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AN EVALUATIVE STUDY OF THE MOTIVATION OF ADULT BASIC EDUCATION AND TRAINING (ABET) LEARNERS IN INDUSTRY

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A dissertation submitted to the Faculty of Community and Development Disciplines,
University of Natal, in partial fulfilment of the requirements for Masters in Adult and
Community Education

ACKNOWLEDGEMENTS

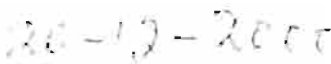
I am indebted to all those that have made it possible for me to present this work. I wish to acknowledge firstly, the support and encouragement of my family. I also appreciate the guidance and direction that Professor John Wallis has given me in conducting my research. Moreover the 'space' that he gave me to find my own way has enriched me immensely intellectually. I thank Eida Lyster for her valuable support and comments in my literature review. A very special thanks to the librarian in the department Rehana Laher for being so helpful whenever I required her assistance, in enabling me to produce this work.

DECLARATION

I declare that this thesis is my own, unaided work. It is submitted for the degree of Masters in Adult and Community Education at the University of Natal. It has not been submitted before for any degree or examination at any other University.



F. Hoosen



Date

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CHAPTER 1: INTRODUCTION

My venture into the field of ABET (Adult Basic Education and Training) began in 1994 as a community based tutor and coordinator of ABET programs. In the past six years, setting up and co-ordinating ABET programs together with individuals and organisations, has been my main endeavour. This experience has led me to the realisation that the key to successful literacy programmes is attendance and the motivation of learners.

Since I have not had much experience working within industry, my impressions and picture of ABET classes conducted at the workplace have always been vague, so I chose this area of focus for two reasons. Firstly, this would widen my knowledge in workplace literacy programmes by reading widely on the topic, and secondly, it would afford me the opportunity to meet and find out attitudes from learners themselves. I would be able to find out and see personally what is actually taking place at the floor level in ABET classes in this sector. Since ABET classes are offered to learners at the workplace, I wanted to know about their aspirations and gain first hand knowledge of their motivation to attend, more so because of the current focus on the promotion of literacy in commerce and industry. Thus, this study aims to find out whether workers are motivated to attend ABET classes in the workplace.

The place where I conducted my research is the Beacon Sweet and Chocolate factory in the Mobeni Industrial area of Durban, Kwa Zulu Natal.

My research topic would then lead to other questions that I wanted to find out about workplace ABET programmes. The questions that I have formulated for my research are both general and attitudinal to ABET classes in the workplace.

1) Does education and training promote economic development?

Terms like globalization, growth and development are popular buzzwords in the economic sphere. The general assumption of policy makers is that education and training strategies will be followed by economic gain and upliftment, both personally and nationally. Is this really happening?

2) Are learners keen to attend ABET classes at the workplace?

If literacy classes are offered to learners at the workplace why are they attending. What are their motives for attending literacy classes at the workplace? Are policy makers really aware of what is happening on the ground floor? Are they aware of the aspirations, attitudes, struggles of the learners that are in need of ABET?

Definition of Literacy

Literacy generally means the ability to read and write. It also deals with what to read and write, how well, in which context, and for what purpose. The term literacy is now being used to refer to the basic education of adults, rather than to the strictly technical skills of reading and writing. The more recent definition (of Persepolis) includes reading, writing and numeracy and other areas of skills, behaviour and knowledge (Lyster 1992:10,11).

Definition of Adult

Many South African government statistics use 16 years and older as the definition of an 'adult' (educationally speaking) because 16 years was the minimum school leaving age in the White and Indian education systems. Other South African education related statistics take 18 years as the starting point for adulthood (Harley et al. 1996:17).

Definition of ABE and ABET

In the last few years the ABE (Adult Basic Education) has replaced the term literacy in educational policy and training discussion. This definition often emphasises formal primary education. The extension of the idea of adult basic education to include training (hence "adult basic education and training" (ABET) is the term that has replaced the term literacy in the current South African context (Harley et al. 1996:17)

THE FORMAT OF THIS WORK

Chapter 2: will consist of the rationale which will deal with the context in which these changes have taken place. The historical background of ABET classes will be provided thereby explaining the reason of the present Education and Training Strategy.

Chapter 3: constitutes the literature review of what other researchers have said about the topic of research.

Chapter 4: provides the methodology used to conduct the research.

Chapter 5: deals with the findings (result) obtained from the research.

Chapter 6: consists of the conclusion to this work.

CHAPTER 2: RATIONALE

INTRODUCTION

In this chapter I will explain the reason for the present status of Adult Basic Education and Training in South Africa. The present changes have occurred within the context of a greater political and economic structure. The overall broader change in the country has impacted on the present educational sphere in South Africa. The context within which ABET classes have emerged will be discussed. Worker education and trade union education has preceded adult education at the workplace. Current trends on worker education and training strategies in the South African context are largely influenced by international trends.

My historical outline will firstly consist of past international trends in worker education. This will be followed by Cooper's (undated) account on the growth of Trade Union Education in the '70's and '80's , focussing on it's transformative and experiential nature.

ABE classes that were conducted in Commerce and Industry at the same period will be elucidated. In the 1990's Adult Basic Education took a significant turn and remarkable changes occurred in the industrial and other sectors. Labour, Capital and the State joined hands (Cooper, undated :6). The dramatic changes that took place at this time will be mentioned.

Plans and strategies on social policy in South Africa that is currently influencing the political, educational and economic context will be outlined, namely the National Multi-Year Implementation Plan and the Skills Development Bill. The current outcomes and consequences that have resulted from the new capital approach that is dominating education and training strategies will be described.

I shall firstly, provide a historical account of worker education internationally, as the present education and training strategies in South Africa are impacted by current global trends.

I shall provide Linda Cooper's account of the trade union movement in South Africa denoting the historical conditions that influenced education traditions. Trade Unions in the 1990's changed their status from being the opponent of the State to equal partners in the new South Africa. Trade Unions became involved in policy making in the industrial sector and in the education and training fields (Cooper undated:6). Since the trade unions have played an important role in the foregoing I am discussing it's educational role in the South African context.

HISTORICAL ACCOUNT OF WORKER EDUCATION INTERNATIONALLY

Internationally worker education has taken different routes. Historically they fell under two dominant approaches namely, a "transformation" approach to worker education that emphasizes the building of class consciousness and falls under the socialist tradition, and an "instrumental" approach that falls into reformist tradition of trade union that focuses on training for organization building. Many historical accounts of conflicts exist between the "transformative" and reformist discourses(Cooper, undated:1).

By 1950 the instrumental approach dominated trade union education in Britain and North America. In the last three decades a third approach to worker education has sprung up where unions have become involved in vocational training. This human "capital approach" to worker education has been perceived as a union weakness in the process and the union income and desire for upward mobility from members. However this approach has been criticized for having worker education on management terms(Cooper, undated, 1-2).

HISTORICAL ACCOUNT OF WORKER AND TRADE UNION EDUCATION IN SOUTH AFRICA

Worker education in South Africa has been influenced by international trends, but differs in two distinct ways. Firstly, a "transformative" education discourse consisting of an active and vibrant history in the South African Labour movement of the 1970s and 1980s. Secondly, a "human capital" approach to worker education in South Africa has sprung up recently and this coincided with the transition to non-racial democracy in the 1990s.

Cooper, in highlighting the distinctness of worker education emphasises its uniqueness in two distinct ways. Worker education at present is seen as a struggle between two competing discourses. One discourse emerges from the history of the labour movement, where education is closely aligned to political practice, where learning is the result of worker's collective experiences of oppression and exploitation, and the aim of education is empowering and socially transforming. The other discourse arises from the labour movement and the world of human resource development, in which assessment and accreditation of learning from work experiences would form the basis to create pathways to higher education and training opportunities. This capital approach to worker education has sprung up recently and has coincided with transition to democracy in the 1990s (Cooper, undated:2).

Trade union movement started in 1973 when thousands of black workers went on strike in Natal. Unions developed after the strikes and struggled to survive because of attacks from the state and employers. In this process the distinctive features of the movement began to develop, specifically the building of strong shop-floor structures and emphasis on worker leadership and worker control. In 1979 two new trade union federations were formed: FOSATU (Federation of South African Trade Unions) which had a policy of non racialism and CUSA (Council of Unions of South Africa) that was more closely aligned to the black consciousness movement (Cooper, undated: 3).

Black trade unions nurtured militant youth and student struggles in the first half of 1980's. In October 1985 amidst effective mobilisation and revolt COSATU (Congress of South African Trade Unions) was formed. Later the more black consciousness unions formed NACTU (National Council of Trade Unions). In 1987 COSATU organized two major campaigns, the Wage Campaign and the campaign to oppose the new Labour Relations Amendment Bill. In 1988 COSATU and NACTU together organized the biggest 3 day stay away in South African history, consisting of three million workers (Cooper, undated: 3).

The key themes in trade union education in the 70's and 80's was a collective experience and a culture of sharing experience and identity and empowerment towards transformation. White intellectuals contributed significantly towards educational upliftment. "The trade unions afforded black workers not only material improvements to their lives but also the opportunity - through the experience of self organisation and self activity - to win back some of the dignity and self respect denied then under apartheid and in the workplace" (Cooper, undated:4).

In addition, experiential forms of worker education were expressed in worker theatres where plays expressed themes of bitter experiences of poverty, dismissals and alienation of workers in factory conditions. "This period of worker history in South Africa created an intellectual revival where workers' experience did not only yield knowledge, but also stimulated thirst or quest for new knowledge" (Grossman, 1996; in Cooper, undated:5).

In order to fulfill this need a whole range of literature was published ranging from newspapers to booklets. Many of these writings represented workers experience and was also aimed at transforming workers' lives. During this period literacy classes were offered in various South African business and commercial sectors.

LITERACY CLASSES IN INDUSTRY - By Department of Education and Training (DET)

ABE work first started in the business and other sectors during the 1970's when the big mining companies started literacy programs for their workers. Smaller companies also offered these programs. Many of these initial programs were registered with the Department of Education and Training (DET), as private and state-aided adult education centres, and used DET courses and materials and wrote DET examinations . In a matter of 10 years, most of the programs cease to exist (Harley et al. 1996:268). The reasons for this are explained by Van Heerden (1991b:21; in Harley et al,1996:268).

“During the early 1980's the private sector generally began taking an interest in literacy instruction in the workplace. There were several reasons for this. Firstly many companies were bound by codes and principles of corporate responsibility laid down by foreign investors. There was also a skills shortage, yet many workers could not cope with further training because of their limited literacy skills.

This initial interest was not sustained throughout the decade. Disinvestment reduced the pressure on local companies to run literacy programs in terms of corporate responsibility. Also as economic recession set in, many companies retrenched workers, especially those with lower levels of education who could not be easily trained... The government also sabotaged literacy work by not allowing tax benefits, refusing to regard literacy as legitimate 'training'.”

(Van Heerden, 1991b:21; in Harley et al,1996:268).

As a result, by 1990 there were very few ABE company programs. This condition changed rapidly and as a result companies vigorously ran literacy programs. This development was part of the Government's human resource development strategy (Harley et al. 1996:268).

LITERACY CLASSES IN INDUSTRY- By Literacy Commercial Agencies

One of the first literacy commercial agency was Communication in Industry that began in 1971. In the early 1980's significant work was done by Consulting Educators and Trainers (CEP). Remarkable expensive industrial programmes were run but the organization closed down in 1987. Its closure was due to lack of proper tutor infrastructure for Adult Basic Education and the inability to run the programmes in industry. In the second half of 1980's a number of consultancies provided literacy to industry with tailor made courses. Among them were Interman, Logos, Genmin and Continuing Education Project (CEP) the latter currently involved in certain industries. In the 1990s, Learning for Empowerment and Progress (LEAP) was formed to promote workplace democracy and emphasize learner control (French, 1992:72).

Both Harley et al. (1996:268) and French (1992:72) maintain that significant changes occurred in literacy classes in industry in the 1990's. Cooper (undated:6) further explains the new partnership that emerged.

THE CHANGES IN THE ADULT EDUCATION SECTOR IN THE 1990's

In 1990, a new relationship emerged between labour capital and the state. Trade unions staged their status from being the opponent of the state to equal partners in the new democratic government. Trade unions became involved in policy making in the industrial sector and in the education and training fields (Cooper, undated:6).

