

**EFFECTIVENESS OF FACILITATION METHODS TO MOTIVATE ADULT
LEARNERS TO PARTICIPATE IN ABET PROGRAMMES: A CASE STUDY
OF THE ADULT CENTRE AT EKURHULENI.**

by

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ABSTRACT

The purpose of this study was to investigate the effectiveness of the facilitation methods used in the adult centre to motivate adult learners to participate in Adult Basic Education and Training (ABET) programmes, as the majority of South Africans have a low level of literacy. The illiteracy could not be viewed independently of the apartheid policies that were in place before democratisation in 1994. After the democratisation the African National Congress (ANC) policies, prioritised the provision of ABET. The policy was for ABET provide education including basic literacy, numeracy to a level equivalent to the General Certificate of Education to adults who have had little or no formal schooling. ABET is viewed as a means to educate and train adults and is regarded as a force for social participation and economic development.

The researcher was prompted to investigate the effectiveness of the facilitation methods to motivate adult learners to participate in learning or not. Adults' participation in learning programmes will help them towards social participation and also to develop them economically. If adults are economically developed, South Africa will not be facing such huge rate of unemployment, poverty and illiteracy. As there are a number of development programmes that are offered at Ekurhuleni to equip adults with relevant skills required for development and equipping them with the skills to face economic challenges of the country, motivation becomes essential because if learners are not motivated to participate, they are not going to be involved in them and get the necessary education. The focus is also on the facilitation methods that are used in the learning centre.

Qualitative research has enabled the researcher to gather enough data through employing interviews. Individual interviews, focus group interviews as well as observation were the tools used in this study. It reveals that facilitation methods that are used are not effective enough to motivate adult learners' participation in ABET programmes. Thus recommendations and suggestions were made to assist the

facilitators in rendering effective facilitation methods for the benefit of the adult learners.

KEYWORDS

Adult learner, Adult Basic Education and Training (ABET), adult education, effective methods, effective facilitation, motivation of learners, facilitator of learning, learning theory, learner involvement. andragogy, motivational theories, Department of Education, Further Education and Training Band, South African Qualifications Authority, General Education and Training band, adult literacy, poverty, learner drop outs.

DECLARATION

I Joyce Phikisile Dhlamini declares that “Effectiveness of facilitation methods to motivate learners to participate in ABET learning programmes: a case study of the adult centre at Ekurhuleni” is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete reference.

.....

SIGNATURE

MRS J.P. DHLAMINI

.....

DATE

ABBREVIATIONS

ABET	Adult Basic Education and Training
ABE	Adult Basic Education
AET	Adult Education and Training
AIDS	Acquired immune deficiency syndrome
ANC	African National Congress
CDW	Community Development Worker
CHE	Council on Higher Education
CO-OP	Cooperative
DFID	Department of International Development
DoE	Department of Education
DoBE	Department of Basic Education
FET	Further Education and Training
GDE	Gauteng Department of Education
GEC	General Education Certificate
GETC	General Education and Training Certificate
GFETQSF	General and Further and Training Qualifications Sub-framework
HEQSF	Higher Education Qualifications Sub-Framework
HIV	Human Immune Virus
LTSM	Learning Teaching and Support Material
MCL	Ministerial Committee on Literacy

ABBREVIATIONS (continued)

NCV	National Certificate and Vocational (Training)
NGO	Non-Governmental Organisation
NQF	National Qualification Framework
OQSF	occupation Qualifications Sub-framework
PMG	Parliamentary Monitoring Group
QC	Qualifications council
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SANLI	South African National Literacy Initiative
SAPS	South African Police Service
SAQA	South African Qualification Authority
SAPPI	South African Pulp and Paper Industry
SAIRR	South African Institute of Race Relations
UNESCO	United Nations Educational Scientific and Cultural Organisation
WPW	Whole Part Whole

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

When children grow up they have dreams of pursuing careers in medicine, education, or even civil services. It is through the primary and secondary education phases that they begin to understand how essential it is to learn in order to achieve success. Adults also have dreams, amongst others to seek opportunities and to improve their skills and increase their knowledge which could result in a better life for themselves and their families.

According to Burger (2011:5) one long-lived perception of education in South Africa including adult education, especially on the part of labour unions and businesses, was that education had little application in life and work, while training meant drilling in routine jobs with no attention to underlying knowledge and values. Recent political awareness and changes in cultural and lifestyle patterns of South African black people have inevitably brought about further changes in their educational needs.

Nafukho, Amutabi, & Otunga (2005:9) state that adult education forms the essential part of all strategies for development. It also includes obtaining knowledge about the environment, human rights, demography and social development, the status of women, human settlement and food security. The acquisition of knowledge, skills and attitudes will assist the adult population to transform their circumstances and gain greater control over their lives.

One of our prominent leaders, Mr Nelson Mandela, once said, "Education is the only tool to open the doors for the future". Thus in each society education becomes an important tool to close the gap that exists between the adults of today who did not have the opportunity to be educated, and the today's generation that enjoys compulsory education. It is also important in that it liberates the mind from the slavery of ignorance. South Africa has a low level of literacy, which cannot be viewed independently of the apartheid policies that were in place prior to democratisation in 1994, which is inseparable from the developed-developing context of the country (McKay 2007:285).

According to the Parliamentary Monitoring Group (Presidency 2003) ABET is the general conceptual foundation for lifelong learning and development, comprising knowledge, skills and attitudes required for social, economic and political participation and transformation in a range of contexts. The Bill of Rights contained in the Constitution of South Africa of 1996, declares basic education as a right for everyone, including adults. Therefore, ABET was hotly opposed by those who believed in the power of alternative, non-formal approaches to adult education. Eventually ABET became the flexible developmental tool targeted at the specific needs of particular groups and, ideally, provide access to nationally recognised certificates. This became a priority of the government to consider the provision of adult education to all citizens of the country.

1.2 Background to the study

Lammer & Badenhorst (1997:164) state that school education was inadequate. Especially in black communities most adults have inadequate or no schooling. It is estimated that about fifteen million black people, over 33% of the population, are illiterate and have had little or no education. Adult Basic Education and Training (ABET) is viewed as a means to educate and train these people and is regarded as a force for social participation and economic development.

Although in Ekurhuleni there are community members who are literate, they form a small percentage of the population. Most of the educated members of the community migrate from the townships and settle in the suburbs. The researcher has discovered that the majority of people in townships are the ones who are faced with a high rate of unemployment and poverty. The motivation of learners in such communities to participate in ABET programmes might bring change to their lives.

The aims and broad objectives for the provision of ABET as reflected in the Curriculum Framework (1995), include the development of communication skills in one or more languages, the development of numeracy skills, the development of technical skills, knowledge and understanding.

Thus it remains the major responsibility of the facilitators to ensure that adult learners are motivated to participate in ABET programmes which will enable them to learn and develop the technical skills and knowledge needed for them to cope in their life experiences.

1.3 Adult Basic Education and Training in South Africa

McKay (2007:286) explains that South Africa has a low level of literacy, which cannot be viewed independently of the apartheid policies that were in place prior to democratisation in 1994, and which is inseparable from the developed-developing context of the country. The implications of apartheid were far reaching and served to entrench inequalities and poverty along racial and gender lines. These inequalities led to a large number of illiterate adults in the country. The majority of the adult population did not have the opportunity to become educated.

