that the educators at ABET Centre 2 were not used to the correct practice of compiling a daily attendance register for students. These irregularities were, also, not detected by the centre manager at Centre 2.

The analysis of the records of educators and students registered with the ABET directorate revealed that the centre manager of ABET Centre 1 had registered 187 students for the examinations and 14 educators were paid monthly for services rendered at her ABET centre. At ABET Centre 2 the centre manager brought these records of those educators and students registered with the ABET directorate a couple of days later. It was not as neatly compiled as those of the centre manager of ABET Centre 1. The records were, however, visible. She had registered 30 students for the ABET examinations. She had earlier indicated that most of the 70 students currently attending ABET classes would not attempt the end of year ABET

examinations, out of fear of sitting for formal examinations and out of fear of failing. This reflected that these students lacked exam preparedness. It was also interesting to note that these students were able to spend money to attend classes, but at the end of the year they were prepared to drop out. The centre manager at ABET Centre 2 had eight educators on her educators' register. Some of them were paid regularly on a monthly basis.

#### *4.2.5. Conclusion*

The role of administration by the centre manager of ABET Centre 1 was in agreement with what the ABET document was saying. The centre manager performed these roles as was required by the ABET directorate. These roles were also in keeping with the policy developed by the KwaZulu-Natal Department of Education for ABET centres in KwaZulu-Natal. Her leadership and management was perceived and operationalised by the centre educators at the ABET centre as that being in accordance with the ABET directorate policy document. The policy document stipulated that centre managers:

- i. organise classrooms for adult educators;
- ii. ensure that adult educators were equipped with the necessary teaching aids;
- iii. ensure that reading and writing materials for learners were provided;
- iv. register adult educators with the Department of Education;
- v. register adult learners with the Department of Education;
- vi. keep records of educators and learners; and
- vii. register adult learners for ABET examinations.

The educators interviewed and documents analysed at this ABET centre verified that the leadership styles and management strategies of this centre manager impacted positively on the administration effectiveness of this ABET centre.

As discussed above, the centre manager at ABET Centre 2 was not performing her role of administration as was required by the ABET directorate policy document. Her management and leadership of the ABET centre was perceived and operationalised by the centre educators as that being contrary to the ABET directorate policy document. The policy document once

again dictated that the centre manager: organise classrooms for adult educators; ensure that adult educators were equipped with the necessary teaching aids; ensure that reading and writing materials for learners were provided; register adult educators with the Department of Education; register adult learners with the Department of Education; keep records of educators and learners; and register adult learners for ABET examinations. The two educators interviewed verified that this centre manager was not performing her management duties as expected by the ABET policy document requirements. The records of educators and students registered with the DoE and attendance records analysed at this centre was verified against data received from the centre manager during the interviews. During the interview of the centre manager at Centre 2, her avoidance in answering certain question promptly indicated to the researcher that she was not very confident in answering the questions on administration.

### **4.3. Management Duty 2 – Managing Resources**

#### *4.3.1. Introduction*

The managing of resources at ABET centres, in compliance with the ABET directorate policy document, has more financial responsibilities for ABET centre managers. Unlike what is normally done in the mainstream schools, managing resources at ABET centres encompasses all aspects of finance at ABET centres. In the mainstream sector of education, managing resources would generally include managing finances as well as managing human resources, managing the physical structure of the school, and managing stock. At ABET centres, managing resources entails the ABET centre manager understanding and drawing up a simple budget; doing the book keeping; controlling adult educators' claim forms; handling the financial contributions of adult learners; and auditing other material resources used by educators and learners. In order to efficiently manage resources at ABET centres it is imperative that the centre managers be well acquainted with legal financial policies and practices.

#### *4.3.2. Centre Managers*

*Question 1: How is the budget for the year drawn up at your centre?*

The observations of the two ABET centre managers did not give the researcher a very good indication of the extent to which they controlled finances at their centres. It was only during the interviews with both of them that salient and rich data for this study was extracted.

During the interview with the centre manager at ABET Centre 1 she said, “At one staff meeting I presented a draft budget for the current year. I read it out and asked for it to be adopted by the staff. I then briefly justified the amounts for each expense and income. Without much debate the budget for my ABET centre was adopted and seconded.” At the interview she declared that she had a very good understanding of the financial requirements of the ABET directorate. She also attested to the fact that her financial records were updated on a weekly basis and that her accounting procedures were correct. She claimed that she did not like to task the educators with this duty as she was ultimately accountable to the ABET directorate for all finances at her ABET centre. She was correct in the sense that she was ultimately accountable to the ABET directorate for all finances. Her statement also showed that she did not trust educators in the centre. She could, however, have trained an educator to control the finances under her supervision.

At ABET Centre 2 the budget was not discussed at staff level. During the interview this centre manager said, “The educators were there to teach and my task was to control all the finances of the centre”. She affirmed that she drew up the budget on her own and submitted it to the ABET directorate, without any consultation with her staff. She added that the staff did not understand finances very well. She further elaborated that the educators at the ABET centre did not like to involve themselves in the laborious task of drawing up a budget as they did not have the time for this task. The educators came to the centre to teach, and when their instruction time was up they left. This centre manager did not bother about training the educators to understand this important aspect of finances. She took it for granted that all of

them were not interested in the finances of the centre. She could have been wrong and she could have been right.

*Question 2: What financial records do you maintain at your centre?*

Both centre managers compiled financial records of the income and expenses of their respective ABET centres. At ABET Centre 1 the centre manager indicated during the interview that she had a fairly good understanding of her financial obligations with regards to the keeping of records. She acknowledged that she issued official ABET centre receipts for all monies that were received. She also attested to the fact that she had opened a bank account in the name of her ABET centre, as was required by the ABET directorate. She stated that the financial records of the centre were compiled by her and updated on a weekly basis. During the interview of the centre manager at ABET Centre 2 she affirmed that she was not well acquainted with the correct accounting procedures as was required by law. She did however keep a record of all monies received and all monies paid out for services rendered or goods purchased. These records, she stated, were maintained in an exercise book. The income and expenditure records were updated when and if the need arose. She also said that she had opened a bank account in the name of her ABET centre as well. She informed me that the principal of the host school usually assisted her in the compilation of her financial records.

It was evident to the researcher that both centre managers kept the necessary financial records, and both centre managers updated their records regularly. Centre manager 1 stated at the interview that she was well acquainted with the legal implications of keeping incorrect financial records. The centre manager at Centre 2 did not place much emphasis on keeping neatly compiled financial records, so she stated at the interview. There were lots of errors and corrections in her financial records. This to her seemed acceptable. She gave the researcher the impression that she did not value quality and neatness in the presentation of her records.

*Question 3: How are educators' salary claim forms managed each month?*

The two centre managers indicated to the researcher in their respective interviews that the salary claim forms for centre educators and centre managers were required by the ABET directorate at end of each month.

At ABET Centre 1 the centre manager indicated that these salary claim forms were compiled by the individual educators. The centre manager alleged, "Educators compiled their salary claim forms from their personal records of the hours they taught for the month". The centre manager then confirmed their totals by comparing them to her records. She stated that once they were deemed to be correct by her, she signed them and submitted them to the ABET directorate for processing and payments. She also avowed that she usually took these forms home to verify and complete, as she wanted to submit them as soon as was possible to the ABET directorate. The salary claim forms for her educators were usually submitted by the 2<sup>nd</sup> of the following month. This ensured that they were processed and paid in good time. There were still delays in the payment of some of the educators' salaries each month.

The centre manager of ABET Centre 2, when interviewed, asserted, "I compiled the educators' salary claim forms as I had accurate records of educators' attendance for the month". She then gave them to the educators to verify and sign. She, thereafter, submitted them to the ABET directorate for processing and payments. She also stated that some of the educators usually delayed giving her their salary claim forms timeously, while some of them further contested their hours taught for the month. This resulted in their salaries for the month being paid later than usual. She told me that she had encountered this problem on a monthly basis, but essentially there was nothing wrong with her method of finalising educators' salary claim forms. Although the educators gave her their salary claim forms late, they still expected them to be processed quickly. She said that this process of finalising their salary claim forms pressurized her tremendously each month.