During the period between 1990 -1995 ABET policy became formulated in South Africa. The socio-political changes in the country greatly influenced policy making. Suddenly South Africa's future in all spheres could be changed and had a future. Adult education was included in the educational policy planning. The National Education Policy Investigation (NEPI) (1992), and then the COSATU Participatory Research Project (PRP)

(1993) ventured to research the requirements of a national system that could educate adults on a large scale. This research transformed adult literacy first into Adult Basic Education and Training (ABET). This gave a clear picture of what ABE stood for and was endorsed by mass democratic organizations at the conference to inaugurate the South African Committee for Adult Basic Education (SACABE) (1993) and accepted by industry through the National Training Board (NTB, 1994; Steinberg 1997:14-15).

In 1995 the policy work produced in the "Interim Guidelines" for a national ABET framework publishes by the Department of Education.

"This policy work led to a growing interest in adult basic education and training. The number of people working in the field increased. Companies started implementing a literacy component as part of their training. Universities raised funds and employed people in ABE departments. Even publishers became interested in the field, investigating the possibilities of publishing ABET learning material" (Steinberg 1997:15)

The National Multi-year implementation Plan produced in 1997 is to provide general (basic) education and training to adults for access to further education and training and employment.

THE NATIONAL MULTI-YEAR IMPLEMENTATION PLAN FOR ADULT EDUCATION AND TRAINING

Outlined in this document is the way ABE falls into ABET.

The National Multi - year implementation plan, produced in 1997 for Adult Education and Training aims to provide basic education and training for adults for access to further education and training and employment. This document explains how Adult Basic

Education (ABE) fits into Adult Basic Education and Training (ABET).

The Adult Basic Education and Training in South Africa Draft Policy Document 1997 captures the Department of Education's vision for Adult Basic Education and Training as:

"A literate South Africa within which all its citizens have acquired the basic education and training that enables effective participation in socio-economic and political processes to contribute to reconstruction, development and social transformation.

The framework for the Transformation of further Education and Training in South African Report, 1997, of the National Committee on further Education proposes a vision for the further education and training system which offers flexible, diverse, accessible, high quality education and training programmes at NQF levels 2-4, responds to individual and socio-economic needs, and meets the demands for redress and democratisation in a changing South African society.

and captures the mission of Further Education and training as being to foster mid-level skills, lay the foundation for higher education, facilitate the transition from school to the world of work, develop well educated, autonomous citizens, and provide opportunities for continuous learning, through the articulation of education and training programmes.

The linkage between the adult basic education and training system and the further education and training system is grounded on the principles of progression"

(A National Multi-Year Implementation plan for Adult Education and Training: Provision and Accreditation, 1997: 6 -7)

However, the University of Natal survey of adult basic education and training in South Africa (2000: xxiv) reveals that the Multi-Year implementation plan and its implementation has only remained an educational one although it was planned to be a multi-sectional plan. The plan was launched in early 1998, but the implementation has been weak, although the

National Directorate and sub-directorate in the provinces have tried to make it workable. The Provisional implementation plans were directed in different ways in late 1997, and completed at various times in 1998. Nearly all the provincial plans are largely influenced by the National Plan and often dominated by provincial education department concerns. Furthermore the survey has revealed that:

“All the plans share the weakness of envisaging a complicated system of sub-committees or task teams that to function would require a capacity and commitment to voluntary service that was likely to be unworkable. Budgets included in the plans are mostly incompetently drawn up and totally unrealistic (as indeed are those in the national plan) with no plans or ideas on where the survey for implementation is to come from.”

(University of Natal survey of ABET in South Africa. 2000:xxiv).

THE SKILLS DEVELOPMENT BILL AND THE SKILLS DEVELOPMENT LEVY ACT

The Skills Development Bill has been introduced in South Africa for the purpose of promoting workplace learning and skills development. The government's policy on education and training intends to promote growth and development.

The following is the aim of the Skills Development Bill:

“To provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce, to integrate those strategies within the National Qualifications framework contemplated in the South African Qualifications Authority Act, 1995, to provide for learnerships that lead to recognised occupational qualifications, to provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund, to provide for

and regulate employment services, and to provide for matters connected therewith.

(Skills Development Bill 1998:2)

One of the chief purposes of the Skill's Development Bill was to provide workplace learning and to introduce a compulsory levy for all companies.

The following is part of the memorandum on the objects of the Skill's Development Bill, 1998.

“The Skills Development Bill seeks to develop the skills of the South African workforce and thereby increase the quality of working life for workers, improve the productivity of the workplace, promote self employment and the delivery of social services. The Bill also seeks to encourage employers to use the workplace as an active learning environment and to provide opportunities for new entrants to the labour market to gain work experience (Skills Development Bill, 1998:46).

Gabi Savini (director of Deloitte and touche Human Capital Corporation) in her article on the Skills Development Levy Act in the Daily News (13th June 2000:13) states that the aim of the Skills Development Levy Act was to solve the problem of the shortage of skills in the South African business and industrial sectors. The act came into effect in February 1999.

Companies that have a payroll of more than R250 000 monthly are compelled to pay between 0.5% to 1% of their payroll to South African Revenue Services (SARS), with the passing of the South African Qualifications Act (SAQA) and Skills Development Levy Act. The purpose of the Qualifications Act was to create the National Qualifications Framework (NQF) to set standards and guidelines. The Skills Development Levy Act was developed to create bodies called SETA (Sector Education and training Authorities) (The Daily News,

13 June 2000: 13).

Members of each SETA include employers, trade unions, government departments and bargaining councils from each sector. These 23 bodies manage each section of the economy's training. The capital would be created by levies paid to South African Revenue Service (SARS) and a special fund created. 80% of the amount received will be distributed to SETAs as shown on the registration forms, and the balance 20% will go into the National Skills Fund. SETAs will pay levy-grants to qualifying employers, while the National Skills Fund will fund skills development projects that fall outside SETAs (The Daily News, 13 June 2000: 13).

However, the reality of the implementation of the Skills Development Levy Act, according to Gabi Savini, South African business is not taking responsibility for the implementation of the Act. She says that 'while a handful of companies are committed to the process, the majority of businesses are doing the bare minimum to achieve compliance'(The Daily News, 13 June 2000: 13)

I have provided a historical account of Trade Union education and traced the happenings in the field of adult education in the industrial and commercial sectors from the 70's to the present time. I shall now provide the implications of this new Human Capital Approach.

As mentioned earlier, the present education and training strategies have been formulated with a significant input from the trade union sector, namely COSATU.

THE IMPLICATIONS OF THE NEW HUMAN CAPITAL DISCOURSE

Linda Cooper explains the implications and consequences of the emergence of a human capital discourse on Worker education in the 1990's.

"In South Africa, the increasing emphasis of trade unions on raising the

Skills levels of workers and on the credentialing of workplace training is a response by unions to authentic worker aspirations, rather than simply on capitulation to corporatist grade: (Cooper undated: 7)

One of the key visions of trade unions was to accredit workers and raise skill levels of workers.

Cooper (undated:7) posits that in the past with the system of Bantu education Black workers were excluded from skilled jobs. They were not credited for their work experience which was never valued whilst White workers with formal certificates got access to skilled jobs. The training that Black workers did receive was very narrow and unable to be graded, and employers hardly invested in employee training. Union policy initiatives in the field of workers education and training therefore resonate deeply with worker's desires for recognition, respect, greater equality and opportunities to progress (Cooper undated:7).

Cooper's philosophical indepth explanation provides an excellent understanding to how the new labour movement education and training policies have a very different social base to that which dominated trade union approaches to education in the 1970's and 1980's. Many writers have stated that globalization, multi-skilling and other modern terms sound progressive, but have grave consequence for workers.

Cooper uses Muller's (1996) explanation on the actual position of the South African NQF as a hybrid model that is driven by two very different social projects. On the one hand there exists the union movement and its educational allies trying to seek social justice, redress and empowerment. On the other side there exists employers with theories emphasizing on flexibility and mobility.

"The labour movement may have injected the NQF with emancipatory potential but Muller argues that in the long run, the impact of the global

economy and pressures toward market responsiveness will mean an NQF increasingly being dominated by the second of these social projects, with workers training needs reduced to reflect the labour needs of Capital” (Cooper, undated: 7-8)

Trends that have appeared in the South African context since 1990s are very similar to international trends, particularly what is taking place in America. Worker education was quite different from the contemporary state sponsored workplace literacy. Corporate sponsored programs such as workplace literacy all too often promote individualized education with minimal union participation. The ideological education that predominated worker education has been reflected with new terms in worker education like “communication skills”, “thinking skills”, and “lifelong skills”. These deceptive terms are currently the terminology that is dominating the American scene.

“Workers will be regarded as efficient and competitive as long as they can meet the needs of capital and present demands” (London, Tarr, and Wilson, 1990:108-109).

Cooper’s description in the present South African context is very similar to the foregoing.

“With the labour movement’s new emphasis on ‘workplace training’ rather than ‘on worker education’ on formal certification within a national qualifications framework, and on recognition of prior learning the very meaning of ‘worker experience’ is being changed in a variety of way” (Cooper undated: 9)

The main meaning associated with worker experience and knowledge is changing from a shared collective experience into a kind of experience like a commodity, that is “owned” to compete with other workers in the labour market for upward mobility and “career paths” (Cooper, undated: 9).

Since the meaning of “experience” has changed, the meanings of other elements have changed. This becomes obvious when one looks into the social purpose of worker education.

“... the notion of “workers” performance no longer refers to the group-based, often indigenous cultural forms which constructed a relationship between artists/and audience; instead the meaning of “performance” is now inextricably tied up with the notion of skills required by an individual for a qualification or for job advancement, and with the relationship between assessors/judge and candidate” (Cooper undated: 10).

What comes out very clearly is the impact of globalization in the South African economic sector.

CONCLUSION

In this chapter I have provided the reason and the conditions that have led to the provision of ABET classes in the contemporary South African industrial and commercial sectors. Education and the motivation of learners to learn is influenced by the causal factors that are inherent at a specific time and era. We have seen how cultural, economic and political factors have impacted on workers' lives. In this context workers were given a transforming education that developed their identity, gave meaning to their experiences, which influenced their motivation to learn.

Education and the motivation of learners in turn influenced the social milieu in this period in history. Learners and workers' lives were transformed by the specific features of the trade union education that Cooper has explained. Learners became so motivated that they could be mobilised by many large gatherings. The strikes that were organised had an impact on the environment.

Social mobility, collectivity and unity existed in this climate. With all the changes in the 1990s, collective concepts and ideas have changed to those of individualism where economic gain seems to be the only focus. What one should also be cognisant of is that the indigenous masses in South Africa have had a culture of collectivity and solidarity that was in existence prior to the colonial era in South Africa. However, the current strategies of social policy with emphasis on economic growth and development are based on individualism, in contradiction to their original social and ethical values. African way of life and values possess a strong component of commercial sharing and collectivity. For this reason trade union education was so successful in transforming their lives, motivating and mobilising the masses in South Africa.

Conversely, in the present time in South Africa, illiterate people are offered an individualised version of education, and other training, namely ABET classes at the workplace where each person is only for oneself. At present, there is more emphasis on competing globally, than being functional and efficient locally.

The above type of education that is offered in the workplace that characterises the current South African context will be expanded on in the next chapter, namely the literature review.

CHAPTER 3: LITERATURE REVIEW

INTRODUCTION

This chapter has equipped me with 'content' to conduct my research. The readings, theoretical frameworks, and works of various researchers elucidated what I was going to find out about in my research.

My literature review consists of two sections, on workplace literacy generally, and on the motivation of learners that attend literacy classes. The reasons why adults attend literacy classes will be discussed. In the first section various approaches and models of literacy will be outlined. Thereafter, research conducted on the link between education and training will be explained from the work of various researchers.

I shall also present research conducted in the South African industrial sector to show what is actually happening at workplace literacy programmes. I shall discuss in some detail the Recognition of Prior Learning (RPL) in the NQF as an assessment tool. My argument will aim to show whether literacy education and other education and training does in fact lead to economic gain.

In the second section of my work, I will present various motivation models. Of specific importance in examining these models is to indicate what motivates learners to attend literacy classes. Moreover the reasons why adults attend literacy classes will be outlined.

A DESCRIPTION OF THE EDUCATION FOR THE MASSES

Carmen (1995:72-73), describes the present kind of education that is offered to the poor masses as individualistic where each person is for oneself. He compares the kind of

education that is offered in workplace programs to that of the ideological education of Paulo Freire which characterised ethical values and social responsibility. Carmen describes workplace education in the following way. Enterprise education is a theory and approach to education that was promoted in a literate post industrial environment. "It represents an individualistic, isolated, localised response to a structural, social problem..." (Carmen, 1995:73).