She further states that after the first democratic elections in South Africa, the new government faced a number of challenges, not the least being the high number of adults who were functionally illiterate. There were many unemployed people whose levels of literacy were such that they were virtually unemployable due to the competition for the small number of available jobs requiring little or no literacy skills.

The African National Congress policy on ABET (2000:8) placed great emphasis on community development based on the vision of providing a better life for all Africans through the new government's Reconstruction and Development Policy. Through this policy, adult literacy and community development were linked.

The following tables indicate the figures of literacy in South Africa and basic education levels of adult South Africans from the age 15 and above. According to UNESCO, 15 years is the lower age limit in recording adult literacy levels. 1996 and 2001 and General Population Censuses (Statistics South Africa 2001) which shows that 4,7 million adults, which is 16% of the total population above age 15, have had no schooling and may be considered illiterate.

Literacy and adult Basic Education of South Africans aged 15 and above

<i>LEVEL OF EDUCATION</i>	<i>1996 GENERAL POPULATION CENSUS</i>	<i>2001 GENERAL POPULATION CENSUS</i>
Full general education	13.1 million (50%)	15.8 million (52%)

Less than full general Education	13.2 million (50%)	14.6 million (48%)
Grade 1-6	8.5 million (32%)	9.6 million (32%)
No schooling	4.2 million (16%)	4.7 million (16%)

Literacy and Adult Basic Education levels for persons aged 15 and older, from 2011

RACE	NUMBER CAN READ	NUMBER CANNOT READ	PROPORTION CANNOT READ
African	24 098 000	2 463 000	9.3%
Coloured	3 084 000	146 000	4.6%
Indian	99 100	20 000	2.0%
White	3 654 000	-a	N/A
TOTAL ^{bc}	33 550 000	2 633 000	7.6%

- a. *Sample size was too small for reliable estimates*
- b. *Total includes other and unspecified population groups.*
- c. *Due to rounding, totals may not add up*

N/A – Not available

The above figures indicate illiteracy rates in South Africa which are high and stand at 16% or 4.7 million of the population who never went to school. These figures show that by 2010 there had decreased since 2002 in actual numbers and percentages of functionally illiterate adults, but they actually show that there are still some problems that need to be addressed so that these figures can indicate better change.

When comparing the two tables, one could observe that there is very little improvement in adult education. Adults who have never been to school, who cannot read and write are at 9%, especially with the previously disadvantaged community. This brings a great challenge to the adult centres to focus on the problems that they have in order to attract adult learners. Amongst such problems are their facilitation methods used by the facilitators, the problem of drop out of learners before completing the course as well as meeting the needs of learners. Adults need motivation that will bring a change in their lives. They need skills that will help them move away from poverty and be able to live better life. Adding the proportion totals for the Africans, Coloured, and Indians that cannot read, it goes back to the 2001 census figures.

Kahler et al. (2005:60) state that in most countries government agencies provide and control most aspects of the provision of literacy. In South Africa, the government through the Department of Education is providing numerous ABET programmes at no costs to all the South Africans. In spite of this provision, the above table still shows a large percentage of illiterate adults.

Such a situation has prompted the researcher to investigate the effectiveness of the facilitation methods that are implemented in the adult centre in Ekurhuleni. This study has also focused on the motivation of adults to participate in the learning programmes. If the methods were motivating enough, South Africa would not have such a large percentage of illiterate adults as is shown by the statistics above.

Effectiveness, as stated by Petri & Govern (2004:354), is a feeling of efficacy, which satisfies much as physical goals satisfy physical needs. The effectiveness of the facilitation methods for the adults should therefore satisfy individual adult needs and goals. If adult needs are

satisfied, such adults will be motivated to participate in the programmes in a particular adult education centre in Ekurhuleni.

This study will also focus on the facilitation methods and how they motivate learners to participate in the ABET programmes in the adult centre in Ekurhuleni. It will investigate whether the facilitators are showing intentionally or proactive commitment towards motivating the adults or not.

According to the ANC document (2000:97) ABET has a key role to play in the development of the economy of the country and society. The eradication of illiteracy is a precondition for the full democratisation of society. It is thus important for adults to be motivated and to be engaged in learning.

1.4 Statement of a problem

Adult facilitators often do not know or understand what inspires adult learners to participate in adult education programmes (McKay 2007:294). The present study will underscore that illiterates tend to be motivated by the same desire for self-actualisation as any other member of society, and may well stop participating in classes unless facilitators are more responsive to their needs and aspirations.

Adults are not motivated enough to participate in the ABET programmes. This is seen by the fact that amongst the entire adult population in Ekurhuleni, the statistics show that 43% are illiterate, which is a frightening number of the population which is economically active. Thus there is a great need for illiterate adults to attend ABET programmes. The unemployment rate is too high in this community. Although such challenges may be counteracted by ABET programmes that are provided in the area, these adults are simply not motivated to participate in such programmes.

According to Crousin (2007) in the Springs Advertiser, residents of Ekurhuleni were offered free computer skills training programme to any adult member of the community. The programme was aimed at empowering the community with computer skills so as to be economically competent. Unfortunately, the programme could not continue because very few community members showed interest in that training programme.

McKay (2007:288) states that the lack of compulsory education, and the fact that schools were sites of struggle for liberation, meant that many children did not attend or had

disrupted attendance between 1976 and 1994, leaving many without education, thus contributing to the massive need for ABET within the country. According to the Department of Education (1997:9) ABET supplies the foundation knowledge, skills, understanding and abilities that are required for improved social and economic life. It also provides understanding that gives people a basis from which they can progress along a chosen career and path in life.

According to Department of Education (2010:6), on the 3rd February 2006, the Minister of Education Angie Motshega established a Ministerial Committee on Literacy (MCL), which was required to develop *inter alia* a strategic plan for a mass literacy campaign in South Africa to enable about 4.7 million illiterates (cf table 1.1) who had never been to school to achieve a level of basic literacy. The result of the MCL's work led to the development and implementation of KHARI GUDE "*let us learn*" literacy campaign.

KHARI GU DE aims at offering ABET literacy and numeracy skills at level 1. Facilitation for such learning takes place at the convenience of the learners. That is, the venue and time are determined by the adult learners and their facilitator. Although the programme is being structured in favour of the learners, however, they are still not motivated to register with the programme. Hence the need to conduct this study investigate the effectiveness of the facilitation methods to motivate adults to participate in ABET programmes (Mac Gregor 2008:2).

1.5 Rationale of the study

The rationale of this study is to investigate the effectiveness of facilitation methods to motivate adult learners to participate in ABET programmes in the adult centre at Ekurhuleni. It focuses on various strategies and facilitation methods that are used by the ABET facilitators on adult learning and how to motivate the adults to participate in learning programmes. The study furthermore reflects that adult education is very important because it serves as an alternative system for adults and children who did not go to school or dropped out prior to the acquisition of certain basic skills and personality traits. It also serves as a reform of the schooling system itself at the level of mass education which includes basic literacy and numeracy as development packages for the adult community.

The results of this study will be communicated with the adult centre with the aim to provide assistance that will help to equip ABET facilitators with the necessary and effective facilitation skills for teaching adults. These facilitators will further be empowered on how to

motivate adult learners in order to participate in ABET programmes. Thus, this study aims at assisting ABET facilitators to be competent enough to facilitate ABET programmes effectively at Ekurhuleni.