*Question 4: How often are the financial records and stock of the centre audited?*

The ABET directorate expects the ABET centre managers to have their financial records audited by an auditor at least once a year. The teaching resources used at the centres also need to be accounted for and audited annually by the centre managers.

At ABET Centre 1 the centre manager revealed, “I asked the auditor from the school where I taught during the day to audit the financial records of my ABET centre”. This was done at the end of the year when the ABET examinations had been completed. At the interview she also indicated that all the teaching resources that belonged to the ABET centre were recorded and filed. The stock was collected and verified against the records at the end of each school term. Those educators who had damaged or lost stock had to replace them as they had signed for them upon receipt of the stock. She affirmed that at the end of each term she took the stock home with her for safekeeping. She was prepared to be totally responsible for their safekeeping, although this practice was not procedural.

During her interview the centre manager at ABET Centre 2 indicated, “I asked the principal of the host school to audit the ABET centre’s income and expenditure records. This was done either at the end of each term or at the beginning of the new term.” She also attested to the fact that this principal helped her with the compilation of all her ABET centre’s financial records. The teaching resources used at this ABET centre were recorded in an exercise book as were her centre’s financial records. She acknowledged that previously all their teaching resources were stored in a cupboard at the host school. During the first term holiday this was broken into and they had lost most of their stock. The educators at this ABET centre borrowed stock on a daily basis and did not need to sign for them. The centre manager stated that she did not have the time to stand at the cupboard and issue stock as it was a laborious task. She trusted her educators to return all stock borrowed. This indicated that she was not prepared to be held accountable for the resources at her centre.

*Question 5: Do you charge learners a fee? If yes, how do you manage these fees?*

The ABET centres were required to supplement their income provided to them by the ABET directorate. They usually generated more income by charging learners a fee and/or by organising fundraising drives.

The centre manager at ABET Centre 1 declared during the interview that she charged the learners at her centre a minimal fee of R50-00 per year. She indicated that she could not charge them a higher fee as most of these learners also purchased their own stationery. She also declared, “All learners were issued with an official receipt upon payment of their fees”. All fees were collected during the first term of each year. Deposits of all monies received were done as and when was required. She told me that these monies were used solely for the purchasing of more teaching resources for the educators at her ABET centre.

During the interview of the centre manager of ABET Centre 2 it was revealed that she charged learners a fee of R30-00 per year. Fees were paid during the year when learners were able to afford them. Educators were required to keep a record in their mark files of those learners who paid in their fees. All monies received were deposited into the ABET centre’s bank account. She declared that this money was used to purchase some teaching resources. She also used some of the money to lend to teachers when the payments of their salaries were delayed. She, very proudly, stated, “I charged the educators interest on these outstanding loans, as this interest boosted the ABET centre’s income”. She also indicated that this was the only way to increase the centre’s finances as the educators did not want to conduct any fundraising activities for the centre. She was unaware that this was an incorrect financial practice within the DoE. This could be deemed as fraud by the officials of the DoE.

#### 4.3.3. Centre Educators

*Question 1: What part do you play in drawing up the budget for the centre?*

Three of the four educators interviewed at the ABET centres indicated that they did not understand the procedure of drawing up of a budget for their ABET centres. The two educators from Centre 2 were unaware that a budget for their ABET centre was compiled annually and submitted to the ABET directorate by their centre manager. They also indicated that they did not have the time to discuss this with their centre manager as classes usually finished late. The researcher observed that once instruction time was over for the day at Centre 2 the educators packed up and rushed out of the centre, in order to get the earliest taxi home. One educator from Centre 1 who had some accounting knowledge stated that he was disturbed that he was not consulted whenever the budget was compiled. The other educator interviewed at Centre 1 stated that the finances of the centre did not really interest her. All four educators strongly believed that their centre managers should workshop all the educators at their respective ABET centres on financial matters so that they would be more equipped to become ABET centre managers in the future. These workshops, they believed, should be conducted at the end of the year once ABET exams were concluded. This cry to be trained in financial matters was a generic one at both centres.

*Question 2: What is your role in maintaining the financial records of the centre?*

Three of the educators interviewed stated that they did not know how to compile nor read the financial records of their ABET centres. They also indicated that their centre managers did not entrust them with the financial knowledge of their centres. All four educators stated that they liked to be informed regularly of the financial status of their ABET centres and what the monies were used for. One of the educators interviewed at ABET Centre 1 indicated; “My qualifications include mathematics and accountancy. The centre manager does not trust me handling nor compiling the financial records of the centre as she told me that I am too young to do so.” She, however, often consulted him whenever she experienced problems with the

financial records and prior to staff meetings when finances were on the agenda. He, surprisingly, also informed the researcher that she told him in no uncertain terms that he was not to question her financial records at a staff meeting. If he did, then he would lose his job at this ABET centre. The researcher was not informed of these practices at this ABET centre by the centre manager.

*Question 3: Explain the process of compiling and submitting your salary claim forms each month?*

All four educators indicated during their interviews that their salary claim forms were completed and submitted to their centre managers timeously, at the end of each month. The two educators from Centre 2 indicated that very often their centre manager's records of their hours were incorrect. This informed the researcher that centre manager 2 was not thorough in keeping accurate records. The management of her records was poor, as she did not ask the educators to sign on a daily basis. When they approached her about this, there would usually be a disagreement. They stated the centre manager eventually acceded to their records of the total teaching hours for the month as correct, for fear of intimidation. Both educators declared that the process of verifying records usually took one week. Either the educators' records or the centre manager's records could have been correct. They also confirmed that this process of verifying records of their teaching times for the month with the centre manager every month usually delayed their salaries from being processed and paid timeously. The two educators interviewed at Centre 1 indicated that their centre manager kept accurate records of the hours that they taught for the month. They indicated that this helped to fast track their salary claims being processed and paid timeously each month. Some of the educators' salaries at Centre 1 were still delayed each month.

*Question 4: How often are the financial records and stock of the centre audited?*

The four educators interviewed avowed to the fact that they were unaware of the financial records of their ABET centres being audited regularly. They also stated that they did not

know who audited these financial records. The educators at Centre 1 indicated that their centre manager checked the teaching resources at their centre regularly. At the end of each term the educators assisted her to count all stock as she ticked them in the stock book. They also affirmed the centre manager's attestations that when educators lost or damaged stock they were required to replace them. This practice ensured that educators at their centre took good care of all teaching resources. At ABET Centre 2 the educators indicated that their centre manager was not strict with regards to the issuing of teaching resources. They also confirmed that they did not possess a lot of teaching resources, as many as they would have liked. This was due to the number of thefts at their centre over the last few months. They also acknowledged that their centre manager audited their teaching resources on her own at the end of each term, as there was not an abundance of teaching resources at their centre. Those that were missing were usually written off. This gave the researcher the impression that this centre manager was somehow afraid to confront educators on the issue of missing stock.

*Question 5: What is your role in the collection of fees from learners?*

The four educators interviewed affirmed having knowledge of the fees payable by learners at their ABET centres. They stated that they were instrumental in reminding learners to pay their fees as well as to collect the fees from learners. The fees were handed to their centre managers, who then issued the learners with an official receipt for these monies. They stated that they were told that this money was used to purchase more teaching resources for their ABET centres. At ABET Centre 2 the educators acknowledged that they were aware of some of the educators who borrowed money from the centre manager when their salary payments were delayed. Educator 2 informed me, "She lent us money from this fund, that was payable with interest". This action of lending centre monies to educators would be deemed to be fraud, as the centre manager did not seek the permission from the ABET directorate nor did she seek the permission of the centre governing body for her actions. The educators also stated that all learners could not afford to pay their fees although they charged a small amount of only R30-00 per year.