Carmen (1995) further adds that the people to whom this education is given to, are marginalised, exploited people who are helpless in their situations. He describes them as "and so will the countless isolated individuals, all caught up in the same cut-throat business enterprise. What is important for people is not to study the text but to understand the context" (Carmen 1995:74).

The context that Carmen refers to is elucidated in the Political economic theory.

THE POLITICAL ECONOMIC THEORY

How literacy activities relate to wider society is a very crucial aspect when looking at the effectiveness of literacy programmes. Franko (1990:6) states that viewing the perspective of political economy is useful for considering questions like this as it focuses attention on the need to analyse the economic and political context of adult education activities, like literacy classes. Franko uses Healey's questions to obtain an insight into adult education

- Who gains and who loses through adult education?
- Why does this occur?

The first question focuses on the fact that adult education benefits some groups in society rather than others. For example many programmes in the third world tend to benefit the rich peasants and exclude those with limited or no resources, and consequently do not

help to equalize material benefits, defeating the very purpose of the programmes. The second question helps us to understand the social forces that influence adult education.

“It is a perspective which generates a critical approach to adult education because it questions our taken-for-granted assumptions, such as all literacy programmes being a “good thing”. It challenges us to consider how literacy is affected by the nature of society and how societies are affected by different kinds of literacy work” (Franko, 1990:6).

The political economy approach argues that adult education activities are influenced by the economic and political context and this in turn will have an effect on that context. Moreover the problem of literacy should not be perceived technically, but should relate to the questions about the nature of the societies within which literacy takes place. The value of the political economy approach is that it politicizes out thinking about literacy to questions of power in society (Franko, 1996:7).

In any society there exists divisions, but the most fundamental are those that relate to the productive basics of society, where differences in access to decide what is produced and who benefits from production, and in their turn influence other spheres of society (Franko 1990:7-8).

In order to analyse the class structure in the Third World, one has to consider the national economy within the overall world economic system, that is dominated by the capitalist countries. This means external influences like the World Bank and the International Monetary Fund, multi national co-operatives and donor agencies influence internal class relations. It is important to note that educational institutions and programmes are largely influenced by various economic and social interests. There is a link between social power and the kind of knowledge that comes across in educational activities (Franko, 1990:8).

Political economy advances a theory of the state "which regards it not as a neutral instrument of the common good working in the general interest of all citizens, but as an arena of class conflict" (Franko 1990: 9).

There may exist other classes that are sometimes successful in influencing the state, like Trade Unions and welfare organisations, but because they are usually weak structures compared to the state they are unable to be influential. However some states in the Third World have succeeded to restructure the socio-economic order, reduce external dependency and promote democracy. Examples of such programmes are the literacy campaigns in Mozambique in the late 1970's and the National Literacy Crusade in Nicaragua in 1980. But these examples are rare, and on the whole, state support for literacy serves to reinforce patterns of domination and subordination in society (Franko 1990: 10).

Freire (in Franko, 1990:10) has argued that there are two kinds of literacy. There is a kind of literacy "which helps to socialize learners into an uncritical acceptance of the status quo" (Franko, 1990:10). Freire terms this as literacy for "domestication" and the type that promotes hegemony. The second kind of literacy that helps learners to understand and act to change the social relations and practices that promote unequal patterns of power. This kind of literacy is liberating and counters hegemony (Franko 1990:10).

The two kinds of literacy are also explained by the following models.

THE AUTONOMOUS AND IDEOLOGICAL MODELS

Lyster (1992:20) outlines the Autonomous and Ideological models of literacy which both Levine (1986) and Street (1984) consider the two main models of literacy. Those who use the autonomous model of literacy regard literacy "as a technical uniformly used skill" (Lyster, 1992:20). Literacy is associated with progress, civilization and social mobility.

Economic development is the main reason for literacy and focuses on cognitive skills like empathy, abstract thought and sophisticated language code. Literacy is viewed as a technology. This model of literacy is followed in industry and commerce, state adult education centres and conservative church organizations in South Africa.

The ideological model according to Levine (1986) is studying literacy in context. He is of the opinion that studying literacy out of context is meaningless. Literacy is not a skill consisting of reading and writing but must be embedded in social relations. Literacies differ according to contexts and the manner in which it is utilized. "It is fundamentally a social practice, and is therefore ideologically bound" (Lyster 1992:20).

Street (1984:132) provides the example of the "Maktab" Literacy that developed from the Quranic schools in Chesmeh, Iran where literacy was adapted to meet ideological and political goals. He further argues that different literacies that are rooted in different contexts may differ from each other or they may have similar characteristics, that have not been recognized before. Researchers and administrators usually highlight their own conventions and aspirations. Certain features may be similar but have not been recognised cross-culturally (Street, 1984: 132).

Street emphasises that the literacy skills that were acquired and were productively utilized in the commercial undertaking "were not just a set of techniques to be easily and quickly acquired but part of a complex ideology" (Street 1984:180). The study of literacy was not a universal phenomenon. The specific literacy that was acquired was utilized in a specific infrastructure. The literacy was useful in relation to that specific ideology and infrastructure. The skills of literacy were acquired through "a socialization process rather than a technical process" (Street 1984:180).

In order for literacies to be successful the model of literacies need to be adjusted to suit specific needs. At present the 'Autonomous Model' of literacy is used in industry regardless of context and infrastructure.

Emphasis on globalization and economic growth and development and imitating global universal trends would not solve the illiteracy problem in South Africa.

Whether literacy promotes economic development would be analysed by viewing the modernization dependency debate.

THE MODERNIZATION AND DEPENDENCY THEORIES

The new human capital discourse in South Africa (mentioned earlier) being largely influenced by Britain and America, emphasising human resource development, state that nations are backward and poor because of lack of economic development. Globalization and technological advancement is equated with being literate and educated. The modernisation theory justifies this thinking.

Modernisation Theory

The modernization and dependency theories according to Lyster (1992:26) explain economic development from the view of western capitalist countries, chiefly the USA.

The modernization theory became popular in the 1960's and 70's. Unequal development of some persons being rich and some poor was attributed to lack of economic development. Countries that are poor need to follow the example of developed nations so that they would become efficient industrialized nations.

Literacy becomes connected to modernization through investment in human capital. Because other countries invest in human capital developing countries should also invest

in human capital. A high literacy rate corresponds with development or modernization, so people have wrongly assumed in the past, that if there is literacy, then modernization and technological advancement will follow.

"Despite the fallacy of this sort of argument, this idea gained wide acceptance in the first decade of post - colonial African independence" (Lyster, 1992: 26).

However, much literacy work is still driven by this thinking with organizations spending a great deal on literacy provisions without much success. The modernization theory justifies development in Western capitalist countries. This constituted the paradigm of UNESCO's literacy campaigns, that was internationally implemented in the experimental World Literacy Programme (EWLP). This formed the basis of functional literacy (Lyster, 1992:26).

Trade Union education in South Africa in the 70's and 80's was effective in mobilising the masses and transform the lives of workers, by making workers aware of their social reality. Education at this time was transformative, thereby changing the lives of workers. This is understood by education initiatives and literacy programs that are radical and seek to empower people.

Dependency Theory

The dependency or underdeveloped theory proposes that obstacles to development are external and countries are not poor because of internal deficiencies. Developed countries like the USA, UK and Japan benefit at the expense of countries that usually provide raw material eg. Sudan and Bolivia. The model is also known as the centre-periphery model and was used to describe relatives between and within countries (Lyster, 1992: 27).

Dependence theory has lost much of its popularity because of its basis of having a

negative critique of modernisation theory, rather than on positive economic development. This theory is popularly followed by those who work with oppressed groups and want to empower people to change their position. Education campaigns in South America and radical literacy programmes in South Africa understand development and underdevelopment in terms of dependency theory. Freire's conscientizing theory that makes learners aware of oppressive regimes relies on the dependency theory. Newly independent countries include colonial history into their literacy programmes to explain the dependency theory (Lyster, 1992:27).

The majority of illiterate adults are those that are excluded from power and information, and health services. In South Africa the majority of illiterate adults are poor and black and the highest rates of illiteracy are found in rural areas. The fact that illiteracy corresponds very highly with poverty does not mean that illiteracy causes poverty. People are illiterate because they are poor, they are not poor because they are illiterate. However, the argument that illiteracy causes poverty and underdevelopment is the reason for literacy programs throughout the world. It is easier to organise and run literacy programs than trying to restructure the inequalities that caused the illiteracy (Lyster, 1992 :16).

Social and economic growth will only be transforming and change people's lives if literacy is integrated into a process of social change and is linked to the purposes and intentions of the learners (French 1992:53; Lind and Johnston 1986:10-11).

THE SELECTIVE - INTENSIVE APPROACH

This approach that was followed by UNESCO in the Experimental World Literacy programme (EWLP) was the Selective-Intensive Approach. The project was selective as certain groups were targeted in specific economic settings(Lind and Johnston,1986: 11).

Stated in UNESCO (1980:11) regarding the Selective-Intensive Functional Approach is that "there has been a radical change in the nature of functionality, what we generally had

in mind was enhanced efficiency and productivity" (UNESCO, 1980:11). Further claims by UNESCO is that other aspects like individual interest, expectations and other factors have been taken into consideration.

Lind and Johnston refute the foregoing claims made by UNESCO. Although some changes were made to the EWLP programme, 'it did not result in the burial of 'Functional Literacy' (Lind and Johnston, 1986:25). Countries in Africa and Asia have continued using this type of literacy with some modifications and strategies after the EWLP experience.

Although there was general consensus that the EWLP experience, with the exception of Tanzania was unsuccessful "Functional Literacy" has continued to exist under various disguises.

"The concept of "Functionality" has in effect been broadened to include "awareness training" and a wider range of contents than the directly productive skills training involved in the EWLP." (Lind and Johnston 1986:55).

Lind and Johnston (1985:55) affirm that the "basic ideological underpinning (human capital theory) and the objectives (direct impact on raising production) remain essentially the same".

Levine (1982; in Lind and Johnson 1986:55) points that the terms " Functional Literacy" is being used to justify everything that is associated with skills education for adult. He states that

"Their varying conceptions of functional literacy encourage the idea that relatively low levels of individual achievement (...) will directly result in a set of universally desired outcomes, such as employment, personal and economic growth, job advancement, and social integration." (Lind and Johnston 1986:55).

Although literacy is being promoted globally under various guises, all workplace learning cannot be explained by the technical paradigm. This paradigm is followed in South African commerce and industry.

For education to be purposeful and effective it should be transformative.

TRANSFORMATIVE AND REFLECTIVE LEARNING

In order to develop a truly transformative worker education we have to change the social relations of the educational process, where theoreticians, practitioners, teachers and learners are not separated. This would entail re-examining what is regarded as knowledge, how it is transmitted and whose purpose it serves. (Auerbach 1990:231). Auerbach, in outlining an approach to curriculum that has been inspired by the work of Paulo Freire emphasises that the aim of this model is not to fit the needs of employers or trade unions, but is designed to assist workers to shape their own roles in the workforce or labour movement.

To transform education consists of co-investigation and critical dialogue. The contents of learning are obtained through investigating, problematizing, dialogue and negotiation. Knowledge is constructed by learners rather than being pre-packed by overseas experts. Transformative education could lay the basis for social change. Here learners are taught to think about their own reality. Moreover social change depends largely on the owners of production who should regard themselves as equal to workers. (Auerbach 1990:235-236)

McQueen (1996:1) states that the problem with programs in English Communications and Numeracy at the workplace is that the programs are determined only by the teaching professions and in practice by the funding agencies. She emphasises the technical nature of workplace programs that offer English and Numeracy and stress the importance of including critical thinking and problem solving and considering the context of learning. "For English language and literacy practitioners, communicative practice includes critical

thinking and problem solving and acknowledges the impact of context in shaping these practices" (McQueen 1996:1).

The next section will consist of the link between education and training and economic upliftment. I shall mention the Federal program in America, then discuss research conducted by Lugg et al in a contemporary mining industry in South Africa, and research conducted by SPA consultants in industry based programmes in South Africa. The key issues that will be discussed in the abovementioned research is the National Qualifications Framework (NQF) and the recognition of prior learning (RPL).

THE FEDERAL PROGRAM

The Federal program was the largest component of adult literacy enterprise in the states and in 1988 had 3 million learners enrolled. The analysis of the program was based on 8 comprehensive studies.

I shall use the research of the federal program to denote the link on education and training and economic development. The human capital theory justifies the federal program. The basic argument is that education promotes productivity, national wealth and everybody benefits. So the use of taxpayers money is justified to subsidize the program. The conclusion arrived at was that there was no way to prove that adult literacy education caused human capital gains (Beder, 1991:110).