1.6 The aims of the study

The primary aim of this study was to identify and analyse the perceptions of the adult community of Ekurhuleni regarding motivation to learn, preferred learning methods, motivational factors of participation and barriers to participation in ABET learning programmes. The specific aims to this study were to:

- Identify adult learner perception regarding motivation to learn.
- Identify adult learners preferred learning methods.
- Identify motivational factors and incentives for the participation of adult learners in adult learning programmes.

Facilitators play a pivotal role in motivating adults to participate in ABET programmes, hence, the primary aim of the study is to investigate the effectiveness of the facilitation methods in motivating adult learners to participate in ABET programmes in the adult centre in Ekurhuleni.

It is also to explore the delivery of quality adult education by well-trained facilitators who play an important role in addressing the critical economic, political and social problems specific to learners needs. Well trained facilitators who use good facilitation methods will attract and motivate adults to participate in learning programmes. UNESCO (1998) states that well trained facilitators can contribute a lot to enhance the quality of learning experience for adult.

According to Knowles (2001:187) it is important to prepare learners for the new knowledge they will receive. They also need motivation to want to participate in learning by making the content meaningful and connecting it to the learner. It is thus important for the facilitator to understand the life world of the learner that will enable the former to have a better understanding of what learners like and want.

In order to be able collect data that will assist to solve the problem faced in this study, the following research questions were asked:

1.7 Research Questions

The research questions for this study were divided into research questions related to learners as well as research questions for facilitators.

Questions for the learners:

1. How did you become aware of the ABET classes, and what persuaded you to register for the classes?
2. For how long have you been attending these classes and do you find them interesting?
3. What motivates you to attend ABET classes?
4. What skills have you learnt at this adult centre?
5. Is there any new knowledge or experience you have learnt from this centre that you think can help you towards a better future.
6. Besides reading and writing skills, are there any life skills offered at this centre that can help you to manage your life successful (completion of bank forms, understanding a bank statement, etc).
7. What can you say to motivate other adults who have not yet seen the importance of attending classes?

Research questions for the Facilitators:

1. How do you help develop recruitment strategies to make sure that advertisement of the adult centre reaches the majority of the community?

2. Do you enjoy your profession and the job that you are doing?
3. How many Learning Areas (LA) or Fields of Study do you offer at this adult centre?
4. How relevant is the ABET curriculum/syllabus to the adult learners' needs?
5. When discussing the provision of the different subject fields, do you consult the learners?
6. When you facilitate learning do you use a full variety of facilitation methods? If yes, can you give examples and discuss them?
7. Do you experience any dropout of learners before they finish the course? If yes, how do you motivate such learners to continue participate in ABET learning programmes?

1.8 Facilitation Methods

The main purpose of facilitation is to assist the learner to learn. The key purpose of the ABET facilitator is to enable adult learners to gain new skills, knowledge and attitudes. They need to recognise and organise the prior knowledge which learners bring to the learning process. And enable learners to make sense of their experiences within the environment that they live in and to cope with the changing world. Facilitators must also provide learners with the tools required to access lifelong learning. It follows that adult facilitators need to approach their teaching tasks as a creation of a context conducive to learning, and as a process of facilitation, guiding and mediation of learning. This process and the creation of an environment conducive to learning demand an understanding of what an effective learning process entails (Kahler, Morgan, Holmes & Bundy 2005:7).

Effective learning depends on the effectiveness of facilitation methods that are engaged by the facilitator during the facilitation process. Gravett (2001:17) distinguishes between rote learning and meaningful learning. When memorising something, one repeats it until it is committed to one's memory. Thus, rote learning does not require active thinking of the learner. Memorisation can play a definite role in learning though, for example, for remembering telephone numbers the vocabulary of a new language, new terminology and so on. Unfortunately, many learners and facilitators, albeit often unconsciously, equate learning with memorisation. On the other hand, when information makes sense to a learner, it is categorised and placed in an organising pattern.

Gravett further states that the better one's knowledge is structured or connected, the more effectively one can access and apply it when dealing with real-life problems. This means that if learning is meaningful to a learner, it is thus possible for that learner to apply what has been learnt.

Mac Gregor (2008:50) advocates that it is the responsibility of the adult facilitator to manage teaching and learning and the deployment of resources to the best effect, the aim being to arrange things so that learners may learn effectively. In judging the appropriateness of methods the facilitator needs to consider six main elements of the programme: planning, resources, method, activities, feedback and supervision. One way of judging the method is to prepare a checklist of questions relating to each one. This process will assist the facilitator to find the effective facilitation method to implement in order to motivate adult learners participation in learning programmes.

Kahler et al (2005:59) state that adults participate together in a programme of general improvement to society, if they want to improve themselves, and acquire new knowledge by their experience in that particular programme. The experience may be in a programme of action or in a learning situation whereby the adult learners are engaged in a learning process. This concept is necessarily so broad that it may call for an identification of types of group activities and facilitation methods which might fit those specific learning experiences.

1.8.1 Maintaining adult learning

The ABET facilitator should display competence such fields as designing learning experiences, or analysing the needs of the learners in relation to the community they live in. Kahler et al (2005:9) emphasise the fact that becoming aware of and using new knowledge are important to adults in order to keep abreast of technical changes and practices in areas of need and interest to them. There are many people who are capable of learning but for some reasons have had their education interrupted or stopped short of their goal. Adult education offers these people another chance to learn. Some adults feel a need for training in the basic skills of learning so they register for ABET education. It is thus important for the ABET facilitator to maintain the willingness of the adult learner to learn.

Adult learning can be maintained if the learner is motivated to learn. Putter, Very & Brown (1996:23) state that motivation depends largely on attitude, which is the mental and emotional state that a learner adopts when responding to different situations in life. When an adult learner approaches an obstacle with his mind set on overcoming it, the learner needs

drive and motivation. They further say that the level of motivation determines the way in which the adult learner responds to circumstances.

1.9 The Nature of Motivation

There are a variety of theories about the nature of motivation and the role played by facilitators in motivating adults to participate in adult programmes.

Knowles (1998:76) discusses Guthrie's theory of motivation as seen when the facilitator encourages a particular kind of behaviour or discourages another and discover the cues leading to the new envisaged behaviour. According to this theory it does not only assist the adult to learn what was said in the classroom or read in the book, but the adult learns what the facilitation content or a book caused him to do. This theory requires the facilitator to use as many stimulus supports for the desired behaviour as possible. The more stimuli there are associated with the desired behaviour, the less likely that distracting stimuli and competing behaviour will upset the desired behaviour.

Rogers in Knowles (2001:84) states that facilitation and imparting of knowledge make sense in an unchanging environment. He defines the role of the facilitator as the personal relationship between the facilitator and the adult learner. The facilitators must possess three attitudinal qualities which are:

- a. Realness or genuineness
- b. Non-possessive caring, trust, respect
- c. Empathic understanding and sensitive and attentive listening.

The above qualities help facilitators to develop better understanding of their learners. In this way facilitation will be meaningful. The facilitator needs to set the initial climate of the class, elicit and clarify the aims of the individual in the class and relies upon the desire of each adult to implement those aims that have meaning as the motivational force behind significant learning.

Rogers in Petri & Govern (2004:28) discusses the theory of growth motivation. The growth motivation theory stresses the idea that humans are motivated to reach their full potential physically, emotionally and psychologically. The aspect of growth motivation is the need to control or have an effect on our environment. Nevertheless, Roger's theory is related to

Guthrie's theory as both agree that when facilitation methods are used efficiently and effectively they motivate the adult to do what he assimilated in the learning content in the classroom or in a book.