#### *4.3.4. Document Analysis*

The documents analysed at both ABET centres were the financial records of the centres, both current records and previous year's records; the annual budget of the ABET centres; the educators' salary claim forms; and the records of students registered at the ABET centres. The focus of each analysis is discussed below. The review of these relevant documents indicated that both ABET centres had copies of their current budgets, as well as copies of previous years budgets. These were filed with the other relevant financial documents. The budget at ABET Centre 1 was neatly typed and presented, whilst the budget for ABET Centre 2 was hand written. The budget at Centre 1 presented a realistic account of the financial position of the centre. The current income in the budget took into account the percentage of fees collected over the last two years. The budget at Centre 2 indicated the total possible fees that could have been collected if all students had paid their fees. This was unrealistic as not all students paid their fees for the year. Over the past two years Centre 2 had collected an average of only 40 percent of the fees from students.

At Centre 1 the financial records were neatly compiled and kept. The presentation of the financial books was commendable. The records were up to date and correctly compiled. Receipts or invoices received for all expenses were pasted in an exercise book. The income corresponded with the receipt book kept at the ABET centre. The financial records at ABET Centre 2 was accurately compiled. They were updated regularly. The receipts for the expenses were kept in an envelope and labelled accordingly. The receipt book depicted all monies received, and was in accordance with the income reflected in the income section of the financial records of ABET Centre 2. These financial records indicated to the researcher that both centre managers were well informed of their obligations to the ABET directorate, with regards to the maintaining of the financial records at their respective ABET centres.

Copies of all educators' salary claim forms were filed at both these ABET centres. At Centre 1 these were filed in educators' personal files. These files also contained all the personal information about individual educators. At Centre 2 the salary claim forms of educators were

filed in the same file with all the other financial records of the centre. The different records were separated by inter-leaves and were accordingly labelled. The centre manager brought this finance file to the centre on this particular day for the purposes of my research. She usually kept it at her home, as it was too big and heavy to have it carried to the centre on a daily basis.

The finance records from the previous year viewed at ABET Centre 1 reflected that they had been audited. There was also a letter that testified to this auditing process. The letter indicated the shortcoming of the centre manager's accounting procedures as well as her strengths. One of the suggestions was that she should receipt monies received on the day she received them. The other was that the dates of all receipts should correspond with the dates indicated in the receipts analysis book. The most important strength of centre manager 1 was that all funds were accounted for in her financial records. The previous years financial records viewed at Centre 2 also reflected that someone had audited the records. The attached letter showed that the principal of the host school had audited the financial records. He also offered this centre manager some suggestions to improve the accuracy of her financial record keeping, and more especially to improve her accounting procedures. This principal spent an hour a week to assist the centre manager improve her financial skills.

The centre manager at ABET Centre 1 had a composite list of all learners registered at her ABET centre. This was kept in her finance records file. Next to each learner she indicated the amount paid by them towards their ABET fees for the current year. Those who brought in donations for the centre had it reflected next to their names as well. At ABET Centre 2 the centre manager did not keep such records. Records of contributions from learners towards their fees were kept with the educators concerned. All monies received by the centre manager from learners were accounted for by way of receipts. This was accurately depicted in her financial records.

#### *4.3.5. Conclusion*

Both centre managers compiled and maintained their financial records in compliance with what the ABET policy document required. This management duty of managing resources at these two ABET centres were therefore in keeping with the policies developed for adult learning centres in KwaZulu-Natal. The leadership styles and management strategies used by the two ABET centre managers in implementing this duty of managing resources did not impact positively on the effectiveness of these two ABET centres. The manner in which leadership and management was conceived at these two ABET centres needs to be critically evaluated and improved by these two ABET centre managers.

### **4.4. Management Duty 3 – Managing Adult Educators**

#### *4.4.1. Introduction*

This core duty of managing adult educators by ABET centre managers stated the correct procedures of identifying and selecting suitable educators for their ABET centres. It also guided the centre managers as to how they could help develop the competencies of their ABET educators. The two centre managers were required to identify the qualities and characteristics of effective and dedicated adult educators; recruit adult educators; interview adult educators; submit nominated adult educators to the Department of Education; provide information to adult educators on policy developments and circulars; provide information on learning problems and work problems; provide information on career paths and opportunities; communicate effectively and constructively with adult educators; and manage the claim forms and attendance registers of adult educators. The centre managers were expected to carry out the various aspects of this duty in order to enhance effective teaching and learning at their ABET centres.

#### *4.4.2. Centre Managers*

During the observation of the centre manager at Centre 1, the researcher witnessed notices displayed at strategic points at her ABET centre to advertise a vacancy for an ABET educator. In the advert it was outlined that the suitably qualified applicant should submit his/her curriculum vitae (C.V.) to her office on or before the closing date stipulated. She allowed applicants two weeks to submit their C.V.s. This time frame seemed sufficient, to the researcher, for applicants to submit their applications. Attached to this C.V., she stated, must be certified copies of their qualifications and a certified copy of their identity document. The centre manager also went around to the centre educators to inform them of the vacancy at the centre. She asked them if they knew of any available ABET educator suitable to the post being advertised. Later that afternoon she sent out a staff notice to her educators to remind them of the vacancy. She also stated that they should bring in the C.V.s of any possible applicant that they knew of. This centre manager also asked the centre educators to relay this message to the learners in their classes so that a qualified ABET educator from the community could get the opportunity to apply for this vacancy.

At Centre 2, the researcher also observed this centre manager going around to each educator to ask if they knew of any available ABET educators for the two vacancies at their ABET centre. The researcher followed her around the ABET centre. She told the educators that she was looking for educators who had ABET qualifications. She also informed her educators that the applicants would be given preference if they had teaching experience at ABET centres. She then informed the researcher that she would also consider employing educators who are currently studying towards their ABET teaching certificate, as well, as ABET educators were difficult to find. This centre manager stated that she would like to fill in these vacancies within five days. This time frame, to me, was too short for suitable applicants to apply for this post. This process of filling in the two vacancies at this centre did not afford suitably qualified ABET educators from within this community to apply for these vacancies, as they were unaware of these vacancies. All the current educators at this centre were

residing outside this community. They usually brought in C.V.s from people whom they knew, who were also not residing in this community.

*Question 1: Explain how you select dedicated adult educators for your centre?*

The two centre managers advised the researcher that once the C.V.s had been submitted to them, they scrutinised them thoroughly. They looked for ABET educators who satisfied the requirements for the post advertised at their respective centres. At Centre 1 the centre manager was looking for an educator to teach English to levels 2 and 3 ABET learners. At Centre 2 the centre manager was looking for an educator to teach mathematics at levels 3 and 4; and an educator to teach English at levels 3 and 4. The centre managers received many applications, but most of them preferred to teach at ABET levels 1 and 2. In their C.V.s the majority of the applicants also stated their preference to teach isiZulu, Life Orientation, Natural Science, literacy at ABET level 1 and numeracy at ABET level 1 and 2.

At Centre 1 the centre manager eventually short-listed the applicants down to five with the assistance of a senior teacher from her centre. At Centre 2 the centre manager conducted this process of short-listing the applicants for the interviews entirely on her own. She short-listed three applicants for the English vacancy and four applicants for the mathematics vacancy. She further short-listed the applicants for the post of the mathematics educator to three to equate it to the other post. She stated, "I did not short-list five for each post as the other applicants were not suitable. I did not want to waste their time and my time by short-listing unsuitable applicants." Both centre managers indicated to the researcher that they were not interested in the personal qualities and characteristics of the applicants, such as their community involvement, their character references and the personal development programmes attended by them. They felt that these were not relevant to the job description of that of an ABET educator.

*Question 2: How do you conduct interviews to fill in vacancies at your centre?*

During the interview of the centre manager at Centre 1, the researcher was informed by her that she sent out invitations to the five short-listed applicants to attend the interview. They were all given five working days notice. The interview panel for the one English post consisted of the centre manager, the senior educator and one English educator from her ABET centre. The centre manager stated, "I compiled the five questions that were to be asked to all the applicants at the interview". During the interview with the centre manager she acknowledged that she did not keep copies of the questions asked at the interviews. At the interviews the centre manager then introduced the panel and asked one question. The other two panel members asked two questions each. All five applicants at Centre 1 were interviewed on the same day. At the end of each interview the applicants were thanked and told that they would be informed within a month of the results of this process. The panel then compared their scores and rated the applicants in order of preference. This preference list was handed to the centre manager. The centre manager then indicated that the applicant rated one, would be appointed in some cases. She stated that sometimes she nominated the one of the unsuccessful candidates for the post if she thought that the scoring at the interviews as inconsistent. This process of changing the preference order of the selection committee was not regular, as was indicated in DoE policies. The centre manager then filled in the necessary documents and submitted them to the ABET directorate for approval. The centre manager informed the researcher that the ABET directorate generally employed the educator nominated by the selection committee.