As mentioned earlier under Skills Development Levy Act, the purpose of the National Qualifications framework (NQF) is to enable learners to be formally accredited and continue education and training at higher levels there by contributing to economic growth and development, both personally and nationally. COSATU has made significant efforts in the part to include RPL assessment as a key principle of the reforming education and training system in South Africa. In the ensuing section I will refer to the findings of research conducted by Lugg et al. (1997) that focuses on RPL (Recognition of Prior

Learning) and the consequences of using the NQF.

RESEARCH IN MINING COMPANIES IN SOUTH AFRICA, AND RECOGNITION OF PRIOR LEARNING (RPL)

RPL is perceived as a key principle of the reforming education and training system in South Africa, because it is seen as an important mechanism for redressing past injustices and equalities.

“A number of COSATU affiliates have participated in RPL assessment process within their industries with the expectation that significant numbers of workers would be upgraded, would receive more pay, or would have increased opportunities for training” (Lugg et al 1997:1).

However the foregoing expectations have not been met. The RPL experienced of two mining companies, the National Union of Metalworkers of South Africa (NUMSA) and the National Union of Mineworkers (NUM) were examined. The outcome of the research raises the concern that: “Unless RPL is more carefully conceptualized and implemented, it will not only fail to deliver on its promises, but will further entrench the oppression of workers” (Lugg et al 1997:1).

The crucial factor is that RPL is used as “a method for maintaining exclusion in the workplace, and that it has not fulfilled the promises of equity, redress and transformation” (Lugg et al 1997:1).

One of the problems was that management and workers had very different intentions and agendas of the RPL. Management was concerned with globalization and competing with international markets, whilst COSATU was chiefly concerned with worker empowerment and industrial development. Worker knowledge and upliftment was COSATU’s intended aims and RPL was meant to be understood in the context of a broader social vision. Moreover workers’ hopes were raised with promotion and high wages which was not fulfilled. COSATU has emphasised that promotion and increase in salary should go hand

in hand but this has not happened (Lugg et al. 1997:1).

Having discussed research done in the foregoing mining industry, focussing on the Recognition of Prior Learning and assessment of workers, I shall provide a picture of how learners are assessed. Assessment is an important component of the new education and training strategies of the Government to promote growth and development. The introduction of the Skills Development Bill aims to improve the skills of the workforce, by providing a National Qualifications framework, where workers can receive recognized learnerships. For this reason assessment plays a significant role in the current education and training strategies in contemporary South Africa.

ASSESSMENT OF WORKERS

Assessment was done orally and in written form. The oral assessment was done on the tests that could be performed. Many difficulties were experienced in this aspect. To name a few of them was that the workers were tested against standards that were not suitable to the South African situation and moreover the technical terms that were used posed a problem. I shall chiefly concentrate on the assessment of the English language and Maths as this relates directly to my research topic.

Before I proceed to discuss the results of the assessment, I shall provide some information on the organisation that conducts the assessment.

ABET ASSESSMENT

Assessment for ABET is conducted by the Independent Examinations Board (IEB) and other examining bodies in South Africa. I shall discuss the IEB, as the industry where this research was conducted, used the IEB as an examining body. The IEB conducted its first examinations in October 1994 and conducts examinations at various levels nationally.

The Natal ABE Support Agency provides training for practitioners for the IEB examinations.

The extent to which businesses is currently utilizing the services of the IEB is shown by the ABET survey in South Africa University of Natal, which states that "The sectors spends millions of rand each year on ABET. That the Independent Examinations Board registered over 1, 100 business located examination centres in 1998 is an indication of this." (University of Natal survey of ABET in South Africa).

The major flaw in the IEB form of assessment is that it is outcome based while the English Communications is norm referenced.

The emphasis on language and maths skills in the mining sector also raised issues regarding the relationship of assessed skills and the workplace. Many workers felt threatened by the exams and thought that the more literate would not be faced with the possibility of retrenchment. Some shop stewards wrote the exams to encourage others and show support for exams with managers on the committee. Some workers stated that the exams did not relate to their work at all. The research funding undoubtedly reveal RPL as an assessment tool.

"Workers experiences in this RPL process raise questions about the appropriateness of exam papers as an RPL assessment method. Consequently, a written exam 'out of the blue' is not only intimidating, but fails to draw on or recognise the kinds of literacy and numeracy practices that people have gained through life experience." (Lugg et al 1997: 7).

What emerges very clearly from their research is that instead of RPL being a tool for progress and upward mobility it is actually working in the apposite directions, by dampening the morale of workers and de-motivating them.

" RPL can become a new way to devalue worker's knowledge and a new way to fail and keep people out of the system economically and educationally."(Lugg et al 1997: 11)

IMPORTANCE OF CONSULTATION WITH LEARNERS

In the aim of achieving redress, equity and democratization, social policy does not achieve what it intends to. Of crucial importance is what happens at the floor level. Very often, contemporary policy, workers and personnel at the top are not aware of the feelings and aspirations of the learners themselves, the key persons who are affected by legislation.

One of the major shortcomings of literacy programmes in industry is the lack of consultation with learners. Decisions are usually made by company management, human resource development specialists and higher level education experts (French; in Hutton 1984:74; Pritz & Imel, 1993; in Imel, 1995:1).

The following quotation describes the way illiterate people and semi illiterate people are generally perceived

"Oppressed groups are not considered either knowledgeable or capable of knowing so that decisions effecting their lives are based on expert knowledge which professionals generate" (Dige, undated :16).

Furthermore, Jarvis (1992:183), concerning workers themselves, says that:

"They also learn that the company has invested vast sums of money in the production process and that they are almost powerless to change it. They also learn that the companies will call in trainers with expert solutions to their problems rather than consult the workers themselves" (Jarvis, 1992:183).

Because workers are not given the opportunity to think creatively about their work they are not optimistic about 'growth and development'(Jarvis, 1992:183).

Research conducted by S.P.A. Consultants on 32 organisations, indicate that only 6 organisations were aware of learners' expectations of increase in salaries if they successfully attended and passed the courses offered by their organisation. They also found that a few learners had expected an increase in salary, but after clarification with managers, they were told that there was no increase in salary if they passed courses (Pennington, 1994:53).

From the foregoing research, one can see that literacy classes and education and training does not provide economic gain for workers.

Literacy classes offered in community organisations and other sectors besides the workplace could be effective in transforming the lives of illiterate people. Liberal education in leisure time is an effective way of upliftment. Jarvis supports the foregoing when he states:

"Because of the often-repressive nature of the working environment, a feature of modern society is a differentiated self-identity. The self-identity of the workers that is created as a result of learning in the workplace can be totally different from that learned through their leisure-time experiences. But this depends to a great extent on how individuals use the time and space that they own and control" (Jarvis, 1992:184).

CONCLUSION

I have outlined various approaches and models to literacy internationally and in the current South African industrial and commercial sectors. Various educational theories are outlined to show that there is a link between social power and the type of knowledge that is provided in educational activities. Those with economic power monopolise literacy

education for the masses. What is obvious about the various theories that I have outlined, is that literacy is promoted under the guise of various names like communication and skills training, functional literacy etc. The technical paradigm used is not adequate and is not socially transforming. Organisations, individuals and masses are blindly following so called progressive, technologically advanced norms like globalization economic growth and development etc. But one cannot apply global universal standards and norms to specific contexts and expect effective results. The type of education should not be universal but be contextual as Street provides in his ideological model. A particular context should use a specific literacy. The South African context is unique, so only a particular type of literacy would be suitable in a particular situation.

The conclusion arrived at from the Federal Program in America, and research conducted in the contemporary mining South African situation where ABET classes are held and research conducted by SPA consultants reveal that education and training does not lead to economic growth. What the research in the mining industry reveals is that the present education and training strategies of the government, are in fact de-motivating to learners morale and self. The results and aim of education policy is in reality producing the opposite intended response and effect for workers.

MOTIVATION

Motivation as defined by Beder (1991:39) is the force that drives adults to learn. When strong it enables one to overcome barriers and become educated, and when weak, participation is unlikely.

Mackeracher's (1996:74) definition of motivation can be described as being either a drive to reduce unmet needs or a drive towards positive growth.

The general tendency and experience of motivation for literacy shown by illiterate adults that are offered literacy is contradictory. If various forms of mobilisation and motivation is

not attempted, then the response to classes is usually poor. Once learners are mobilised and classes are carried out properly, then learners' interests are aroused and there is participation from learners. However, drop out rate in Adult literacy classes is a universal problem (Lind and Johnston, 1986:41).

The foregoing is supported by research done by SPA consultants in South Africa regarding the attitude of learners to attend literacy classes.

"The learners themselves display some scepticism and negativity towards the programme but once they have been exposed to the training they become very committed" (Pennington, 1994:123).

The way in which different groups in society are motivated to attend literacy classes depend on their personal circumstances and life situations. There usually is a relationship between motivational orientation and various sociodemographic variables. Different groups show different configurations of motivations which would be influenced by their personal circumstances and life situations (Beder and Valentine, 1990: 80).

In the next section I shall provide various models of motivation namely Force Field Analysis, A Congruence Model, Expectancy Valence, Chain Of Response, Socialisation and Life Cycle Factors and Critical Pedagogy.

MOTIVATIONAL MODELS

FORCE FIELD ANALYSIS

Beder (1991:41), in describing the Force Field Analysis uses Miller's (1967) model that is derived from Maslow's hierarchy of needs. Miller states that before learners can fulfill higher order needs, they must first satisfy basic needs for survival, like food and shelter and then turn to higher order needs like self-actualization. However what is unique in Miller's model when he uses Maslow's model to explain motivation to participate in adult basic education is that his division of social class distinguishes his work from others. Miller divides social class into five categories, lower, working class, lower middle, upper

middle and upper class. Miller's model criss-crosses hierarchy of needs and social class orientation into a tapestry of force field analysis based on Lewin's work. He comes to the conclusion that participation in adult literacy classes is more likely as social class status increases (Beder, 1991:41).

A CONGRUENCE MODEL

This model is associated with Boshier (1973:77; in Beder, 1991: 42-43). Boshier distinguishes between growth orientated learners, who he states are motivated by internal factors, whilst deficiency orientated learners are impelled by external social environmental factors. Boshier, like Miller refers to a hierarchy of needs that learners are motivated to meet lower order needs while growth orientated learners want to meet higher needs.

Like Maslow, Boshier points that deficiency orientated learners have an incongruence, where there is a self/ideal incongruence between how they identify themselves and how they want to be. Boshier further adds that self incongruence leads to other incongruences, that is how learners perceive themselves and how they perceive the reaction of students and teachers. This incongruence leads to anxiety and this in turn causes learners to avoid participation in adult education classes. On the other hand growth orientated learners do not possess the anxiety associated with incongruence and are open to new experiences. As deficiency orientated learners grow and mature their incongruences are like to disappear (Beder 1991: 43-44).

Garrison (1987:213) commenting on Boshier's incongruence model states that "he operationalized interactions between the learner and the environment as self/other incongruities - a psychological variable." (Garrison 1987:213). Garrison further adds that Boshier refers to a measure of self esteem to explain persistence and drop out of classes which is a psychological construct. Boshier's model is too simple to explain complex phenomena such as drop out of classes in a variety of settings. The chief flaw in Boshier's model is that he does not take into account the learning and non-learning environment. If

the congruence model is to be validated their variables like discrepancy scores should be studied within the context of a variety of other psychological and socioeconomic variables and in other educational settings (Garrison 1987:214).

EXPECTANCY VALENCE

Beder's (1991:44-46) version of the expectancy valence is associated with Rubenson (1977) who state that motivation to participate is based on expectancy and valence. For expectancy to be positive learners must believe that they can attend and the results will be beneficial. Expectancy is largely dependant on the perception of the environment and previous experience. Valence that refers to the multitude of values that are given to the results of participation can be positive, indifferent and negative.

The expectancy model 'views people as purposeful beings who interact proactively with their environments based on their expectancies. Expectancy theory originated as a theory of work motivation and job satisfaction (Vroom, 1964a; in Beder, 1999: 44-46). Hence most early applications of the theory were focussed on business and industry, as were most early expectancy research studies. Although the expectancy theory had become the dominant motivation model in industry, it has largely been ignored by educators and educational administrators (Wright 1985; in Beder, 1991:44-46).

The expectancy model has been popular for educational motivation. It emerges from social learning theory and it 'views people as purposeful beings who interact proactively with their environment based on their expectancies.