However, Rogers relates the growth theory to the fully functioning individual. Again this theory is emphasised by Maslow in Petri & Govern (2004:29) that growth motivation theory uses self-actualisation to describe the motivation that strives for personal fulfilment. In a nutshell, this growth theory suggests that humans are strongly motivated to test and improve their capacities.

Petri & Govern (2004:193) present the incentive motivation theory. They argue that this theory is goal directed. This means that an individual who has a certain goal is motivated to reach it. In this case adults who are incentive motivated to learn will achieve. If in a work situation, an adult has an opportunity of obtaining promotion to a senior position, but has a challenge of literacy. That adult will be motivated to participate in a programme that will enable him to qualify for the position.

Skinner in O'Neil & Drillings (1994:13) outlines the reinforcement theory. He emphasised that behaviour is controlled by reinforcement which is the consequence of behaviour. Reinforcement determines the behaviour of the individual towards the attainment of a goal. In this instance, adults who get reinforcement motivation from the facilitators through engagement of various necessary methods will be encouraged to participate in learning programmes.

According to Ahl (2006:391) the most cited of motivation theories is probably by Abraham Maslow's hierarchy of needs. He claims that behaviour is partially motivated by external factors, but even more by innate human needs. It depends on what an adult learner's needs are that will motivate him or her to participate in learning programmes in order to satisfy those needs.

This theory states that humans act rationally and in their own self-interest, which motivates them to participate in learning programmes. By participating they choose that opportunity that gives them the highest economic returns (Porter, Bigley, & Steers, 2003: 9). Adults are believed to be active organisms rather than passive tools. Dollisso & Martin (1999:168) state that human beings react to their internal and external environments to be effective and satisfy their full range of needs. In the process the behaviour of the adult is motivated and influenced by internal and external structures that are being continually elaborated and

refined to reflect on-going experiences. This indicates that humans can either be intrinsically or extrinsically motivated to achieve their desired goals.

On the other hand, rewards could motivate a person to engage in activities he or she otherwise might not actively participate in. Merriam & Cunningham (1989:17) note that the relationship between the adult learner and the facilitator is considered collaborative. Practice in assessing needs is based on the concept of the learner's needs as the adult learner is a self-directing organism with initiative, intentions, choices, freedom, energy and responsibility.

The stimuli and rewards theory can be used as an instrument for holding on to power. This motivation theory is framed in humanist discourse, and seems like a rather benevolent undertaking. According to O'Connor (2002:120) the stimuli and rewards motivational theory is mostly used in industries and the purpose is to increase productivity and settle worker unrest. Adults who are working in industries can be motivated to participate in learning programmes so as to gain rewards. There are various rewards that may be offered, amongst others an increase in salary after obtaining an ABET certificate at any level up to General Education Certificate (cf 2.6.3).

1.10 The principles of motivation

According to Beck (2004:3) the term motivation is derived from the Latin word "*movere*", meaning to move. To motivate someone implies getting him or her move in a certain direction or simulating him to exhibit specific behaviour.

Man can be motivated because every person has the urge, need or drive to strive for satisfaction. Therefore, motivation to a great extent is based on an internal mental condition in man which involves him in a certain activity. However, Beck (2004:4) believes that an infallible method to motivate learners does not exist.

Daehlen, Marianne, Ure & Bjorn (2009: 661) state that motivation for formal education is affected by educational level, age, gender, employment status and citizenship. However, some learners have neither the drive nor capacity to learn. Facilitators are often compelled to attend courses and must pass the modules for which they have no aptitude. The fact that the facilitators pass these in service developmental modules indicates that there are external factors which encourage the person to learn. Thus the need for this study which is to investigate the strategies to motivate adults to participate in ABET programmes.

There are various techniques that can be used to ensure that adult learners are attracted to learning. Knowles (2001:187) refers to advanced organisers, which is a technique for helping learners learn and retrieve information by making it meaningful and familiar. This is accomplished by introducing the basic concepts of the new material from which the learners are able to organise the more specific information that will follow.

Hilgard and Bower in Knowles (2001:188) support the fact that creating a basic construct and framework for the learner at the beginning of facilitation is a way to focus and to introduce the new content. The organisation of knowledge should be an essential concern of the facilitator so that the direction from simple to complex, that is, from meaningless parts to meaningful wholes is achieved.

According to Lieberman, McDonald, & Doyle (2006:39), in essence, the facilitator designs and carries out the instructional experience so that learners can learn new behaviour, practice it if necessary and learn when to use it in an applied situation. This means that the adult learners must be in a position to use the gained knowledge in their daily life situation.

1.11 Definition of key concepts

It is important that the key concepts that will be frequently used in this research study are defined:

Adult learner refers to an adult person who is involved in education. It can be basic education or further studies. Knowles (1998:68) identified adults by two criteria. An adult learner is an individual who performs roles associated by culture with adults, and an individual who perceives himself or herself to be responsible for his own life.

In this study, adult learner, refers to the learners in the adult centre and who are participating in the ABET programmes in Ekurhuleni.

Adult education, according to Compton's encyclopedia (1996:50) refers to the voluntary learning undertaking in organised courses by mature men and women. Adult learners come to the learning centre from all walks of life. Such education is offered, among other broad reasons, to enable people to enlarge and interpret their experience as adults. Adults may want to study something missed their earlier schooling, acquire new skills or do job training.

Athanasou (2008:99) proposes that adult education take a new orientation to respond to the needs of reflexive modernity and the risk society. Adult education in a risk society must foster both critical reflection social conditions and personal motives, needs wants and actions. Adult education should be neither neutral nor should it take sides with a specific deprived group.

In this study, adult education in a centre for Adult Education at Ekurhuleni is focused on priority so as to enable the adults to respond to their personal motives and their educational needs.

Andragogy is a set of procedures and practices that constitutes a distinctive form of education, most suited to adults because it acknowledges their needs experience, and self-directed nature. Merriam (1993:18) advocates that the methodology of andragogy has attracted enormous adult learning. Andragogical methods are applied in formal as well as non-formal educational settings. In this sense it is a way of facilitating learning transported from one culture to another and across various settings for a multitude of purposes.

Knowles (2001:15) presents an andragogical process design, which includes seven elements:

- Climate setting
- Involving learners in mutual planning
- Involving participants in diagnosing their own needs for learning
- Involving learners in formulating their learning objectives
- Involving learners in designing learning plans
- Helping learners carry out their learning plans
- Involving learners in evaluating their learning.

Adult Basic Education and Training (ABET) it is a basic life skills education and training programme offered to adults. This type of education includes the acquisition of basic skills of

literacy and numeracy. It also provides opportunities for life long-learning and development (Hinzen 1993:215). It encompasses a wide range of formal, non-formal and informal learning activities undertaken by adults and out of school youth, resulting in the acquisition of new knowledge, skills and attitudes in order to enhance the quality of life.

Corner (2000:55) says that ABET provides adults with the necessary skills required to lead to a better life. Through ABET adult learners acquire knowledge, skills, values and attitudes useful to their daily lives, like, health skills, safety skill, and income generating skills. ABET is inevitably the most wide-ranging, heterogeneous and imprecise of all categories of educational provision. Unlike others (primary schooling or higher education, for example), adult education and training does not cater for any particular academic level. It is provided by a large number of dissimilar agencies, and the age span it covers is exceptionally wide (Mac Gregor 2008:45).