When the centre manager of Centre 2 was interviewed she declared that she had telephoned each applicant, to invite them to the interview; and gave them three working days notice. She set the interviews for the English educator on the first day, and the interviews for the mathematics educator on the second day. The interview panel consisted of the centre manager and two educators who taught that specific subject. Each panel member asked one question. The applicants were rated out of 100% for each question. The totals were added for each applicant and reflected on the composite score sheet in order of merit. The centre

manager declared, “I then completed the necessary documentation and submitted them to the ABET directorate for approval”. Both centre managers indicated that the ABET directorate treated the filling of the educator vacancies at their ABET centres with great urgency.

*Question 3: What measures do you employ to ensure that educators at your centre are appraised on the current trends in education?*

At Centre 1 the centre manager affirmed, “I provided information to adult educators on policy developments and circulars on a regular basis. Whenever a new policy or circular was received from the DoE, it was circulated to my staff members.” When staff meetings were scheduled, these new circulars and policies were tabled on the agenda to be discussed. This was done to alleviate misunderstandings that some of the educators may have had about them. This also allowed all educators at her ABET centre to share the same understanding of new ABET policies and circulars. There seemed to be some degree of transparency at this centre with regards to the sharing of information on new policies and circulars.

During the interview of the centre manager at Centre 2, she acknowledged not circulating new circulars and policies immediately to her staff members. She stated, “When new documents were received, I took time to study them and to have a thorough understanding of them prior to circulating these policies and circulars to my staff”. She stated that if the staff asked for clarity, she would be in a position to provide it. She also indicated that some of the educators at her centre did not bother to read new circulars and policies. The educators indicated to her that these documents were too confusing and the words were too difficult to understand. The educators at Centre 2 requested of the centre manager if the circulars and policies could be translated into isiZulu, by the DoE. This request of the educators made the researcher ponder as to how these educators were able to teach English effectively to the ABET students, especially at ABET levels 3 and 4 where they are required to teach English at a much more advanced level.

*Question 4: How effective are your communication skills with your staff members?*

The centre manager at Centre 1 indicated that she did not have a communication problem with her educators. She firmly declared, “I set the ground rules at my centre and my educators implemented them”. She confirmed that she did notice a bit of rumblings earlier this year in the corridors from some of the educators. When she questioned them about it they stated that it was not important. She also acknowledged that at staff meetings, she allowed educators to respond to certain issues. They did not, however, take full advantage of this opportunity. She stated that most of the educators at her ABET centre did not like to commit themselves at staff meetings. To the researcher it seemed as if the educators seemed to fear her.

When centre manager 2 was interviewed on how meetings were conducted, she explained that democratic decision making principles prevailed at their meetings. The centre manager indicated that her educators communicated very well with her. She stated, “At staff meetings I allowed the educators to dominate the discussions and only intervened to elucidate issues and to sort out disputes”. Centre educators were informed of the staff meeting through a circular issued two days prior to the meeting date. This issue of democratic decision making was confirmed by two educators within the centre. They stated that they normally received the notice of meetings two days in advance. This centre manager also declared that she had a good rapport with all staff members at her ABET centre. Whenever educators arrived late at the centre she questioned them and noted their reasons in her diary. She, however, did not penalise them for this late coming as she understood that they travelled from great distances and that they used public transport. Centre manager 2 proudly indicated to me that this gave her the impression that the educators at her ABET centre respected her for this form of leniency and for understanding their plight. It was obvious from this that she did not instil in her educators the characteristic of punctuality.

#### 4.4.3. Centre Educators

*Question 1: Explain the process of filling in of educator vacancies at your centre?*

On interviewing the two educators at ABET Centre 1, the researcher learnt that their centre manager informed them regularly of vacancies at their centre. They also expressed their views that their centre manager constantly reminded them to be on the look out for suitably qualified ABET educators. Initially the educators thought that the centre manager wanted more ABET educators so that she could replace the current educators. Later they learnt that there was a shortage of ABET educators in KwaZulu-Natal, especially in the fields of mathematics and science. At Centre 2, the two educators interviewed responded that their centre manager did not always employ qualified ABET educators at this centre. This resulted in many learners leaving during the course of the year, as these educators did not teach these adult learners properly. Learners used to complain that they were getting bored in the class. These two educators also stated that when there was a vacancy at the centre the centre manager would first give preference to someone that she knew. This often frustrated these educators at the centre, as they used to go out of their way to look for suitably qualified educators for their ABET centre. It was evident that some of the educators at centre 2 were not appraised on the selection process of educators.

*Question 2: What role do you play in the selection of educators for your centre?*

During their interviews the educators at Centre 1 expressed to the researcher that their centre manager conducted the short-listing of the candidates for the interviews. She sifted through all the applicants' C.V.s and decided on the number of applicants that should attend the interviews. Once this was concluded she approached certain selected educators at the centre to be on the interview panel. One of the educators interviewed stated, "I was selected to be on one of the interview panels at this centre recently, when there was a vacancy for a mathematics educator at the centre". It came up during his interview that once the interviews were completed they handed over all score sheets to the centre manager. The centre manager

then thanked them for their assistance and sent them to their classes. Thereafter the centre manager completed the necessary paperwork and submitted them to the ABET directorate for approval. Once approved by the ABET directorate, the educators would notice that their choice of educator was not sent to their centre. When they queried this the centre manager stated that this was not her choice but the choice of the ABET directorate. As indicated earlier, there seemed to be some degree of inconsistencies at this centre with regards to the final selection of the nominated candidate for the post.

The two educators interviewed at Centre 2 indicated that they were not involved in the selection process nor the interviews of new educators at their ABET centre. Educator 1 intimated, “The centre manager usually selected ‘her friends’ from the centre to be on these interview panels”. This educator indicated that she thought she did this so they could select ABET educators whom they knew. The other educator declared, “I have applied to other ABET centres, as this centre was full of irregularities and practices in disagreement with ABET policy”. She expressed her dissatisfaction at the manner in which this centre was managed. Both indicated that they tried to raise these irregularities at staff meetings, in vain. These two educators indicated that the centre manager and ‘her friends’ usually defended their actions and supported each other. Whenever they tried to correct the irregularities at the centre, they were not successful. The morale of the other educators at this centre indicated to me that this was the general feeling among the majority of staff members at this ABET centre.

*Question 3: How are you kept abreast of the current trends in education?*

The educators at Centre 1 expressed that the centre manager had the habit of bombarding them with new circulars. She usually sent many of them in one file for them to read and acknowledge. These circulars and policies were sent to them during their teaching time. Both educators indicated that in most instances they merely signed the notice, but did not have the time to read the new circulars and policies. They read them only if they had free time to do so. The policies were then locked in the centre manager’s cupboard. This resulted in the educators not always having the opportunity to read them, when they were not teaching.

At Centre 2, the educators stated that they received new policies and circulars very seldom. Their centre manager circulated these new documents to those educators who were present for the day. Thereafter she would file them and leave her file at home. One of the educators interviewed stated, “The policy documents that we have read are too confusing”. She further stated that the expressions and language used were highly in need of elucidation and explanation. She then said, “The medium of instruction at this centre was isiZulu, therefore the educators preferred to have these documents translated into isiZulu”. This is a valid point that should be considered by the ABET directorate. They should cater for the different official languages. These two educators at centre 2 also stated that the educators, who were absent when the documents were circulated, were not informed of these new documents when they returned after their period of absence.

*Question 4: How would you describe the level of communication between your centre manager and yourself?*

The educators at Centre 1 indicated that they could not communicate effectively and constructively with their centre manager. They were always afraid to approach her on an issue. They also stated that she was too strict and treated them like learners. At the end of the term she would usually approach them to find out if they were meeting to socialise after classes. They would lie to her and tell her that were going straight home, for fear of her joining them. They did not want to socialise with her. Even at staff meetings the educators indicated that they did not respond very often. Educator 2 said, “The educators were afraid to respond at staff meetings as they would be victimised by her, if they did provide the incorrect responses”. They preferred to be quiet at meetings and to get on with teaching. These educators at Centre 1 did not seem confident enough to express their concerns to their centre manager in a professional manner.