CHAIN OF RESPONSE

Cross's (1981:125) chain of Response Model that makes reference to Miller and Boshier is that a learning activity is not a simple act, but is the result of a chain of responses, that are based on the position of the individual and the environment. The first factor is that

when people do not have confidence in their own abilities then they avoid trying out learning. The second chain of response would be the attitudes towards adult education which could be positive, negative or indifferent (Beder 1991:46).

The third link largely stems from the expectancy valence theory and emphasises the importance of goals. The link has two components namely the importance of the goal to the learner and the learners belief as to whether the achievement of the specific goal will lead to a reward.

Goals are influenced by major life transitions. Self-esteem is an important element for success in this model (Beder 1991:46–47).

SOCIALIZATION AND LIFE CYCLE FACTORS

Socialisation theory views motivation to learn 'as being a product of the socially imposed need for adults to master the behaviours and attitudes required of adult roles, roles which constantly change throughout the life cycle in a dynamic society (Beder, 1991:50).

Motivation in this model is not perceived as the product of individual psychological factors, but is a product of social circumstances. It can be studied from the perspective of how like workplace and family create needs and how the adult literacy classroom is able to fulfil their needs (Beder, 1991:50).

CRITICAL PEDAGOGY

Critical Pedagogy that is linked to Freire, Giroux and Aronowitz and others implies strongly the way in which motivation is concerned. They argue that if the poor lack motivation it is not their own fault but that "unequal society has suppressed and depressed their motivation through the cultural process which reproduce society" (Beder, 1991:53).

I shall now explain how two of these models, Expectancy Valence and Socialization and Life Cycle Factors relate to the South African context.

Expectancy Valence

This model proposes that motivation to participate is based on expectancy and valence. In this model people are viewed as purposeful beings who interact proactively with their environments based on their expectancies where literacy is viewed as a technology. Although this theory is the chief model of motivation in industry it is ignored by educators and educational administrators. This is particularly relevant to the South African industrial and commercial sector. The implication of this is that if the education that is offered does not meet up with the expectation of learners, learners will become de-motivated if the type of education that is offered does not meet up with their expectations.

Socialization and Life Cycle Factors

This theory views motivation as a socially imposed need in different stages of a persons life. An example where learners become motivated to learn is when circumstances change in their life due to certain factors and circumstances. This model would be applicable to the contemporary South African situation where people from rural areas are migrating to the cities. Since the conditions of urban life are different to those of rural settings, adults become motivated to learn so that they can cope better with their life at a specific stage in their life cycle. An example would be for people that cannot read and write to become literate in order to cope in their new environment. As a result learners become motivated to learn because of an imposed need.

What motivates learners to learn and the reasons why they attend literacy classes are very closely related. I shall outline some of the reasons offered by various authors.

REASONS WHY ADULTS ATTEND LITERACY CLASSES

In the first major survey on adult learning activities carried out by Johnston and Riviera (1962), it was revealed that adult learning is on the practical rather than the academic subject matter that was directly useful in the performance of everyday tasks and obligations was given priority in learning. In this aspect it should be noted that much adult learning is aimed to meet the needs of adult life that transcend everyday "tasks and obligations" (Darkenwald and Merriam 1982:124).

Jappie (1992:22) affirms that economic gain is not the only reason why learners attend literacy classes. Research conducted by Jennifer Niria (1983) in Kenya revealed that in addition to the desire of economic gain, there were many other reasons for women to become literate. The reasons given were the desire for parents to help their children with school work, to write letters to friends and family and literacy for women could indirectly provide motivation for men to attend classes.

According to Lind and Johnston (1986:43) a common felt need of illiterate people is to sign their own name, "instead of the humiliating fingerprint that illiterates have to give in their various forms of contact with authorities" (Lind and Johnston 1986:43). Other individual and collective motives for learning are:

Individual Motives

- help own children attending school
- get employment or a better job with higher salary and prestige
- gain social prestige
- avoid being cheated by knowing how to check calculations or read contracts
- strengthen self confidence
- make possible to get further education

The motives may be more oriented towards social, political and collective aims"(Levin, Lind, Lofstedt and Torbjornsson, 1979; in Lind and Johnston, 1986:43).

Collective motives

- "- to acquire more knowledge about social rights and duties
- to be able to participate in and influence social and political life
- to keep accounts and minutes within social or political organizations
- to teach others
- to improve own and other' living conditions"

(Levin, Lind, Lofstedt and Torbjornsson, 1979, in Lind and Johnston, 1986:43) .

McKenzie (1987:230) states that the chief goals of adult education is to achieve happiness and add more meaning to their lives. He argues that learners may attend classes at the workplace but increasing productivity is not their only and chief intention to attend. "Adult education has a collateral and often more significant commitment to helping learners make explicit, elaborate, and act upon assumptions and premises...upon which their performance achievement and productivity is based" (Mezirrow, 1985:148; in McKenzie, 1987:230).

The foregoing fact is supported by Darkenwald and Merriam (1982:132) that adults usually engage in education for multiple reasons some of which are not related to traditional educational goals.

The Iowa Adult Literacy Studies is one of the best reference for contemporary analysis of low literate adult motivations. The Iowa data supports Johnston's and Riviera's findings that "to become a better person" is the most important motivation for taking courses shows that ABE students do not differ from the general population with regard to the motivating power of self-improvement (Beder 1991:61). Yet ABE population seems to differ from Johnston and Riviera's population in respect to the importance of vocational motivators.

The IOWA research has identified ten factors that motivate adults to attend literacy classes, namely self improvement, Family Responsibilities, Diversion Literacy Development, Economic need, Educational Advancement, and the urging of others. These

motivations correspond with the findings of general research on the topic.

The foregoing motivation is compatible with other research conducted on ABE students. IOWA's job advancement and Economic Need links with Merriam, Darkenwald and Knox (1975). Job Type: Family Responsibilities parallels the Concerned Mother: Self-improvement is synonymous with the self-improver: Educations Advancement fits with the Educational. The other is that ABE students are very different from the general population. It is crucial to note that motivation is related to an adult's life cycle (Beder 1991:62)

CONCLUSION

It is very crucial to remember that motivation is related to an adult's life cycle. Changing circumstances in life motivate learners to learn new things. Various reasons why adults attend classes have been outlined by various authors. It is important to note that adults want to use what they learn in their everyday life activities.

What is the general conclusion derived from the discussion of the various models of motivation? Certain key factors emerge from the various models of motivation. In the chain of response model, response is based on the individual environment, in the congruence model, how learners perceive themselves and how they perceive the reaction of co-learners and teachers. In the Expectancy Valence Theory learners expected needs must be met. Critical pedagogy argues that society is responsible for the suppression of the motivation of the poor.

It is a known fact that those who are illiterate are usually the poor and the downtrodden in society. Because of their social status they are shy and withdrawn, lack self confidence and lack a positive self image of themselves. Learners that attend literacy classes should not merely be taught a technical skill of reading and writing, with emphasis on so-called 'economic development as envisaged by current policy'. What learners need in literary classes is empowerment of the self and this would then lead to other higher needs and

education and transformation. Learners should be given respect and dignity to improve their self image and their self confidence should be nurtured in order to transform individuals to become positive and confident.

This leads me to question whether workplace literacy is a conducive environment to uplift underprivileged and the downtrodden in our society. Learners in a workplace literary class are manual workers on the ground floor with a hierarchy of structures who are 'their bosses'. In this context it is very unlikely that learners self image and self confidence can be nurtured and developed.

The learning environment of workplace education, specifically literacy classes that exist at the floor level is not an appropriate set up to offer this type of education. Manual workers that are illiterate would not be relaxed and as a result would become demotivated. The workplace environment would not be conducive to learning and transforming to their lives.

CHAPTER 4: METHODOLOGY

INTRODUCTION

This chapter will describe the research methods that I used to conduct my research. The site of my research was ABET classes at the Beacon Sweet and Chocolate factory. My topic of research is "An Evaluative Study of ABET classes in Industry." Having equipped myself with what other researchers have said in my literature review about the topic that I was going to investigate, I planned the actual format of my research.

I shall firstly define Social Science research and provide it's dimensions. I shall the focus on the methodological dimension of Social Science research, discuss the Positivistic and Interpretive Paradigm. Since my research followed the Qualitative methodology this will be outlined. Thereafter I will explain the case study and the type of interview that I used in my research.

A description of the outlay of my interview schedule and the manner in which I used it will be explained, to provide the reader with a vivid picture of how I used it. Furthermore I will mention my access to the site of my research. I shall explained how I collected my data, and finally provide an account of the manner of the analysis of my data.

THE DIMENSIONS OF SOCIAL RESEARCH

'Social Science research is a collaborative human activity in which social reality is studied objectively with the aim of gaining a valid understanding of it' (Mouton and Marais 1990:7). According to Mouton and Marais (1990:7) research consists of the following dimensions. The sociological dimension where research is a joint collaborative activity. The ontological dimension in which research is goal oriented at a particular aspect or aspects of social reality.

The technological dimension where research is intentional and goal orientated. The epistemological dimension where understanding is not the only aim, but the aim is to provide a valid and reliable understanding of reality.

The methodological dimension of the research process consists of the manner in which social science research is carried out. Methodology is the application of the methods and techniques employed in the research process (Mouton and Marais 1990:16).

In the foregoing model of social science research the various dimensions are interdependent. The purpose of conceptualising the model is to denote that a variety of perspectives exist in research (Mouton and Marais 1990:25-26). In my research I shall emphasise the methodological dimension, namely the methods that I used to arrive at the data.

QUALITATIVE METHODOLOGY AND THE INTERPRETIVE PARADIGM

I used the Qualitative research methodology as this is suitable for investigations in applied fields such as adult education and training because the aim is to improve practice (Merriam and Simpson 1995:97). My topic, namely an evaluative study of the motivation of learners in industry, would serve as a guide to improve practice, as the success of programs largely depend on motivation of learners and consequently on attendance to ABET classes.

The Qualitative approach (Interpretive Paradigm) holds the view that reality is constructed by individuals in interaction with their social world (Terre Blanche and Kelly, 1999:123; Merriam and Simpson 1995:97). Thus there exists many realities, rather than one. On the opposite side is the Positivistic paradigm which provides one measurable view of reality (Merriam and Simpson 1995:97). Further in the Positivistic approach everyday experiences are translated into variables and mathematical formulae. Whilst quantification and measurement characterises the Positivistic paradigm, interpretive methods are used to

describe and interpret people's feelings and experiences in human terms (Terre Blanche and Kelly 1999:123).

Qualitative research has also been termed as naturalistic inquiry, interpretive research, field study, phenomenological research, participant observation and inductive research..

In the interpretive paradigm (qualitative) the researcher should use listening and interpreting skills actively and intelligently in order to understand and analyse data effectively. In this paradigm, the researcher attempts to describe what is seen in rich detail and provide first hand accounts (Terre Blanche and Kelly 1999:126). The quality of empathy is of crucial importance in this type of research (Terre Blanche and Kelly 1999:126; Mouton and Marais 1990:16). My experience of working in the ABET field equipped me with a reasonable amount of knowledge of the procedures and happenings in this field. Furthermore possessing a knowledge of what respondents were taught i.e “content of their curriculum” helped me to empathise with my respondents. This enabled me to gain a holistic picture of my topic of investigation. As Merriam and Simpson (1990:98) posit, the researcher is the primary instrument to collect data and is able to ‘consider the total context of the phenomenon.’ (Merriam and Simpson 1990:98). Qualitative research was appropriate for my research as (Strauss and Corbin 1990:19) state that this approach can be used ‘to uncover and understand what lies behind any phenomenon about which very little is known. This aptly describes the contemporary South African industrial and commercial sectors where ABET classes have been introduced in industries as an enactment of the Skills Development Levy Act.

HISTORICAL RESEARCH

My research is termed Historical and holds specific value in the field of education. It can show how and why educational theories and practices have developed. Trends in education can be recognised from a historical viewpoint. One could analyse ‘the various guises in which progressivism in education appears’ (Cohen and Manion 1995:46).

Moreover historical research can be used to denote a holistic understanding of the relationship between politics and education and between other agents involved in education (Cohen and Manion 1995:46). This type of research would be relevant to the ABET field since there have been many changes in education policies and practice in recent South African history.

CASE STUDY

There exists three major types of qualitative research namely Ethnography, Case Study and Grounded Theory (Merriam and Simpson 1995:97). I used the Case Study for my research as this is suitable for individual researchers. This enabled me to focus on one aspect with depth namely the motivation of adult learners (Bell 1993:8). The case study has been used to describe or evaluate a new program in applied fields, such as education and training of adults, counselling, and vocational education (Merriam and Simpson 1995:111).