The Department of Education (1997:7) maintains that Adult Basic Education and Training is the general conceptual foundation for lifelong learning and development. It comprises knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts. ABET is flexible, developmental and targeted at the specific needs of particular audiences and ideally, provides access to nationally recognised certificates.

Learning experience

Learning is an act of aligning perceptions of reality with empirical or sensory data and occurs because there is real benefit in having knowledge. Learning occurs when previous perceptions of reality are not in harmony with current experience, creating dissonance (Mezirow 1998:103). Heimlich & Norland (1994:145) point out that in the learning experience participants are influenced by many things: the facilitator, the physical environment, the books and other learners. The learning that the facilitator believes is the purpose of the exchange is compounded by other lessons that occur simultaneously. These complex lessons are often integrated by the individual as part of the learning experience.

Adult learners carry with them the baggage of their expectations of learning derived from formal schooling. Expectations grow from internalised sensory learning and, though unspoken and sometimes subconscious, are powerful influences on the teaching learning exchange. This baggage is in part the “because of” or “in spite of” why adults participate in various learning experiences.

Motivation is a major factor in addressing a person's willingness to do something. According to Beck (2004:194) motivation is the cognitive persistence, the drive, a tendency, or desire to undertake or complete a task, expend effort, and do a quality job. Motivation increases as an individual realises that a gap exists between his or her current level of knowledge and the desired level. Learning can be fun because closing the gap is pleasurable.

Wlodkowski (1985:89) says that it is critical that adults experience choice or show willingness in a learning activity for motivation to be sustained. This is the most critical and basic level of positive adult motivation for learning, unless an adult feels a sense of choice, motivation will probably become problematic. Facilitation is motivation when it provides for choice, optimum challenge, and positive feedback.

This study is an exploration of how learners can be motivated with a great variety of stimuli that make adults want to learn and perform. For some adults it is self-satisfaction and having a job-well-done feeling which is the intrinsic desire for success and competence.

Motivation theory addresses why people choose to act, the intensity of their actions, and the persistence in those actions. Why is one learner driven to acquire information while another in a similar situation is not so driven? Why is an individual a committed learner in one setting and has a barrier to information in another? The best thing a person can do is to work towards their potential (Heimlich & Norland 2010:146).

Lahey (2010:137) maintains that no single factor in the facilitation-learning exchange determines the motivation of a learner to learn. In adults, the incentive, the reinforcement, the relevant drive, the behaviour for seeking an outcome, and all the thoughts about action and responses are intermingled in complex behaviour determined by motives. Motivation to learn is not learning, and motivation to learn may or may not be within the teacher's realm of control with any individual in any particular situation.

Facilitation refers to making it possible or easier for something to happen and give a better understanding of something. Wlodkowski (1985:95) says that there is a close relationship between facilitation and motivation. He says facilitation methods that are motivational include under-explaining, where learners get a quick idea of the essence of a new concept and are involved in discussion and questioning to expand that concept independently.

Brookfield (2001:60) refers to facilitation as a means of assisting adults to become self-directed learners and working with groups of learners. Although it is individuals who learn, the settings for such learning vary depending and relying upon the facilitator. However, even when one is a member of a learning group, one does not transfer part of one's consciously separate self that is learning over and above the individual learning undertaken by each group member.

The concept **facilitators of learning** are derived from chiefly from the works of humanistic psychotherapists and counsellors. According to Brookfield (2001:62) they are resources for learning, rather than didactic instructors who have all the answers. They are engaged in a democratic, learner-centred enhancement of individual learning where the responsibility for setting the direction and methods of learning rests as much with the learner as with the facilitator. Brill (1978:45) describes facilitators as people who are usually in a helping relationship. Such a relationship is said to offer exciting possibilities for the development of creative, adaptive, autonomous persons. The elements central to such relationships are said to be trust, mutuality, and purposeful interaction.

Tough (1979:78) identifies four characteristics of ideal facilitators:

- They are warm, loving, caring and accepting of the learners.
- They have a high regard for learners' self-planning competence and do not wish to trespass on these.
- They view themselves as participating in a dialogue between equals with learners.
- They are open to change and new experiences and seek to learn from their helping activities.

Learning is a complex process to comprehend knowledge of learning content directly in into teaching practice. Gravett (2001:17) states that learning is a process where information makes sense to the learner, categorised and placed in an organising structured, connected and more effectively when one can access and apply it when dealing with real life problems.

Rogers (1999:170) divided learning into two categories: meaningless and experimental. Meaningless learning refers to the memorisation of things, without thinking or understanding, such as learning multiplication tables. Experimental learning on the other hand is learning that involves using knowledge to address or fulfil the needs of the learner. This involves learning that can benefit the learner in his life experiences and challenges, such as attaining of skills.

Lifelong learning, according to the Ministerial report (1996:3), is a continuous process that occurs from the cradle to the grave. It is a process to create various opportunities for post-initial education so that learning is seen as a continuation of what is already begun, linked to the understanding that can no longer rely on initial education to carry through the learning needs at the workplace and in society. Lifelong learning is about the process of transforming experience into knowledge and skills. It is seen as a tool needed to respond to the current global changes, markets and completion.

Effectiveness Petri & Govern (2004:354) defines effectiveness as a feeling of efficacy which satisfies much as physical goals satisfy physical needs. The effectiveness of facilitation methods for adults should therefore, satisfy individual adult needs and goals. If adult needs are satisfied, these adults will be motivated to participate in ABET programmes.

Content, According to Oliva (1989:291) content is defined as a selection of subject matter, courses or topics which must be subsequently broken down into instructional goals and objectives from which content within a field may be said to be derived. Heimlich & Norlard (2004) say that content is something that is often present in learning settings regardless of age and subject. The danger lurks that content by design can overwhelm teaching and relegate learning to accepting content.

Hedges (1999:67), suggests that content related to teaching and learning can be examined from two divergent perspectives: (1) the requirements of the content on the teaching-learning exchange, and (2) the application of content to a teaching-learning setting. Much of the focus in education and curriculum development has been on the content to be shared. Content is however, one piece of the teaching-learning exchange, and must be critically considered as one of many pieces.

1.12 Chapter division

The research programme of this study will be presented as follows:

Chapter one constitutes the background information, the general orientation of the study, problem statement, the research questions, aims and objectives, the importance of the study, as well as the definition of terms and concepts which are frequently used throughout the research study.

Chapter two gives a review of literature on adult education and will focus on the theoretical background of the effectiveness of the facilitation method in motivating adults to participate in ABET programmes.

Chapter three focuses on research design and research methodology, data gathering instruments, including population and sampling that will be used to collect data in this study.

Chapter four presents the presentation, interpretation and the analysis of data.

Chapter five consists of a summary of the findings and recommendations following from the research.

1.13 Conclusion

Chapter one serves as the orientation and introduction to the study. It gave the background information about adult learners and the Adult Basic Education provision in South Africa. This was followed by defining of the problem which outlines the situation of adult education and the provision of ABET to the community. The statistics from the census 1999 and 2001 outlined the education levels of South Africans and the percentages of illiteracy in the country. It also looked into what motivate adult learners to participate in learning programmes. Thereafter the concepts that are frequently used throughout the study were defined to provide clarity about them. Lastly, the division of all the chapters contained in this research study was outlined.