The educators at Centre 2 stated that they had a very good relationship with their centre manager. They also indicated that at staff meetings they debated and discussed issues freely and without fear of being victimised by her. Both educators concurred that at staff meetings

the centre educators usually dominated the discussions. This domination gave the researcher the impression that the centre manager could not control proceedings at staff meetings. The consequence of this domination did not give the centre manager a voice at meetings. These educators also acknowledged the kindness of their centre manager for understanding and accepting their reasons whenever they were late for lessons.

#### *4.4.4. Document Analysis*

The centre manager at ABET Centre 1 produced her file containing the documentation used for the filling of vacancies at her centre. This file consisted of the adverts displayed, the notices circulated to her staff, the records of the short-listing process and copies of all the documents submitted to the ABET directorate. The documents contained in this file verified some of the data gathered from the interviews of this centre manager. The documents viewed verified the suspicions of the educators. The preference order of the selection committee was changed by the centre manager prior to her submitting it to the ABET directorate for approval. This practice was definitely not procedural.

At Centre 2 the centre manager gave the researcher permission to peruse the folder containing the necessary documentation of the interview process, in her presence. She did not trust me sufficiently to allow me the total freedom to interrogate her records in this folder. Her actions indicated to me that her records were not updated. She indicated that there were lots of important documents in her folder and some of them were confidential. These confidential records were removed from this folder prior to the researcher receiving it. The documents found in this folder seemed to be very haphazardly arranged. She stated that she did not have the time to arrange this folder neatly. Some of copies of documents that were submitted to the ABET directorate could not be found. She stated that she deemed it unnecessary to keep copies of all documents submitted to the DoE. There were details of the short-listing and interview processes contained in the folder. In this folder she had also inserted copies of C.V.s of the interviewed candidates.

The centre manager at Centre 1 produced a file that contained all the policies and circulars received from the ABET directorate. This file was neatly labelled and compartmentalised, according to the year the documents were sent to her ABET centre. Attached to each policy and circular was a staff list containing signatures of all the educators. This staff list indicated that all the educators at her centre had read and acknowledged the said policies and circulars. The centre manager at Centre 2 had a similar file for all policies and circulars received from the ABET directorate. She filed them as soon as she had completed reading them. She had also attached a staff notice to each policy or circular. These did not, however, have all educators' signatures appended to them. Those educators who were absent for the day, did not get the opportunity to peruse through these documents when they were circulated at ABET Centre 2. It was also indicated next to their names that they were absent on the day they were circulated. Educators who were absent on the day these circulars were circulated lost out because they were not kept informed of new developments.

When the centre manager at Centre 1 was interviewed on effective and constructive communication with staff, she presented her communication books. She had a separate personal communications book for each educator at her centre. She also had a general notice book that she circulated to all staff members. This was used to circulate notices of a generic nature to all staff members. The personal communications book was used to reprimand as well as to praise individual educators. This book was also used to offer educators at her ABET centre pastoral care and advice on educator specific staff development issues. The researcher found this form of communication to be very original and effective.

At Centre 2 the centre manager produced her general message book and her notice of meetings book. The message book included notices to the entire staff as well as notices to individual educators, or groups of educators. The entire staff was privy to notices and messages circulated to individual educators. The messages contained in this book offered educators advice, clarity on issues and direction to improve the teaching and learning process at this ABET centre. The notice of meetings book contained all notices of staff meetings conducted by the centre manager during the current year. It also contained notices of

meetings for specific groups of educators, such as educators of level 4 ABET students or educators who taught mathematics. In this way the centre manager avoided keeping many records.

#### *4.4.5. Conclusion*

Although the two centre managers' records reflected that they were managing their respective ABET centres in accordance with the ABET directorate policy, the data received from the educators reflected otherwise. The leadership styles and management strategies of the centre manager at ABET Centre 2 impacted negatively on the effectiveness of the centre as educators were not always chosen on merit. At Centre 1 the leadership styles and management strategies impacted negatively on centre effectiveness as maximum educator participation in the decision making process was not promoted and practiced. Educators at this centre were also not provided with the opportunity to conduct duties to completion.

## **Chapter 5**

### **\*\*\* The Way Forward for ABET Centres \*\*\***

#### **5. Recommendations and Conclusion**

##### **5.1. Introduction**

The study of the two ABET centre managers is concluded in this chapter. In concluding this study the researcher briefly reflects on the initial objectives for conducting such a study. In so doing the researcher intends to prove that these objectives were realized within the contexts of this research. Thereafter he offers some recommendations to improve the state of ABET by these two centre managers at their respective ABET centres. These recommendations would offer some guidance on leadership and management of ABET centres to the broader population of ABET centre managers in KwaZulu-Natal and then to the ABET centre managers in South African ABET centres.

##### **5.2. Reflections**

On conducting this research the researcher critically analysed policy related to the roles of leaders and managers of ABET learning centres, as contained in the ABET directorate policy document (Department of Education ABET Directorate, 1997). Thereafter he evaluated the practices of two ABET centre managers, from the Pinetown district, at their ABET learning centres in relation to this policy. During this period of investigations and observations the researcher found that he had to adjust from being a manager at a mainstream educational institution that hosted an ABET centre; to that of an objective researcher at these two ABET centres. This transition was difficult to make. Prior to this study he tended to view ABET centres through a window, a narrow window. He did not perceive ABET to be as structured and organised as it is today. This study broadened the horizons for the researcher so that more could be viewed from where he stood. This picture also enabled him to compare the

practices of all the experiences viewed. It also enabled him to understand these different practices, from the contexts of their unique settings and environments.

### **5.3. Main Findings**

#### *5.3.1. Some Negative Findings*

The research findings showed that the centre manager at ABET Centre 1 proved to be too autocratic in the management of her centre, but productive and efficient. This form of leadership caused educators in the centre to fear her to such an extent that they did not take ownership of their centre. The educators gave the impression that the centre was the domain of the centre manager to run, as she pleased. The educators interviewed also indicated that they did not speak out against the centre manager as they needed their teaching post at this centre, as teaching posts were hard to come by. These educators were of the opinion that if they spoke out against the centre manager, she could terminate their services from the ABET centre. This laissez faire attitude of the educators seemed to frustrate the centre manager, but she hid her frustrations.

During the interview, this centre manager indicated to the researcher in confidence that she required help to forge a cordial relationship with her staff. She also said that she was aware of the great distance between herself and the staff. She was not aware that she was too autocratic. When the various leadership styles were discussed with her, she realised the type of leadership style she used, was the autocratic leadership style. The centre manager then indicated that she would try to use the other leadership styles as well during the management of her ABET centre. During the interview she indicated that she favoured the transformational leadership style as she believed that it would give impetus to the development of the centre as a whole. The transformational leader would have to be democratic, manage change, delegate duties, form committees to carry out these duties, marry the various types of leadership styles to suit the context and situation, and to be more supportive and responsive to the needs of her educators.

The centre manager at Centre 2 was not as meticulous at maintaining her records. She kept the necessary records, but they were not as neatly compiled as in Centre 1. She also did not manage educators very well. She allowed them to stroll in late and she accepted whatever excuses they provided when they arrived late. She feared reprimanding them and did not submit the correct hours taught each month. ABET educators were paid an hourly rate each month. This centre manager's records of the educators' teaching times were correct each month. She feared enforcing her records and allowed the educators to submit their records. Perhaps her inexperience proved to be her downfall in managing her centre and resources effectively. During her interview she indicated that she was not happy at this centre, as she did not get the co-operation she deserved and expected as a leader. She also indicated that if she got a teaching post in the mainstream sector, she would gladly leave the ABET field.