The case study approach like other strategies has strengths and limitations. The strengths of the case study are that it offers large amounts of rich, detailed information about a phenomena. It is useful for further investigation because it reveals important variables or hypotheses. It affords researchers the flexibility to understand and answer questions about educational processes and problems (Merriam and Simpson 1995:111).

Some of the limitations of the case study are that it can be expensive and time consuming, and training and interview techniques are necessary. Since case study narratives are long, policy makers do not read them. Writing up the narrative can be difficult in order to meet the needs of potential unknown readers. Moreover findings from the case study cannot be generalised in the same way as findings from random samples (Merriam and Simpson 1995:111).

INTERVIEW

I chose the interview to obtain data for my research. This would afford me the opportunity to come face to face with my respondents. The manner in which a response is made, namely facial expressions and tone of voice etc. can provide information that a written response cannot convey. Responses in questionnaires are taken at face value, whereas a response to an interview can be developed and clarified (Bell 1993:91).

Some of the shortcomings of an interview can be bias on the part of the interviewer, the content of the questions, and the manner in which they are worded (Cohen and Manion 1995:281-282).

Unstructured and Focussed Interview

Interviews range from highly structured, (where specific questions are asked in a sequence that is pre-planned) to the unstructured. In the latter type there are certain topic areas to cover, and the questions and their order are not formulated. Most interviews fall somewhere in-between, and this is known as the semi-structured interview (Merriam and Simpson 1995:100). Terre Blanche and Kelly (1999:128) supporting the foregoing, state that semi-structured interviews are most popular where an interview schedule is prepared in advance. A focussed interview fulfills these requirements (Bell 1993:94).

Bell (1993:94) further adds that certain questions are asked but 'respondents are given freedom to talk about the topic and give their views' without being rushed (Bell 1993:94). The interviewer should have the skill to ask questions and to probe at the right instance to draw out information.

According to Cohen and Manion (1995:289) the focussed interview differs from other types of interviews in certain respects. The persons that are interviewed are involved in a specific situation, in the case of my research in workplace ABET classes. The other

characteristics of a focussed interview are that the hypothesis (in the case of my research, the hypothesis consisted of two questions) relates to the specific situation. The interview guide is based on the content analysis and the main areas of inquiry are identified and that the actual interview is focussed on the subjective experiences of the person that have been exposed to the situation. The responses make it possible for the researcher to test the validity of the hypothesis and to identify un-anticipated responses to the situation, thereby giving rise to further hypotheses (Cohen and Manion 1995:289).

Interview Schedule

Being familiar with general theories on the motivation of learners of adults and on adult education and training strategies, I applied these theories to my research. The questions for my interview schedule were drawn out from my literature review, which consisted of literature that was both general and attitudinal to ABE classes. My interview schedule aimed firstly to find out whether the theories and themes of past researchers to ABE classes occurred in the specific ABET classes under study and secondly to extract any other new information on ABE classes. I designed the questions of my interview schedule in a way that would encourage my respondents to provide me with as much information as possible. Furthermore my questions were open-ended, so that respondents would provide me with their own feelings and views. My interview schedule consisted of the questions , followed by 'checks' to extract the relevant data as Breakwell et al. (1997:241) state that the research question should act as a prism through which data can be collected. Next to the word 'check' I specified what it was that I specifically was looking for in the answers of respondents.

I used my interview schedule (slightly modified to exclude those questions directly related to workplace programs) in a pilot study on two learners that attend the community based ABET program that I am involved in. After my pilot study I made some corrections to the interview schedule. Amendments were made to the questions that the learners did not comprehend well. The questions were re-worded to make them more understandable.

I prepared two interview schedules. One to interview learners at the floor level of ABET classes at the Beacon Sweet and Chocolate factory and the other for the tutor of the learners. I did this for the purpose of triangulation that is using two data sources to validate my findings.

ACCESS TO THE SITE

I spoke to the head of Skills and Training section telephonically in order to obtain permission and access to conduct my research. This was followed by sending two letters to the head, one from my supervisor at the University, explaining the purpose of my visit. The other letter which was written by me stated the topic of my research and the time and manner in which I intended to conduct the research.

THE FIELD TRIP

Having made the necessary arrangements, I endeavoured to conduct my research at the Beacon Sweet and Chocolate factory. However, I as a qualitative researcher equipped myself mentally with the advice of Strauss and Corbin (1990:18) who emphasise that the qualitative researcher must possess theoretical and social sensitivity and be able to draw on past experience and theoretical knowledge effectively. Furthermore 'astute powers of observation, and good interactional skills' are required (Strauss and Corbin 1990:18).

Before I interviewed each respondent, the reason for the interview was explained. I told each respondent that I was conducting research in the ABET field and wanted to know from them how useful the classes were to them.

I prepared my note book to take down notes in the following manner. I kept aside about four pages for each interviewee and wrote down the name and other demographic information that I required. For each question I made checks to jot down my information in a specific column. Although this method would have made my analysis easy I did not

like it because I found that I was spending valuable time searching for the specific column to write. This method prevented me from writing down my maximum.

On the next day of my research I was able to take field notes which faster in the following manner. I placed my interview schedule to my left, asked the relevant questions, looking at the checks as a guide. On my notebook (which was placed on my right), I wrote down the number of the questions and kept writing continuously whilst I made eye contact with my respondent. In this way I was able to jot down much more data on the second day of my research.

On my visits to the factory, I took along a colleague, that spoke and understood both English and Zulu, so that she could translate for me if I encountered a communication problem. I made two visits to the factory of approximately three hours each and interviewed eight learners and the tutor. I tape recorded the interviews and jotted down as much as I could during the interviews.

CONTENT ANALYSIS

The method that I used to analyse the data was content analysis. Wilson postulates that content analysis can be used on "any form of representational material, that is verbal, textual or pictorial sources are all amenable to content analysis" (Wilson, 1997:324). It is a broad term that encompasses different techniques (Wilson 1997:324).

Furthermore, Content Analysis can be used to analyse transcription data and other types of data, namely discourse and historical materials. The data is reduced to textual form. According to Krippendorff (1980), content analysis consists of both a mechanical and interpretative component. The mechanical, entails physically classifying the data into categories, whilst the interpretative consists of working out which categories are meaningful in relation to the question being asked (Wilson, 1997:287-288). Thus, my content analysis was done in the foregoing manner. Thereafter I played all my tapes

several times, compared them to my field notes, and wrote key issues and themes that I had missed during the interview. When I was satisfied that I had comprehended and understood all the data. I began writing out my data. Moreover I followed the guidelines of Bell, and Cohen and Manion who posit that in content analysis the researcher is looking for common criteria in data (Bell, 1993:147; Cohen and Manion, 1994:295).

Cohen and Manion (1994:295) further add that the second step is to identify themes that are unique to a single interview or a minority of interviews. They emphasise that at this point it would be useful to place these themes back in the overall context from which they arose.

My content analysis will conclude with a composite summary that would present the essence of the research. This would reveal the world of respondents (Hycner, in Cohen and Manion, 1994:295). In my conclusion I would use quotations from the interviews to supplement my argument (Wilson, 1997: 241).

My conclusion would consist of writing the case study narrative as my research was a case study of ABET classes in industry. It would be descriptive and would aim to provide a vivid impressive description of the ABET class under study (Merriam and Simpson, 1995: 11).

CONCLUSION

In this chapter, I have provided the methodology of my research. I have used the Interpretative Paradigm that follows the qualitative research methodology. Since my research is a case study, I have explained the case study method. Moreover, my interview was semi-structured and focussed, which I have elucidated. The method that I used to analyse my data was content analysis. As my research is qualitative I will use "rich, thick descriptions, the words (not numbers) that persuade the reader of the trustworthiness of my findings" (Merriam and Simpson, 1995:103). The next chapter will reveal the findings of my research.

CHAPTER 5: RESULTS

INTRODUCTION

This chapter will consist of the findings of my research. I shall firstly provide a picture of the venue where I conducted the research. Thereafter I shall explain the findings of the learners, which will be followed by findings from the teacher. I shall then compare the two sources of data for the purpose of validating the data received (triangulation).

This will be followed by an outline of the common, several and single themes present in the findings. This will be compared to the work of other researchers.

The limitations of this research is that learners were attending the classes for a fairly short duration, the majority of them were had attended classes for a few months only. Only 1 had enrolled for at the classes since it's inception (January 1999).

Before I proceed to discuss the findings of the interview I shall provide a picture of the venue of the ABET classes where tuition is offered at the factory. The learners were given two rooms for their tuition. One room had chairs and a blackboard while the other room was equipped with three computers, a table to write on and a few chairs. In the tuition room was a noticeboard with 19 learners names that were enrolled to write examinations. The learners were enrolled to write the NQF ABET examination in various levels from level 1 to level 3. Learners were assessed by the Independent Examinations Board.

Media Works is the organisation that offers tuition at the ABET classes at the factory. Learners acquired their tuition by using the computers and workbooks. There was a tutor on site. She was stationed a few doors away from the tuition rooms. Learners consulted her whenever they needed her help.

Learners came in at various times and appeared to follow a system, to use the computers.

I had to wait in between interviews for learners to come into the room. They came for tuition in various work attires. Those that worked in the kitchen came in white overalls and caps, whilst operators and laundry workers wore navy blue overalls. I interviewed the learners as they came for tuition to the tuition room.

I spent more time than I had planned at the site because I wanted to interview learners that were in various ABET levels, specifically the lower levels in ABET. I had already interviewed two learners in level three and wanted to interview learners at the lower levels. Thus, although 3 Indian level 3 learners came to the class, I did not interview them.

Out of the eight respondents two could neither speak nor understand English. My colleague accompanying me assisted in the translation of questions and translated participants' responses from Zulu to English.

The following is an analysis of the findings.

ABOUT YOURSELF

Description of Demographic Factors

Age: The age of the respondents ranged from 25 years to 50 years, with the mean age being 30 years.

ABET level: 1 respondent that did not attend school was enrolled for the Zulu1 (MTL). Three respondents were in NQF level 2 and 4 respondents were in NQF level 3

Gender: 6 respondents were male, whilst two were female.

Marital Status: 1 respondent was single while 7 were married.

Number of children: The number of children ranged from 14 children to one respondent having one child. Of the remaining 6 participants, 2 had no children, 1 had 3 children and 3 had 2 children.

Race: 7 respondents were Black whilst 1 was Indian.

1) Can you tell me something about your time at school?

1 respondent did not attend school at all. 2 respondents left school at standard 7, 1 respondent at standard 8, 2 respondents at standard 9 and 2 respondents in matric. 7 of them did not further their education because of lack of financial resources, whilst 1 left school because she was pregnant.

2) Can you tell me something about the course that you are attending here?

5 respondents stated that they joined onto the course because they wanted to learn computers whilst 5 said that they wanted to learn to speak English. 1 respondent stated that he was learning for the first time in his life. 1 stated that writing was difficult, and the remaining 6 said that the course was easy.

3) At what time of the year did you join the course?

The duration of time that the respondents were on the course varied. 2 were on the course for one month, 2 for 3 months, 1 for 10 months, 1 for 1 year and 1 for 1 year and 10 months.

4) How did you learn about the course?

The respondents learnt about the course in two ways. Two respondents stated that they read advertisements about the ABET classes. The remaining 6 said that they heard about the classes by word of mouth.

5) Could you tell me why you decided to join the class?

5 of the respondents said that they joined the class to learn computers, whilst 4 respondents, specifically wanted to learn to speak English while one wanted to write and speak English.

ABOUT YOUR WORK**6) Can you tell me something about your work here?**

3 of the respondents operated machinery, 3 packed sweets, while 2 cooked sweets. The time that respondents were working at the factory ranged from 8 years to 25 years.

ABOUT THE CLASSES**7) Can you tell me how the present classes are similar to or different from other education and courses that you have attended? (School or other courses)**

All the respondents stated that these classes were very different because these classes had computers.

8) Can you tell me what exactly you do in class?

All the respondents stated that in their one hour of tuition they spent half an hour on the computer and half an hour with their workbooks. In addition the tutor taught them grammar and assisted them with other problems that they encountered.

9) Can you tell me something about the time of your classes?

All the learners were allotted different times to come into the tuition room. There were 3 computers that the learners had access to. All stated that the time was suitable.

10) Could you tell me anything about learning writing, reading and speaking skills in your class?