CHAPTER 2

LITERATURE REVIEW

AN OVERVIEW OF THE THEORETICAL FRAMEWORK ON FACILITATION METHODS TO MOTIVATE ADULT LEARNERS TO PARTICIPATE IN LEARNING PROGRAMMES IN ADULT EDUCATION CENTRE.

2.1 INTRODUCTION

This chapter gives an overview outline of adult education with a view to analysing the literature on the facilitation methods and motivation of adults to participate in various learning programmes. This chapter will further explore the integrated facilitation methods engaged at the adult education centre and how such facilitation methods can motivate adult learners to participate in adult learning programmes. Literacy as a concept has many dimensions, and what it is understood to mean varies according to context. Literacy itself is not an isolated goal. It is a vehicle which can improve the lives of people in poor socio-economic situations if developed properly.

Chapter two will further subscribe to the premise that if effective facilitation methods are implemented in adult learning centres, the endeavour of motivating adults to participate in learning programmes could be achieved. Thus eradication of illiteracy amongst adults would be brought about.

This research study seeks to identify the key factors influencing the participation of adult learners in different learning programmes in South Africa, with special reference to the adult centre in Ekurhuleni district. Preliminary research has indicated that adult facilitators do not know and understand what inspires and motivates adult learners to participate in learning. The present study underscores that adult learners tend to be motivated by the desire of self-actualization as any other member of society, and may well stop participating in programmes unless facilitators are more responsive to their needs and aspirations.

Observations have revealed opportunities for adult learners, especially those with little or no schooling, to continue with their education whilst maintaining the commitments of adulthood are in general limited in South Africa. The working class adult population focuses on earning an income for their families and neglect opportunities of advancing their abilities, skills and experiences whilst adding knowledge about their present involvement (Welton 1995:12).

It is noted that, in general, most of educational institutions are not geared to meeting the educational needs of adults but those of young people who are engaged in initial education, including tertiary education. Gravett (2001:5) state that adult learners make up a small portion of those who are engaged in formal education and they tend to be accommodated in educational institutions by concession rather than by a deliberate policy of encouraging their participation.

Van der Host & McDonald (1997:5) point out that facilitators have to take full responsibility for careful planning and management of their learners' learning environment so that as parents they will be able to be involved in assisting and monitoring their children's learning. While there is a substantial investment in professional training of school educators, which takes place on a massive scale in a variety of government departments, the professional preparation of adult facilitators has been almost totally neglected by educational institutions.

Gerbers (1996:308) states that both primary and secondary sources are important to process information into a thesis in order to establish new insights. For the purposes of this study both primary and secondary sources are used to gather relevant data. Local data are more relevant as they outline the actual facilitation methods that are used at the adult centre. Secondary sources which include journals, articles, books, the government gazette, newspapers, and research reports will also be used to collect data.

It is important to discuss the present provision of adult education in South Africa, focusing specifically on the effectiveness of facilitation methods and the motivation of adult learners to participate in learning programmes. Lieberman, McDonald, & Doyle (2004:6) states that part of being an effective facilitator involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements. Thus the following discussion is on the characteristics of adult learners.

2.2 The characteristics of adult learners

Adults are very complex individuals. They go through many developmental stages as they move from early to late adulthood. Gravett (2001:6) states that all adults do not necessarily possess the attributes or abilities ascribed to adulthood. However, because the status that is attached to adulthood is normative, they are expected to possess these attributes. Each adult learner brings his or her unique characteristics to the learning situation.

Adult learners' socio-cultural environment comes in to play as an adult's life experience has been accumulated within and in interaction with a socio-cultural environment. So, while each adult has qualities and experiences that are unique, each also shares common concerns with other adults. Some of these commonalities have to do with age, social status and educational background (Gravett 2001:7).

Knowles (1998:153) point out that most adult facilitators find high face validity in the notion that different learners require different facilitation strategies based on their individual differences. Hence these individual differences not in question affect adult learning.

Knowles (2001:7) states that adults are **autonomous and self-directed**. They need to be free to direct themselves but with proper guidance of the facilitator. This means that adults as learners must take an active role in participating in their learning activity. The facilitator needs to get specifically the learners' perspective about what topics to cover and let them work on projects that reflect their interests. Adult facilitators must allow the participants to assume responsibility for presentations and group leadership. It is important that facilitators provide guide to the participants to acquire their own knowledge rather than supplying them with the facts. The guidance that they provide must show learners how their learning will help them reach their goals.

Facilitators must be aware of the fact that learners have accumulated a foundation of **life experiences and knowledge** that may include work-related activities, family responsibilities and previous education, that is, be prepared to accept Recognition of Prior Learning (RPL). They need to connect learning to previous knowledge. To help them do so they, they should draw out learners' experience and knowledge which is relevant to the topic. Facilitators must relate their past experiences to new theories and concepts that form part of their learning content to enable them to recognise the value of experience in learning.

Adult learners are **goal-oriented**. When enrolling at the learning centre, they usually know what goal they want to attain. They, therefore, appreciate an educational programme that is organised and has clearly defined elements. Facilitators must show learners what they will gain from the learning programme and how that will help them to attain their goals. Facilitators should ensure that this classification of goals and objectives is done early when they register for learning. Focusing on this study, this clear goal will motivate learners to participate in learning programmes that are provided at the adult centre as they will help them to achieve their goals and objectives.

Adult learners are **relevancy-oriented**. They must see a reason for learning something. Facilitators must then ensure that learning has to be applicable to their work or other

responsibilities to be of value to them. Therefore, facilitation must identify objectives for adult learners before the course begins. This also means that new theories and concepts should be related to a setting familiar to participants. This need can be fulfilled by letting learners as participants in learning to choose programmes that reflect their own interests.

Adult learners are *practical*, focusing on the aspects of a lesson most useful to learn in their work. They may not be interested in knowledge for its own sake. To those learners who are working, facilitators need to tell them explicitly how the lesson will be useful to them on the job, as this could motivate them to participate in learning programmes. As with all learners, adult learners need to be shown *respect*. Facilitators must acknowledge the wealth of experience that adult learners bring to the classroom or the learning situation. These adults should be treated as equals in experience and knowledge and be allowed to voice their opinions freely in class (Knowles 2001:7-8).

2.2.1 Distinctive Characteristics of Adult Learning

There are several characteristics that distinguish adult learners from other learners who are engaged in or want to be involved with learning. These characteristics get adult learners to want to participate in educational programmes. Their engagement in educational programmes distinguishes them from other adults. The motivation that such adults might have to be engaged in adult learning, for whatever reasons, will make a change to their lives, some for a certain period of time and for some there will be for their entire lives a recognisable change and a rise in their standard of living.

Rogers (2009:68) makes one of the breaks in his significant statement about the importance of adult learning, when looking at the concepts of teaching of those theorists who derived their theories of learning primarily from studies of adults. He said that teaching means to instruct. This means that teaching will not have any meaning if the person involved is not willing to know. Thus, adult facilitation will involve guiding, showing, directing and most importantly a will to be engaged in learning.