### *5.3.2. Some Positive Findings*

Although the centre manager at Centre 1 was deemed to be too autocratic in leading her centre, this centre manager had her finger on the pulse on all aspects of her centre. She was aware of all activities at her centre, even when she was not at the centre. It was taken for granted that the one senior educator at her centre would take charge of the activities at the centre in the absence of the centre manager. The centre manager's records of minutes of meetings, records of finances, the records of attendance of educators and students, and the records of the selection of educators were meticulously maintained and kept. She also stressed on educators to be accurate and neat when compiling their records. The centre manager's other strength was punctuality. This had rubbed off to her educators and students. The researcher observed the educators and students to be very punctual at this centre. They were focused on the teaching and learning process; and the relationship between the educators and students were very professional. They respected each other.

At the interview, the centre manager at Centre 2 seemed to have a lot of positive ideas for enhancing her centre. She was very focussed on improving the literacy rate amongst the illiterate. She was young and energetic. She, however, lacked the experience needed for a

leader and manager. She was also very acquainted with the ABET policy documents. She knew her roles as the centre manager, as well as the roles of the centre educators. She informed the researcher that she was experiencing the problem of non-compliance from educators as they were all older than she was.

#### **5.4. Recommendations**

A study of this nature is invaluable to the stakeholders concerned with the improvement of ABET centres and ABET centre managers. These stakeholders would include the centre educators, the centre managers, the ABET learners and the ABET directorate at the DoE.

This study would suggest that centre managers emancipate their centre educators at their ABET centres to become more active in the shared management of their ABET centres. The researcher strongly believes that centre managers should now begin to shed their skins of the autocratic leadership styles that they used to lead and manage their ABET centres in the past. They should now evolve into the new era of the shared, transformational and instructional leadership styles. Using these styles of leadership the centre managers would now aid in developing their centre educators and their ABET centres into the fully functional community educational institutions that they so desire them to be (Blase & Blase, 1999; Bush, 1988). The ABET centre managers would also develop and manage their centres as a fully functional system. In so doing all participants of the system would work with the same intention and aim as the other participants are doing. All participants would share the same vision for the ABET centre (Betts, 1992). The only difference they would exhibit would be the mode of achieving their shared vision, as each individual has his/her own method of achieving the same goal.

A system is not devoid of its parts. As such all the parts of the system need to be well oiled and well maintained. Centre managers need to ensure that centre educators are regularly kept informed of current trends in education. Daily and ordinary tasks, such as the marking of registers, should also be discussed at staff meetings. This would serve as a reminder to the

seasoned educators, and educate the new incumbents of this important practice. Regular and structured staff development programmes must be borne in mind when drafting the year plan at ABET centres. A year plan is an invaluable tool for the forward planning of crucial activities at ABET centres. They serve as the centre's diary for the year. It also serves as a constant reminder to centre managers and centre educators, especially if it is displayed at strategic points at the ABET centre. Programmes slotted into the year plan should be discussed at a staff meeting and agreed upon by all stakeholders as being vital in achieving the ABET centre's vision.

In achieving the shared vision of the ABET centre, the centre managers should also ensure that centre educators understand and implement the various policies and circulars that are distributed by the ABET directorate. Educators at the two ABET centres researched requested that these policy documents be translated into the popular ethnic official language used in KwaZulu-Natal, that is, isiZulu. The language currently used in these policy documents does not make them user friendly. The level of English used is also too high and too confusing, as stated by the centre educators. This language is also not suitable for the implementers for whom they are so intended. Policy formulators must thus bear this important detail in mind when producing, printing and distributing such important policies and circulars to ABET centres in KwaZulu-Natal.

The distribution of such vital circulars could be done at ABET work-shops. ABET centres from a common area could be clustered together and invited to these work-shops. These policy documents could then be discussed and clarified so that all centre managers would have the same understanding of them. One or two centre educators from each ABET centre could also be invited to these capacity building work-shops. This could also serve as a back-up for the centre manager. If the centre manager had missed salient points, then the centre educators could support and endorse the centre manager's views when conducting similar work-shops at their ABET centre. This teamwork will foster stronger bonds between the centre manager and the centre educators at ABET centres. In cultivating a strong team the centre manager will ensure that the ABET centre is a learning centre (Davidoff & Lazarus,

1997; Everard & Morris, 1996; Frazier, 1997). In so doing the centre manager will ensure that the most important of all the stakeholders, the learners, will benefit from total quality education.

These vital stakeholders at the ABET centres can also assist the centre managers in improving the status of their ABET centres. They could assist by obtaining sponsorship for the centre. Learners could acquire sponsorship from their parents, from prominent community members and/or from business houses from within their community. These adult learners would be familiar with these members from their community and as such will be more approachable to them. These adult learners could also be useful in promoting the interests of the centre. They could be used to advertise educator vacancies in their communities. They could also promote the ABET classes to the other members of society who are in need of such ABET classes. While we're on the subject of promoting the interests of the ABET centre, these adult learners could also keep the centre manager and centre educators informed of the specific programmes and curriculum that is needed in their community.

The above recommendations invariably dictate that the centre managers involve all the stakeholders in the management of the ABET centre. The centre managers must recognize that the ABET centres are not theirs to manage and lead entirely on their own. There must be team work. If success is to be achieved at ABET centres then the above proposals must be implemented and promoted at the ABET centres. This, is recommended, to be the road to successful ABET centres firstly at the two ABET centres researched, secondly at ABET centres in the Pinetown District of eThekweni, thirdly at ABET centres in KwaZulu-Natal, and finally at ABET centres in South Africa.

## **5.5. Gaps and Limitations**

The various ABET policy documents consulted did not indicate the process for selecting centre managers. This selection of centre managers was solely the domain of the ABET directorate. The ABET directorate did not publish nor circulate any criteria for the selection

and appointment of centre managers to the ABET centres. This needs to be the priority of the ABET directorate, as ABET educators need to know when they would qualify to become centre managers. Centre educators also need to know the criteria for being appointed as centre managers. This will also serve to motivate centre educators to achieve better results to impress the centre manager as well as the ABET directorate.

It was also found that there was no prior research conducted in this field of leadership and management of ABET centres in South Africa. This research was therefore a seminal research in this area of ABET. The researcher found great difficulty in obtaining literature on the management and leadership of ABET centres. The literature search for this study had to, therefore, be extended to the broader context of management and leadership of the mainstream educational institutions in South Africa, and to international trends of ABET.

This study was limited to just two ABET centres in the Pinetown district; one was in an urban area whilst the other was in a semi-rural area. Other researchers could extend this study to include more ABET centres and more participants. In this way they could gain a broader perspective of the leadership and management of ABET centres in KwaZulu-Natal or even in South Africa. Researchers can also explore other ABET centres on a similar focus. A comprehensive study could be done on the leadership and management of ABET centres in rural settings as well.

Bearing these in mind, this study serves as a starting point for future research in the field of ABET in South Africa. It also gives clear insight to DoE officials for the implementation of a strategic plan to improve the management and leadership of ABET centres in KwaZulu-Natal. In this study other centre managers are also briefed on wrong strategies used by the two centre managers selected for the study, resulting in the poor leadership of their centres.

## 5.6. Conclusions

In critically analysing policy related to the roles of ABET leaders and managers of ABET learning centres, it could be asserted that these roles of ABET managers are clearly defined in the policy documents circulated by the ABET directorate. The comparable evaluation of the practices of the two ABET centre managers in relation to these policies conclude that the present managers and leaders had the tendency to be too autocratic (centre manager 1) or too laissez-faire (centre manager 2). The autocratic leader acted in this manner for fear of losing power and control over her educators, whilst the laissez-faire leader was afraid of being unpopular with her educators. In their actions during their management and leadership of their ABET centres, their individual needs were prioritized over the needs of their organizations. Both centre managers were being selfish in their thinking and practices.

This selfish behaviour impacted disappointingly on the success of their ABET centres. It resulted in educators not participating in crucial decisions taken the ABET centres, especially at staff meetings. The 'strong-arm' tactics used by the centre manager at centre 1 created in the affected educators a sense of hopelessness. They knew from their experiences at centre 1, that there was no freedom of expression at their ABET centre. The recruitment of new educators at these two ABET centres were biased by the centre managers' hunger for power and control over this process. The leadership styles and management strategies used by these two ABET centre managers therefore proved to impact negatively on the effectiveness of their ABET centres.