1 respondent stated that writing skills were very important to them. 6 respondents stated that learning speaking skills was very important to them. Out of the foregoing 6, 2 respondents stated that they were learning how to speak English from the computer, whilst 3 of them said that they wanted to learn to actually speak in class. From these 3, 1 specifically stated that she would like to take part in debates whilst 2 others said that they should have discussions, which they do not. The 1 Indian stated that he did not need any of these skills (matriculated) but said that he was very interested in computers.

11) Can you tell me where you use the skills that you learn at the class?

One respondent that did not attend school stated that he will use what he learns at work. He further added that he was really struggling at work because he could not communicate in English. The foreman in his department had to translate all the instructions given by the

manager into English, 3 respondents said that they will use what they learn in their everyday life. 2 respondents stated that they wanted to help their children with schoolwork and 1 for personal growth. 1 wanted to learn computers.

12) Can you tell me what exactly you would like to be able to do as a result of attending classes?

3 respondents stated that they would like to use computers as computers were a necessity in today's time. 2 of the 3, specifically expressed the desire to use the keyboard adding that at present they were only allowed to use the mouse. 2 stated that they would like to use what they learn in their everyday life. 1 wanted to use their skills at work whilst 2 wanted to communicate with people when they visited other countries.

13) Can you tell me if you would be able to attend classes outside work time?

5 respondents stated that they would attend courses outside work time if they were offered free. The remaining three said that they will not be able to attend because of transport problems and the lack of time.

14) Can you tell me why you are attending these classes at your work place?

2 respondents said that the main reason for attending classes was Computers and English, 1 for computers, 2 to learn to speak English, 1 wanted to be a good role model for children by becoming educated, 1 wanted to assist children with schoolwork and 1 wanted better job prospects.

ABOUT EXAMINATIONS

15) Can you tell me something about writings examinations?

All 8 respondents were very positive towards writing examinations and were keen to write.

16) Could you tell me something about writing examinations, promotions and a rise in salary?

1 respondent expected promotion and rise in salary. However the remaining 7 stated that they were not told about promotions and a rise in salary, and they did not expect more salary.

YOUR FUTURE

17) Can you explain to me what aspect of the teaching you think should be emphasised?

2 respondents stated that the education that they received was just fine, 1 wanted specifically to learn to write, 4 stated that speaking English and the use of computers should be emphasised and 1 felt that more computers should be installed as the current number (3) was not adequate.

18) Can you tell me about your own plans for the future?

1 respondent wanted to become a mechanical engineer, whilst one wanted to take a diploma course in confectionery. 3 respondents wanted to work with computers and learn

English. One of the foregoing 3 said that he was very tired of manual work and wanted to work in an airconditioned office. He further stated that he found the physical work very exhausting and now wanted to work in an office with computers. 3 stated that they desired better jobs in the future.

19) Is there anything else that you would like to add?

1 respondent had nothing to say, 3 stated that they were happy to be provided with education of this nature. 3 stated that they really desired to be able to fully use computers, 2 of which specified the desire to use the keyboard and not only have access to the mouse (as they were presently only allowed to use). 1 respondent stated that he really wanted to become educated and improve his life.

FINDINGS - TEACHER INTERVIEW SCHEDULE

ABOUT YOURSELF

1) Can you tell me something about your work at this factory?

The teacher was in charge of the ABET classes is a general secretary employed for the past 7 years at the factory. She had become involved in the ABET classes for the last 4 months. She attended a teacher training ABET course for 1 week at Media Works.

ABOUT THE CLASSES

2) Can you tell me something about the classes that you facilitate here?

The teacher said that the classes have been running from the beginning of 1999. Learners had to be motivated actively to attend the classes. Presentations were made at the canteens to workers at the factory. They were told about the classes, inviting them to attend the classes. Presently 51 learners came for tuition.

3) Can you tell me something about the running of the classes?

She explained that the ABET tuition is provided by an organisation called Media Works. They sent their representative who is an ex-teacher, to manage the classes. She stated that their company had signed a contract with Media Works. The representative is at present guiding her on the tuition and still comes regularly to the factory.

4) Can you tell me more about the classes?

She added that learners were given 1 hour from work time to come into the tuition room to study. They spent half an hour on the computer and half an hour with their workbooks. If the learners needed any assistance, she helped them with their work. She also taught them in groups on the blackboard.

5) Can you tell me something about the time of the classes?

She answered that the time was suitable for her and the learners as it was work time.

6) Can you tell me anything about the skills that learners want to learn?

She explained that the learners needed to learn to write properly as this was important. She further added that they read well but they needed to develop their writing skills.

7) Can you tell me something about learners enthusiasm to attend classes?

She answered that they seemed quite motivated and interested to learn.

8) Can you tell me where the learners use the things that they learn in class?

She stated that presently they were not directly using the things that they learnt at work, as the learners were laundry workers, cooks and operators.

9) Can you tell me at which other places do the learners use the skills that they acquire in the classes?

She stated that most of them used their skills for personal growth and in their everyday life.

10) Can you tell me something about learners attentiveness in class?

She answered that learners were very keen to learn and sometimes spent more than their allotted time of 1 hour.

11) Can you tell me something about learners enthusiasm to attend classes?

She responded that the learners were very motivated.

ABOUT EXAMINATIONS

12) Can you tell me something about learners writing examinations?

She said that learners were very keen to write examinations. Moreover they did very well in the June 1999 examinations. 19 learners had been enrolled for the November 2000 examinations. Last year they had a 100% pass rate and 2 credits.

13) Can you tell me about learners perceptions of being promoted?

She stated that they have not promised any promotions and salary increases.

THE FUTURE

14) Can you tell me what aspect of the tuition should be emphasised?

She answered that it was writing skills that needed to be emphasised as this was not as good as their reading and speaking skills.

15) Can you tell me about your plans for the future of the classes?

She stated that for next year they were going to introduce Numeracy to the learners.

16) Is there anything else that you would like to add?

The following answer was received after we discussed the actual content method of tuition and about the classes in general. She said that the learners are interested to learn, but there is a general misconception about the classes. The learners think that they are coming here to learn computers but they are learning literacy.

The data received from the learners and the teacher did correspond in almost all areas except with two phenomenon. Firstly the teacher was aware and stated that these classes were not Computer classes but were ABET classes, whilst the learners were under the impression that they were learning English and Computers. The other point of difference was that the teacher stated that the learners needed more writing skills. Conversely the general consensus of the learners was that they were very keen to learn English and Computers. I shall now discuss the themes of the data.

There existed two common themes present in the findings. One was that there is no link between education and training does not lead to economic growth and development. The second common theme was the desire of learners to learn to speak English and learn Computers.

The first common theme, that on education and training, correlates with the research mentioned in my literature review, namely the Federal Program in America (Beder 1991:110), research conducted in a contemporary mining industry in South Africa (Lugg et al. 1997:1), and research conducted by S.P.A. consultants on 32 companies in ABET classes in industry. (Pennington 1994:53). The second common theme, was that of the desire to learn computers and they wanted to speak English.

All the respondents were very keen to learn to speak English and learn computers. Furthermore two learners emphasised that they wanted to have discussions and debates,

so that they could express themselves well. Moreover learners were very keen to learn and use the computer properly.

The themes that occurred with individual and a few respondents were as follows. The desire and reasons for attending was (the motivation to attend)

- to help children with work (2 respondents)
- to use skills in everyday life (3 respondents)
- for better job prospects (1 respondent)
- for personal growth (2 respondents)
- to be a good role model for one's children

The individual themes correspond with what other researchers have stated in my literature review, that adults attend ABE classes for a variety of reasons. Moreover the reasons and desire for attending are not specifically work related.

The foregoing corresponds with research, mentioned in the literature review , conducted by:

Johnston and Riviera (1962) in Darkenwald and Merriam (1982:124)

Jappie (1992:22)

The Iowa Adult Literacy Studies (Beder 1991:61)

Regarding the individual and several themes present, the desire to be a good role model for one's children (by showing an interest in becoming educated) was a new finding in my case study.

Cohen and Manion (1994:295) posit that themes should be placed ' in an overall context from which it arose'. In this case study the ABET classes arose from the larger political and educational context in South Africa. The ABET class at this factory was being run because of the enactment of the Skills Development Levy Act as a result of the changes in ABET in the 1990's in South Africa (explained under Rationale).

Furthermore I shall follow Wilson (1997:287,288) in quoting Krippendorf (1980) who states that in addition to the mechanical and physical classification of data there is also the interpretive. I have made a content analysis of my work in the foregoing paragraphs, denoting the common, recurring themes (the physical and mechanical classification). I now proceed to discuss the interpretive according to the above mentioned author.

The interpretive classification would lead me to the implication of the research findings.

IMPLICATIONS OF THE RESEARCH

The ABET classes under study has come into existence because of the social educational policy of the State. Specifically the enactment of the Skills Development Levy Act (see p.12) where companies with a payroll of over R250,000 are compelled to train their workers at the workplace. The main aim of this act is to upgrade the skills and education of the South African workforce. However the provision of education at this ABET class reveal the following.

- that there is no link between education and training, and that more education and training does not lead to economic growth and development.
- a misunderstanding and misconception exists between the teacher and the learners. The learners are interested to use computers and become computer literate, whereas the course that they are being offered is an Adult Basic Education and Training Course.
- the learners are keen to develop their speaking skills whilst the teacher is emphasising writing skills. Learners are also chiefly assessed on the writing and comprehension skills.
- that they are being assessed at a level that is lower than their existing qualification

- education is being offered for the sake of being offered with no meaningful and purposeful aim and direction.
- that there is no consultation or link between educational policy makers, management, teachers on the one side and learners at the floor level.
- that people on the top, policy makers and management structures are not aware of the aspirations, feelings and attitudes of learners at floor level. As a consequence education does not fall into the vision and reality of what educational policy makers envisage.

CONCLUSION

This chapter has provided the findings of the interview schedule of both the learners and the teacher that I used in my case study. Furthermore I have provided common and specific themes that were present in the data. Moreover I have made a content analysis of the data received. The content analysis consists of both a physical and a mechanical analysis. In the next chapter I shall provide a composite summary of the findings received.

CHAPTER 6: CONCLUSION

I have thus far provided an introduction to this work in Chapter 1, the Rationale in Chapter 2, the Literature Review in Chapter 3, the Methodology that was used in Chapter 4, and the Findings in Chapter 5.

In this section (Chapter 6), I shall answer the two questions that I formulated in my introduction. The first question is Does Education and Training promote the economic development?, and the second question, what are the attitudes of the learners at the floor level of ABET classes?

My research, the topic being ' An Evaluative Study of the Motivation of ABET learners in Industry' was conducted at a contemporary ABET class in a Sweet and Chocolate factory. I am presenting a case study on the motivation of learners in industry based ABET classes. I have provided what other researchers have said about the motivation of learners in industry, as well as research conducted on the link between education and training and economic growth and development.

The question on education and training consisted of two aspects that I had set out to find out, firstly, whether there was a link between education and training, and secondly whether education and training does lead to economic growth and development. The answers to these two aspects was that the research revealed that, firstly there was no link between education and training ie. The things that the learners learnt in class did not deal directly with their work. In my case study the respondents were cooks, laundry workers and machine operators. However one respondent that was illiterate stated that he was going to and was keen to apply speaking skills to his specific job, as he could not understand instructions from his manager.

The question as to whether education and training lead to economic growth and development also had a negative response. When respondents were asked whether they expected promotions and a rise in salary, they all stated that they were not promised any rise in salary if they attended classes and wrote examinations and passed.

Thus the purpose of educational social policy is not met because the purpose of offering these classes at the workplace was to upgrade workers and also increase their income.

My second research question is: 'Are learners keen to attend ABET classes at the workplace?' I shall answer this question in the light of the research findings from my case study. The factors that would be de-motivating to learners will also be examined.

The learners at the ABET class under study were keen to learn how to use computers i.e. to become computer literate, whilst they were being offered an ABET course with NQF levels 1,2 and 3 (See Appendix C). Nineteen learners were registered to write the 'Communication in English' examinations conducted by the IEB. They all expressed the desire to become computer literate and made the following statements: "I like doing the computer course"; "I like to learn about computers because everything is on computers"; "I like to use the computers. We are only allowed to use the mouse, but I want to learn on the keyboard".