Adult learning and the knowledge gained make sense in an unchanging environment, which is why this has been an unquestioned function of adult learning (Rogers 2009:69). The modern world, an adult lives in is an environment which is continually changing, therefore, the aim of adult education must be the facilitation of learning. Adult learners are different individuals as discussed below:

Kahler, Morgan, Holmes, & Bundy (2005:10) describe that there are many people who are capable of learning but for some reason have had their education interrupted or stopped short of their goal. Adult education offers these people another chance to learn. Adults feel a need for training in the basic skills of learning so they register in ABET programmes for reading, writing, and numeracy. Many mature adults want to learn more about their job, so they register for the skills that will advance their performance at work. Still other adults want to participate in learning skills like woodwork, painting, photograph, and many more will allow them to start a business or to lead better lives. There is hardly a legitimate field of learning of any kind that some group of adults somewhere has not studied as a part of a programme of adult education. These adults have made use of another chance to learn.

2.2.1.1 The different types of learning process

Gagner (2006: 60) says that people learn in many ways, and teaching strategies must take account of such parameters as motivation, interests, ability and intellectual handicaps. As people grow older, they learn by experience. Adults are exposed to a wide variety of events in a social environment and learn something during each encounter. Learning can be achieved through interacting with people, places, and things. Without this interaction adults would know very little and have little understanding. Some things are learned accidentally. This is like touching a hot object, getting burned, and learning that hot objects should not be touched with bare hands.

The tempo of learning can be accelerated by arranging contrived situations in which the learner is exposed to stimuli which would not necessarily be experienced during the process of maturation. The formal learning process comprises of a facilitator, a set of behavioural objectives, elements of instruction and means of testing and evaluating the outcome. The facilitator is responsible for providing a set of conditions under which learning may occur, while learners have to display a willingness to participate actively in the learning process.

Gagne (2006:63) identifies eight classes of learning. Each class calls for a different set of learning conditions and a higher level of mental ability than the one that precedes it. The eight classes of learning are:

- **Signal learning**

Signal learning involves a learner's ability to respond to a signal. This is a form of classical behavioural conditioning. The facilitator tries to gain the attention of the learners at the start of the lesson either verbally or non-verbally and gives a signal to the class to pack up at the end. The facilitator can start off with ice-breaking before starting with the lesson. The facilitator does this in order to prepare the learners' involvement in the learning process. It can be made more effective by the use of visual aids and printed material which might be put into the hands of each learner before the lesson begins.

- **Stimulus-response learning**

Stimulus-response learning can be described as trial and error learning, operant learning, instrumental learning, instrumental conditioning or need reduction. This class of learning explains how it is that learners come to behave as they do when presented with a stimulus. The important fact here is that a stimulus is more likely to elicit a response if similar responses have in the past been beneficial to the learner and have been rewarded or reinforced by means such as approval, praise, encouraging words and gestures, and material rewards.

- **Chaining**

The response chains and learning sets are learning structures in which elementary steps are mastered and linked together to form a procedure. If the adult learner has acquired knowledge to do something he will be able to carry out routine sequences almost automatically. In a procedure normally adopted in a formal instructional situation covering the motor responses involved, the facilitator demonstrates each step in the correct sequence. The learner will memorise the sequence, performs individual links and then connects each one to the next. The chain is repeated in the correct order with the facilitator cueing and reinforcing as required until an error-free demonstration can be repeated many times.

As the learner has acquired the chain, he or she should be able to apply it to new operations of a similar nature, as tabulated below (Gagne 2006:64):

Stages in learning response chains

Table 2.1

PARTICIPATOR	PROCEDURE	REMARKS
Facilitator	Establishes form and content of chain	Discriminates
Facilitator	Demonstrates each link	Explains
Learner	Learns each link of chain	Verbal prompts
Learner	Repeats sequence in quick succession	Avoids forgetting
Learner	Repeats chain several times	Reinforces
Learner	Masters chain	Satisfaction
Facilitator	Rewards learner for correct chaining	Immediately

The above table shows the stages in learning response chains. In this chain the participator can be the facilitator or the learner. The first responsibility of the facilitator is to establish the form and content. His remarks are discriminate between the form and the content. He further demonstrates each link, and explains at the same time for the learner to gain understanding of the content. The learner begins to learn each link of the chain with verbal prompts. The learner now tries to repeat the sequence in quick succession while trying to avoid forgetting. The learner further repeats the chains for several times to reinforce learning. Lastly the learner masters the chain with satisfaction. After the last step the facilitator immediately rewards the learner for correct mastery of chaining.

- **Verbal association**

Naming is an example of verbal association. In order to be able to name an object such as a cone or cube, the observer must be able to see that object, recognise its shape, and know its name. If these three conditions are met, association is achieved. When unusual objects are experienced or when new concepts are introduced during a learning process, the names

sometimes give a clue as to the nature. The examples drawn from experience act as coding connections and help to give meaning to the new word. This means that prior knowledge that the adult learner already possesses helps to associate with the new experiences during a learning process. Many partially formed verbal chains are stored in the brain ready for recall when the opportunity presents itself so that new chains are more readily learned if the coding cues are strong enough.

- **Multiple discrimination**

Discrimination is the act of discerning that which constitutes a difference between two or more objects. It involves making judgements or observing characteristics. Multiple discrimination learning requires the learner to be able to distinguish objects or words from a very wide variety of items, many of which bear similarities and thus lead to problems of interference. The learner must also be able to identify likeness and differences in objects and to construct chains of words in correct and unambiguous sequence.

It is important for a learner to discriminate between physical characteristics of objects or processes as set out in the following table below:

Discrimination bases on concept knowledge

Table 2.2

FACTOR	CONCEPT KNOWLEDGE
Light/heavy	Relative density
Bright/dim	Luminous intensity
Rough/smooth	Surface finish assessment
Hard/soft	Hardness testing
Wet/dry	Humidity
Hot/cold	Temperature

Colour	Optical spectrum
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The above table indicates that the learner can discriminate between the physical characteristics of objects, for example, knowing the concept relative density, discrimination between light/heavy can be made. Knowing the concept luminous intensity, the learner can discriminate whether bright/dim. Also with the knowledge of optical spectrum, the learner can discriminate the colour.

- **Concept learning**

A concept can be defined as the properties, essential qualities or relationships common to a class of objects. Concepts may relate to concrete things in the real world or to abstract ideas such as beauty, fairness, equality, honesty or justice. Concepts are formed as a result of experiences in the physical environment as well as through verbal communication related to events. The physical environment of a learner might be the centre where the adult learner is. The adult learner might have a lot of experience of numerous concepts gained from childhood, on which the learner has to build. In the classroom when a word is written on the chalkboard, or spoken by the facilitator, a response of some kind will be forthcoming. This is because the words represent real things in the minds of the learners. The response may be in the form of physical behaviour at the mention of a word because the word has signal significance.

- **Principle learning**

Cagne (2006:11) states that a principle is a fundamental truth on which others may be founded and is made up of concepts. The principles learned from verbal chaining may or may not be meaningful. If principles are learned by rote, that is, by repeating or performing without regard to meaning, there might be a possibility that the learners might be able to solve certain problems. Slight changes in the order of wording problems or problems requiring in-depth knowledge of the application of principles will result in the learner giving in or discontinuing with learning. In order to be successful in problem solving, the learner needs to be able to recall the verbal chains in correct sequence to understand individual concepts and to be aware of the relationship between them.