It is evident from the information presented in this study that the centre managers experienced a fair degree of challenges with regards to the selection of the appropriate leadership styles and management strategies to suit the various management tasks. They may, however, not have verbally uttered these challenges out aloud. From the experiences at the two ABET centres researched in the Pinetown district, the researcher could, consequently, offer some guidance on improving the management and leadership of other ABET centres in the broader population of ABET centres and to the education sector in general. Other managers from a

wider spectrum of institutions could be experiencing comparable challenges and would find this study a useful guide.

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## Annexure A

Duties of the Centre Manager (Department of Education ABET Directorate, 1997) are:

1. *Administrative:*

- ❖ To organise classrooms for adult educators;
- ❖ To keep records of educators and learners;
- ❖ To ensure that educators are equipped with the necessary teaching aids;
- ❖ To ensure that reading and writing materials for learners are provided;
- ❖ To register adult educators with the department;
- ❖ To register adult learners with the department; and
- ❖ To register learners for examinations.

2. *Managing the Centre Activities:*

- ❖ To plan programmes and events at Public Adult Learning Centres (PALC);
- ❖ To manage the logistics of a PALC;
- ❖ To write reports on the PALC; and
- ❖ To manage training of adult educators.

3. *Managing Resources:*

- ❖ To understand and draw up a simple budget;
- ❖ To do the book keeping;
- ❖ To control adult educators' claim forms;
- ❖ To handle the financial contributions of adult learners; and
- ❖ To audit other material resources used by educators and learners.

4. *Managing Adult Educators:*

- ❖ To identify the qualities and characteristics of effective and dedicated adult educators;
- ❖ To recruit adult educators;
- ❖ To interview adult educators;
- ❖ To submit nominated adult educators to the department;
- ❖ To provide information to adult educators on policy developments, circulars, etc.;
- ❖ To provide information on learning problems; work problems; etc.;
- ❖ To provide information on career paths and opportunities;
- ❖ To communicate effectively and constructively with adult educators; and to manage the claim forms and attendance registers of adult educators.

5. *Managing Learners:*

- ❖ To develop and use strategies to recruit adult learners, e.g. by advertising through community structures;
- ❖ To provide adult learners with counselling on career paths and job creation;
- ❖ To develop an understanding of deterrents and barriers to participation; and
- ❖ To develop and implement learner support mechanisms.

6. *Social Mobilisation:*

- ❖ To recruit adult learners for the different programmes;
- ❖ To recruit adult educators;
- ❖ To mobilise the community in support for ABET programmes conducted at PALC's;
- ❖ To develop a budget for the mobilisation strategies.

7. *Implementing Policy:*

- ❖ To ensure that policy decisions are shared and implemented;
- ❖ To communicate policy problems to provincial departments; and
- ❖ To identify problems not covered by policy.

8. *Liaise with Governing Body and District/Regional Office:*

- ❖ To initiate the formation of governing bodies;
- ❖ To arrange and conduct meetings for and with the governing body;
- ❖ To market the ABET programmes to learners, educators and in the community;
- ❖ To market the importance and benefits of the programmes;
- ❖ To initiate learner and educator committees;
- ❖ To interact with and negotiate with other community-based organisations and providers; and
- ❖ To obtain and share relevant and useful information.

9. *Assessment of Adult Learners:*

- ❖ To ensure that formative and summative assessment of learners' progress are conducted;
- ❖ To assist adult educators with the development of their assessment capacities; and
- ❖ To ensure that appropriate assessment tools are deployed by educators.

10. *Monitoring and Evaluation of Programme:*

- ❖ To understand the criteria of a successful programme;
- ❖ To understand how to implement a successful programme;
- ❖ To understand and implement some quality assurance mechanisms;
- ❖ To understand different evaluation techniques and strategies;
- ❖ To select and use different evaluation strategies;
- ❖ To monitor and evaluate the different components of the programme;
- ❖ To inform adult educators on monitoring and evaluation processes;
- ❖ To assist educators with monitoring and evaluation; and
- ❖ To gather information and statistics.

These duties are outlined in the ‘Working document for ABET tutors and educators’ (2004) issued to ABET centre managers and ABET educators by the ABET directorate: KZN Department of Education.