During my interview with the teacher, whilst discussing the course that the learners were enrolled for, she made the following statement: "There is a misconception and misunderstanding here. The learners think that they have enrolled for a computer course whereas they have enrolled for a literacy course". So while the learners were interested in learning about computers and becoming computer literate, they are offered a course in English through the medium of computers. Regarding the use of computers for adult literacy, Harley et al (1996:407) postulate that they are more commonly used in America where a recent survey has revealed that 66% of literacy programmes were using computer programmes in spite of learners not having access to computers. However, in South Africa

many computer based initiatives are job specific, but there is a growing number of general 'Computer Assisted Literacy' (CAL) aimed at upgrading reading and mathematical skills.

The learners at the ABET class under study were using one of these CAL courses. The crucial point in this matter is that the learners were under a misunderstanding and were under the impression that they were being provided with an advanced system of computer education. This could possibly be a strong de-motivating factor for the workers employed at this factory. Meeting learners expectation is a very important factor to promote learner expectation. The expectancy valence theory on motivation states that when learners' needs do not meet up with the expectations then they would lose interest and become demotivated. In this situation it is very likely that learners would become demotivated with time as their expectations are not being met. Furthermore, Auerbach (1990:23) explains that effective education consists of co-investigation and critical dialogue. The contents of learning should be obtained through investigating, problematizing, dialogue and negotiation.

In addition to the foregoing misunderstanding between learners at floor level on the one hand, and teacher, management and educational policy makers on the other, there was conflict about the specific skills that were focussed on.. The findings of my case study reveal that whilst learners were very keen to learn to speak English and use it in their everyday life, the teacher emphasised writing skills. From the teachers perspective and her point of view she felt that the learners needed to develop their writing skills. This would be understandable because of her role and duty in this educational setting. She is receiving instructions from management and is fulfilling her duties as an employee and teacher at the factory. She does what is expected from her as her role as an employee. Furthermore, her task is to see to it that the ABET learners pass the IEB exams which are only a written form of assessment. Her reasons for emphasizing writing skills can be understood from her perspective and from her educational role in this ABET class. As a result there is a conflict between what learners at floor level want to learn and what is offered to them. Learners want to develop their speaking skills while the people that offer

this education emphasize writing skills. Some of the learners stated that they wanted to have discussions and debates. Regarding this they said: "We like to have discussions so that we can express ourselves properly"; "We should have debates in class so that we can speak good English". Another learner stated that: "I want to speak fluent English so that I can communicate with all people when I go to another country".

Although the learners were very positive about having access to the computers a few of them stated that they missed having discussions in class as this would enable them to speak better. Whether the computer is an effective method of tuition is questionable. Regarding the use of whether computers are an appropriate learning and teaching technology for Adult Basic Education and Training has to be researched in South Africa. Most research into CAL has been carried out in developed countries. The use of CAL has not been researched in South Africa (Harvey et al, 1996:425).

A chief de-motivating factor was that learners were enrolled for courses and examinations that were of a lower educational level than their qualifications. This fact is supported by respondents' answers that the course was easy, as well as their June exam results, where, according to the teacher, they had obtained a 100% pass rate and obtained 2 higher credits. The NQF levels that the learners were enrolled for was level 1, 2 & 3. Level 1 is equivalent to std 1; level 2 to std 3; and level 3 to std 5, in the South African school system. Due to the past apartheid education system in South Africa, adults today of different race groups display a disparity in their educational levels. For example, a White or Indian adult with a standard 7 level of education would have a far superior educational level than a Black adult with the same std.7 certificate. What this amounted to in this ABET program, was vast differences in levels of education, and even matriculants were attending classes. What is very apparent is that level of education offered is far too low and is not appropriate for the learners. Moreover, the chief aim of ABET strategies of the present government is to solve the illiteracy problem. This is obviously not being addressed. As a result, it is obvious is that the present educational policies are far from being implemented as policy makers envisage, as this case study reveals.

In addition, if education is not challenging, interesting and purposeful there is a high possibility that the learners will become demotivated. To maintain the interest of learners in adult education classes is very crucial in order to sustain attendance.

I shall now provide an evaluation of the motivation of learners of the ABET class under study. Although all of the respondents said that they liked the classes a lot, none of the respondents had attended any other educational courses. Furthermore, when asked if they would attend after work time then only one, who was single stated that she would attend courses. Motivation is the force that drives adults to learn. When strong it enables one to overcome barriers and when weak, participation is unlikely (Beder 1991:39). So when learners are really motivated they overcome any barriers and become more educated. The one illiterate respondent did say that he felt very inadequate at work because he could not understand the manager's instructions and had to sign with his thumb. Even so, he did not attend classes all his life, although he was working for 25 years.

Moreover the learners were not sacrificing their own time, but were coming for tuition in their work time. Although learners attend these ABET classes at the workplace the skills they acquire are not used at work but are used in their everyday life. Thus, I would conclude that the learners in this case study were not really motivated but were attending because classes were free and where offered during work time. By interpreting the responses that I received from my interview and by the presence of the inherent demotivating factors that exist in the ABET class under study I shall conclude that the present Education and Training Strategy of the Government is not effective.

The conflict of interest that exists between learners at floor level on one isolated side and management on the structures and Education policy makers on the other, makes this provision of education at the workplace meaningless, purposeless and de-motivating to learners. Auerbach (1990:231) states that in order to develop a truly transformative worker education we have to change the social relations of the educational process, where theoreticians, practitioners, teachers and learners are not separated. This would entail re-

examining what is regarded as knowledge, how it is transmitted and whose purpose it serves.

Policy makers should consider and take learner's needs and aspirations into consideration, in order to make education purposeful and effective. The feelings, aspirations, struggles and attitudes of learners should not be overlooked. Educational policy makers should be aware of the reality of the outcome of social policy.

RECOMMENDATIONS

- Learners at floor level, to whom educational policy is directed should be consulted and assessed. Without taking learners needs into consideration the aim and purpose of the provision of education become futile.
- Developing speaking skills in ABET curriculum should be emphasised, especially for those that can write and read basic English. This is a major difficulty experienced by many Black people in South Africa today. By developing speaking skills the self confidence and self image of people can be enhanced. With the guidelines laid down by the NQF there is too much emphasis on passing examinations on assessment that is written. Consequently speaking skills are given little or no priority. Adults are keen to apply what they learn immediately to their life. So, learners motivation could be sustained by emphasising speaking skills.
- Misunderstandings and misconceptions should be clarified as soon as they appear, as this de-motivates learners as their hopes are raised, and they are then disappointed when their expectations are not met. Although the intended purpose of education policy is to help attain a democratic and just society, in reality their objective is not being achieved.

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APPENDIX A: INTERVIEW SCHEDULE FOR LEARNERS

The questions in the first section namely about yourself were asked to allow the respondents to become relaxed and to obtain data as well. The checks after each question refer to the specific phenomenon that I wanted to know about. The checks also serve to as the reason for asking the question to the respondent. Furthermore other reasons for asking the questions will be indicated in certain places.

ABOUT YOURSELF

Name

Age

ABET level

Gender

Marital Status

Number of children

The foregoing demographic questions were asked to obtain various information about the learners, for example the age would provide an idea of the age of learners in the specific ABET class under study. The reasons to ask the questions on the demographic factors was to obtain knowledge of the race, gender, age and number of children that the respondents have. This would provide information on whether there are more males of females in the classes, the age of learners and the race group that attends the classes.

1) Can you tell me something about your time at school?

CHECK: How long at school, level reached, reasons for leaving.

2) Can you tell me something about the course that you are attending here?

CHECK: Course details, content of course.

3) At what time during the year did you join the course?

CHECK: Duration of attending course

4) How did you learn about the course?

CHECK: Manner of recruitment

5) Could you tell me why you decided to join these classes?

CHECK: purpose for attending

Question no.5 was asked to find out the reason for attending classes. Other researchers have outlined various reasons why adults attend ABE classes. So I wanted to know from these learners their reasons. Reasons for attending classes and what motivates learners to attend classes are very closely related as a reason for attendance would influence the motivation of learners.

ABOUT YOUR WORK

6) Can you tell me something about your work here?

CHECK: exact occupation: how long post has been held

This question was asked to obtain information on the type of work done at this company. This would firstly provide more information on the respondent and secondly would be helpful in understanding answers to consequent questions and data.

ABOUT THE CLASSES

7) Can you tell me how the present classes are similar or different from other education and courses that you have attended? (School and other courses)

CHECK: similarities and differences

8) Can you tell me what exactly you do in the class?

CHECK: teaching methods, participation of learners.

9) Can you tell me something about the time of your classes?

CHECK: time of tuition, whether time suitable.

10) Could you tell me anything about learning writing, reading and speaking skills in your class.

CHECK: importance of specific skills to learner

11) Can you tell me where you use the skills that you learn at the class?

CHECK: work, personal growth, children

link between education and training.

12) Can you tell me what exactly you would like to be able to do as a result of attending classes?

CHECK: ambition and motivation for learning

13) Can you tell me if you would be able to attend classes outside work time?

CHECK: learners to attend

14) Can you tell me why you are attending these classes at your workplace?

CHECK: reason and motivation for attending

Question 7 to 9 were asked to obtain some information about the classes. The questions from 10-15 are all intended to indirectly find out the reasons for learners attending these classes and to find out what exactly is the motivating force for this attendance. Furthermore those questions were asked because in my literature review, other researchers have outlined various reasons why adults attend ABE classes. I wanted to find out whether the learners in this particular class has the same reasons. I also wanted to find out their attitudes to education.

15) Can you tell me something about writing examinations?

CHECK: value of exams to learner attitude to exams.

16) Could you tell me something about writing examinations promotions and a rise in salary?

CHECK: promotions, expectation of raise in salary.

The questions in this section were asked to find out the perceptions of examinations to learners. What I wanted to know is whether workers expected a rise in salary for attending courses and passing examinations.

ABOUT YOUR FUTURE

17) Can you explain to me what aspect of the teaching you think should be emphasised?

CHECK: chief interest and attitude of learner

18) Could you tell me about your own plans for the future?

CHECK: expectations of learners on education

Ask for examples

19) Is there anything else that you would like to add?

CHECK: additional information

The questions in this section were asked to bring out the subjective feelings of the respondents. These questions were specifically placed towards the end of the interview so that respondents will be given enough time to warm up and speak freely. In this way they were able to express their attitudes and aspirations. This gave me an indication of their level of motivation.

APPENDIX B: INTERVIEW SCHEDULE FOR TEACHER

Name:

Age:

Race:

Gender:

Marital Status:

Number of Children:

ABOUT YOURSELF

1) Can you tell me something about your work at this company?

CHECK: exact occupation, how long post held

ABOUT THE CLASSES

2) Can you tell me something about the classes that you facilitate here?

CHECK: how long held, how recruited.

3) Can you tell me something about the running of the classes?

CHECK: teaching styles, content

4) Can you tell me more about the classes?

CHECK: how classes are managed

5) Can you tell me something about the time of the class?

CHECK: if time suitable

6) Can you tell me anything about the skills that learners want to learn?

7) Can you tell me something about learners enthusiasm to attend classes?

CHECK: learner motivation

8) Can you tell me where the learners use the things that they learn in class?

CHECK: work, family, personal growth, other places

Link between education and training

9) Can you tell me at which other places the learners use the skills that they acquire in the classes

CHECK: utility of skills to learner

10) Can you tell me something about learners attentiveness in class/

CHECK: learner interest

11) Can you tell me something about learners enthusiasm to attend classes?

CHECK: learner motivation

ABOUT EXAMINATIONS

12) Can you tell me something about learners writing examinations?

CHECK: learners interest to write examinations

13) Could yo tell me about learners perceptions about being promoted?

CHECK: expectation of learners

THE FUTURE

14) Can you tell me what aspect of the tuition should be emphasised?

CHECK: reading, writing, speaking

15) Can you tell me about the plans for the future of the classes?

CHECK: future tuition

16) Is there anything else that you would like to add?

CHECK: more information on classes

APPENDIX C: THE NATIONAL QUALIFICATIONS FRAMEWORK

NQF Levels: 5 - 8

Qualification / Certificate Categories and Providers:

Higher Education

Research	Higher Degrees	Initial Degrees	Professional Employment	National Diploma
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NQF Levels: 2 - 4

Qualification / Certificate Categories and Providers:

Further Education Certificate

Senior Secondary Schools	Technical Colleges; Commercial Colleges	Private Providers	Industry education and training	Labour market schemes	NGOs
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NQF Level: 1

Qualification / Certificate Categories and Providers:

General Education Certificate

Grade 9	Current Std 7	ABET 4
Grade 7	Current Std 5	ABET 3
Grade 5	Current Std 3	ABET 2
Grade 3	Current Std 1	ABET 1
Educare		