**Annexure B**  
**Informed Consent**

~~~~~  
**University of KwaZulu-Natal**  
**Edgewood Campus**

|      |              |                 |
|------|--------------|-----------------|
| Tel. | 031 260 1024 | Private Bag X03 |
| Fax. | 031 260 3600 | Ashwood         |
|      |              | 3605            |
|      |              | 23 August 2005  |

The Director  
Department of Education: ABET Directorate  
Pinetown District  
Pinetown

Sir

Re.: Request for permission to conduct research at ABET centres in the Pinetown District

I intend conducting research in the field of Leadership and Management at Adult Basic Education and Training (ABET) centres in the Pinetown District. My study entails observing centre managers in practice and interviewing the centre managers and the centre educators at the chosen sites. Two ABET centres were chosen randomly from the ABET centres in the Pinetown District. Written consent has been obtained from the centre managers and centre educators at these two ABET centres.

The ABET centres and the participants selected for this study will be ensured of confidentiality, privacy and anonymity during all stages of the research. Data collected would be used for the sole purpose of the study. Anonymity of the participants would be ensured by not using the participants' names. Confidential information received from the research would not be discussed with other members from within the ABET centres, with members from other ABET centres nor with departmental officials.

I humbly request that you accede to my appeal. Without the participation of the ABET centres in the Pinetown District I will not be able to successfully conduct this research project. I am also of the view that the information received from this study will aid to improve other ABET centres in the Pinetown District, as well as other ABET centres in KwaZulu-Natal.

Bearing the above in mind, I seek your written consent to conduct this research.

Thanking you in anticipation of a favourable response.

Yours in quality Adult education

---

Jeeva Naidoo – Researcher  
University of KZN – Edgewood Campus  
Student Number – 200302918

Supervisor  
Mr S. D. Bayeni  
Tel.: 031 260 7026



PROVINCE OF KWAZULU-NATAL  
DEPARTMENT OF EDUCATION

eTHEKWINI REGION

ISIFUNDA SASETHEKWINI

eTHEKWINI STREEK

Address: **PINETOWN DISTRICT**  
Ikheli: **41 Voortrekker Street**  
Adres: **ASHLEY, 3600**

Private Bag: **X 9001**  
Isikhwama Seposi: **PINETOWN**  
Privaatsak: **3600**

Telephone:  
Ucingo: **(031) 7 162708**  
Telefoon:  
Toll Free No.: **0800 360 691**  
Fax: **(031) 7026382**

Enquiries: WM Mahlambi  
Imibuzo: 0825191420  
Navrae:

Reference:  
Inkomba: Research  
Verwysing:

Date:  
Usuku:/ 24/08/2005  
Datum/:

**To:**

University of KwaZulu-Natal

**Attention:** Prof. TH Ngwenya

**Granting of Permission for Research at the PALCs**

The ABET/ECD sub-directorate has pleasure to be of assistance to Mr J. Naidoo, a student at the above-mentioned institution to conduct research in two of our ABET centres namely Thandulwazi and Zuzulwazi PALCs

Yours in education.

WM MAHLAMBI  
CHIEF EDUCATION SPECIALIST

**University of KwaZulu-Natal  
Edgewood Campus**

Informed Consent

15 August 2005

Dear Participant

I intend conducting research in the field of Leadership and Management at Adult Basic Education and Training (ABET) centres in the Pinetown District. My study entails observing centre managers in practice and interviewing the centre managers and the centre educators at the chosen sites. This ABET centre was chosen randomly from the ABET centres in the Pinetown District.

The ABET centres and the participants selected for this study will be ensured of confidentiality, privacy and anonymity during all stages of the research. Data collected would be used for the sole purpose of the study. Anonymity of the participants would be ensured by not using the participants' names. Confidential information received from the research would not be discussed with other members from within the ABET centres, with members from other ABET centres nor with departmental officials.

I humbly request that you accede to my appeal. Without you participating in this research I will not be able to successfully conduct this research project. I am also of the view that the information received from this study will aid to improve other ABET centres in the Pinetown District, as well as other ABET centres in KwaZulu-Natal.

Bearing the above in mind, I seek your written consent to conduct this research.

Thanking you in anticipation of a favourable response.

Yours in quality Adult education

---

Jeeva Naidoo – Researcher  
University of KZN – Edgewood Campus  
Student Number – 200302918

Supervisor  
Mr S. D. Bayeni  
Tel.: 031 260 7026

15 August 2005

Mr Jeeva Naidoo

I hereby consent to participate in your research project. I also consent to the observations and the interviews being recorded.

I am aware that privacy, anonymity and confidentiality would be assured at all times. I am also aware that I may withdraw from such participation at any time during the research process.

Yours faithfully



Participant

ABET Centre Manager  
Centre 1

15 August 2005

Mr Jeeva Naidoo

I hereby consent to participate in your research project. I also consent to the observations and the interviews being recorded.

I am aware that privacy, anonymity and confidentiality would be assured at all times. I am also aware that I may withdraw from such participation at any time during the research process.

Yours faithfully



Participant

ABET Centre Manager  
Centre 2

15 August 2005

Mr Jeeva Naidoo

I hereby consent to participate in your research project. I also consent to the interview/s being recorded.

I am aware that privacy, anonymity and confidentiality would be assured at all times. I am also aware that I may withdraw from such participation at any time during the research process.

Yours faithfully



---

Participant

ABET Centre Educator /  
Centre 1

15 August 2005

Mr Jeeva Naidoo

I hereby consent to participate in your research project. I also consent to the interview/s being recorded.

I am aware that privacy, anonymity and confidentiality would be assured at all times. I am also aware that I may withdraw from such participation at any time during the research process.

Yours faithfully



---

Participant

ABET Centre Educator 2  
Centre 1

15 August 2005

Mr Jeeva Naidoo

I hereby consent to participate in your research project. I also consent to the interview/s being recorded.

I am aware that privacy, anonymity and confidentiality would be assured at all times. I am also aware that I may withdraw from such participation at any time during the research process.

Yours faithfully



Participant

ABET Centre Educator /  
Centre 2

15 August 2005

Mr Jeeva Naidoo

I hereby consent to participate in your research project. I also consent to the interview/s being recorded.

I am aware that privacy, anonymity and confidentiality would be assured at all times. I am also aware that I may withdraw from such participation at any time during the research process.

Yours faithfully



Participant

ABET Centre Educator 2  
Centre 2

## Annexure C

### Interview Schedule

#### *Introduction*

As the principal researcher, I conducted the interviews. I interviewed two ABET centre managers and four ABET educators (two educators from each of the ABET centres). Each of the interviews lasted approximately forty five minutes or until the desired results were achieved. I informed the interviewees that all responses will be recorded using a dictaphone. This was done so that salient information would be captured to better inform my study. Written consent was obtained prior to interviews from all of the respondents for participation in the research and for permission for me to record the interviews.

I briefly outlined the purpose of the interviews. Prior to the interviews I attempted to make the respondents feel at ease. 'Small-talk' or an 'ice-breaker' achieved this. In order to ensure that the interview did deviate from the planned format, an interview schedule was drafted. One for the ABET centre managers and one for ABET centre educators. These interview schedules allowed me some flexibility. It allowed for leading questions to be asked from the responses of the respondents. Leading questions allowed for new ideas to enter the research and for me to gain more clarity on the area being researched.

#### *Interview Schedule for ABET centre managers*

##### **A General**

1. Did you find the ABET policy document published in 2004, by the department of education, helpful in managing your centre? Explain.
2. What were the main difficulties and challenges that you encountered when you implemented this ABET policy?
3. How did you overcome them?

**B Administration**

1. How often do you monitor the suitability of furniture at your centre?
2. How do you monitor and record the attendance of educators and learners?
3. What measures do you employ to ensure the availability of suitable teaching resources for your educators?
4. How many educators and learners are currently registered at your centre?
5. How efficient is the DoE in the payment of your educators' salaries?

**C Managing Resources**

1. How is the budget for the year compiled at your centre?
2. What financial records do you maintain at your centre?
3. How are educators' salary claim forms managed each month?
4. How often are the financial records and stock of the centre audited/checked?
5. Could you inform me of some of the resources that you have at your disposal?
6. How is optimal use of resources ensured?
7. How are resources managed?
8. What assistance does the host school give this ABET centre with regards to resources?
9. Do you charge learners a fee?  
If yes, how do manage these fees?

**D Managing Adult Educators**

1. Explain how you select dedicated adult educators for your centre?
2. How do you conduct interviews to fill in educator vacancies at your centre?
3. What measures do you employ to ensure that educators at your centre are appraised on the current trends in education?
4. How effective are your communication skills with your staff members?
5. Do you monitor and evaluate educators' performance?  
What strategies do you employ?
6. What staff development programmes are in operation at this ABET centre?

## *Interview Schedule for ABET educators*

### **A General**

1. Do you enjoy teaching at this ABET centre? Explain.

### **B Administration**

1. What role do you play in the management of this centre?
2. What administrative duties do perform at this ABET centre?
3. How were you allocated this/these duty/ies?
4. Are you able to complete the task/s without assistance? Explain.
5. How would you describe the centre manager's attitude to record keeping?
6. Do you have sufficient and suitable teaching resources for effective teaching and learning to occur in your class?
7. Are your salaries processed timeously each month? If not, what would you suggest to improve this process?

### **C Managing Resources**

1. What part do you play in the drafting of the budget for the centre?
2. What is your role in maintaining the financial records of the centre?
3. Explain the process of compiling and submitting your salary claim forms each month?
4. How often are the financial records and stock of the centre audited/checked?
5. What is your role in the collection of fees from learners?

### **D Managing Adult Educators**

1. Explain the process of filling in vacancies at your centre?
2. What role do you play in the selection of educators for your centre?
3. How are you kept abreast of current trends in education?
4. How are information disseminated to all staff members?
5. How would you describe the level of communication between your centre manager and yourself?

## Annexure D

### Observation Schedule

I spent one week at each ABET Centre for purposes of observation. The duration of each recorded observation was approximately one hour per day, or depending on the availability of the participants. Two ABET centre managers were observed in practice. Each scheduled observation was video taped in order to ensure that salient data was captured for the research.

I focused this study on the role functions of ABET Centre managers as stipulated in the policy document by the Provincial Department of Education: KwaZulu-Natal. In answering my critical questions, I focused on three of the ten role functions of ABET Centre managers.

These three core duties were:

- i) Administration
- ii) Managing resources and
- iii) Managing adult educators.

I observed ABET Centre managers' administrative duties with the aim of satisfying the criteria listed below. These were:

- to organize classrooms for adult learners;
- to ensure that educators were equipped with the necessary teaching aids;
- to ensure that learners were provided with reading and writing material,
- to register adult educators with the department of education;
- to register adult learners with the department of education, and
- to keep records of educators and learners.

During the process of observation I also attempted to observe the ABET Centre managers in practice so as to understand the extent of which they managed resources at their ABET centres. These included their ability to:

- understand and draw up a simple budget;
- do the book keeping ;
- control adult educators' salary claim forms;
- handle the financial contributions of adult learners; and
- audit other material resources used by ABET educators and learners. These included audio visual aids, visual aids, stationery, furniture and text books.

I also identified the extent to which resources were shared with the host school.

This form of data collection also assisted me in identifying how ABET centre managers managed adult educators. In managing adult educators, centre managers needed to identify the qualities and characteristics of effective and dedicated adult educators. This was ascertained from their curriculum vitae, their referees or from prominent community leaders. I sought to identify if ABET centre managers provided information to adult educators on policy development and circulars from the department of education. Lastly, I observed if communication was effective and constructive with adult educators.

Bearing the above in mind, I compared practices at these two ABET centres with that of policy. I then aimed to identify if policy was being implemented, or not. In either instance I identified reasons and the extent of their implementation.

The expectations of such observations were that ABET centres that were lead and managed at an up-to-standard level were indicative of empowered ABET centre managers and that resources were optimally used.