- **Problem solving**

Problem solving is the most complicated form of learning behaviour. It leads to the formation of new principles of a higher order. The learner is required to consider the problem and to organize the knowledge of several principles at one time in order to reach a successful solution. If learners are able to find words to express their thoughts and to talk about fundamental principles bearing on the problem they will be well on the way to solving the problem.

In the above eight classes of learning, each class must be mastered before tackling the next one which is at a higher level.

2.2.1.2 Adults' Learning and Transformation

Children will learn something because someone says they should. Or they will study to avoid failing even though the subject has little interest for them. Attending school, to them it is a form of pressure from parents and guardians. Adults however, will not learn something just because someone says they should. They must have a desire to learn a new skill or to acquire new knowledge. Anonuevo & Mitchell (2003:14) state that radical adult education seeks to equip adult learners to challenge and change what are considered essentially unjust structures. It has always been concerned with issues of citizenship and democracy and it could be styled adult education for change, in that the facilitator does not claim to be neutral, but rather wishes to concentrate on really useful knowledge for empowerment. Thus, the adult is encouraged to seek empowerment.

A large number of problems faced by adults and by individuals are big and extremely complex. They require knowledge, experience, and mature judgment. Typical examples of these problems are making a home, training children, feeding the family, progressing in one's occupation, voting for the best candidates, deciding on political issues, making investments, combatting crime within the community, establishing economic stability, determining the pattern of moral and spiritual behaviour (Kahler, Morgan, Holmes & Bundy 2005:7).

Moon & Jenniferl (2004:6) point out that the approach that a learner takes to learning will considerably affect the quality and impact of the learning. There is a distinction between learners who take a deep approach to learning and those who take a surface approach. Those who take a deep approach set out with the intention of understanding the meaning of the material of learning, making sense of it in terms of what they know already. In this way

they will be more able to work with ideas and interpreting them in practice. On the other hand the surface approach is taken when learners feel that they just need to get the knowledge into their heads, often for a short time. They need the knowledge until the end of the course or where there is a form of assessment to be undergone by the adult learner and not for future purposes.

Adult learners may eventually take to one approach of learning more than to another, but their approach is likely to be influenced by local and environmental factors. Such factors may be influenced by the facilitator or by the demands of assessment. Strategic learners deploy the approach that seems most likely to achieve success.

2.2.1.4 Adults learners and their learning needs

Adult learners are practical in their approach to learning. They want to know how the training is going to help them right now. They are not interested in something that may be of value in 10 years-time. Sometimes, through counselling, adults can be persuaded to learn something for the future, but they will learn better when they can expect immediate benefits. This means that adults want to learn something from each course of training for something which will motivate them to participate in a learning programme. It is important that adults leave a learning situation with the feeling that they have gained something useful for their life experience.

Knowles et al (1998:105) advocates that the purpose of facilitating adult learning is the notion that it is not sufficient for adult education programmes to satisfy the identified learning needs of the individuals, organisations and society. Rather they should seek to help adult learners transform their very way of thinking about themselves and their world. Brookfield (2001:98) refers to this as perspective transformation. He suggests that this can be achieved through the development of competence in critical reflectivity of the individual adult learner. The most significant personal learning adults undertake cannot be specified in advance in terms of objectives to be obtained or behaviours to be performed. Thus significant personal learning might be defined as that learning in which adults come to reflect on their self-image, change their self-concept, question their previously internalised norms, behavioural and moral, and reinterpret their current and past behaviour from a new perspective. Although, ABET learning programmes are provided at Ekurhuleni, adult learners are not motivated to participate in those programmes so that they could reflect on their self-images and change their self-concepts.

The significant personal learning entails fundamental change in learners and leads them to redefine and reinterpret their personal, social and occupational worlds. In the process, adults may come to explore effective cognitive and psychomotor domains that they previously had not perceived as relevant to themselves. It is thus imperative for the ABET facilitators to prompt their learners to consider alternative perspectives on their personal, political, work and social lives. Hence effective facilitation is the most important aspect of this study to ensure that learners are motivated to participate in learning programmes that are provided at Ekurhuleni.

The effectiveness of facilitation methods means that adult learners are challenged to examine their previously held values, beliefs and behaviours and be confronted with the ones that they may not want to consider. According to Tobias (2000:67) the adult facilitator strives to facilitate the development of what has variously been termed perspective transformation, critical thinking and the reconstruction of citizenship. This kind of learning which sets itself the task of democratising the state and the economy, strengthening civil society, and promoting inclusive, reflexive and active citizenship does not always find favour with the state or commerce and industry. It also stands accused of being at risk of ultimately to indoctrinating and pushing learners into social action, thereby denying them their independence and self-agency.

In addition adult learners become impatient with too much theory or background. They respond best if they are taught simply and directly what they want to learn and what will make a difference to their daily lives. Johnston (2003:9) characterises liberal adult education as providing individuals with knowledge which they are free to use as they wish, individually or collectively. Liberal adult education sees itself as neutral and embracing learning for its own sake, for citizenship or for other reasons. It is thus important that adult education provides liberal thinking in the minds of the adult learners so that they can be able to change their lives self-image. The most effective facilitator is the one who can encourage adults to consider rationally and carefully perspectives and interpretations of the world that diverge from those that they already hold, without making these adults feel they are being threatened.

2.2.1.4 Effective participation of adults in learning programmes

Kahler et al (2005:37) point out that adults are not satisfied with theories of learning. They want action towards their learning. They want to practice the skills which will improve their personal or occupational lives. Adults must understand the programme and all facets of it if

they are expected to participate. If they cannot see clearly what the initiators of the programme propose to do and where its activities will lead, any initial interest they had might soon decline. In order that adults participate in learning, they expect the programme to make sense and be useful to them. Time does not permit them to participate in learning experiences which are of no value. Thus they do not tolerate, absent themselves from classes and turn their attention to other activities. It is thus necessary for the facilitator to ensure the following:

- Exhibit a genuine enthusiasm for the values and worthwhileness of the learning programme.
- Guide adult learners clearly in their own thinking on how the subject or activity will help them personally in everyday life or help society as a whole.
- Learners should acquire the essential knowledge related to the topic being studied and should have a clear understanding of its relationships.
- That the body of related knowledge keeps on growing throughout the programme.

Adult learners are interested in programmes within which they see evidence of their own handiwork. Siberman (2005:23) says that research has shown that if adults immediately put into practice what they have learned and continue to use it, learning and retention are much higher. Studies have shown that if adults do not have opportunities to be involved actively in learning, within a year they will forget 50% of what they have learned in a passive way by reading or listening and in two years they will have forgotten 80%. In fact some studies indicate that within 24hours they will have already forgotten 25% more.

Adults can learn by listening and watching, but they will learn better if they are actively involved in the learning process. This explains why adults should be encouraged to discuss a problem, think out a solution and practice a skill. Kahler et al (2005:40) state that the adult facilitator is inclined to look upon knowledge as an essential means to important ends in education rather than as an end in itself. The important ends in education are abilities, skills, understanding, interests, attitudes and ideals, but knowledge is needed to develop all of these. There is so much knowledge available on most subjects that not all of it can possibly

be taught. Selection of relevant subject matter is necessary, which is essential to the realisation of the objectives of the learning programme.

2.2.1.5 Adults learn by solving realistic problems

Adults learn by solving realistic problems and if such problems are not realistic, not true to life, adults will not participate in them. Adults relate their learning to what they already know. If the new knowledge does not fit in with their previous knowledge, they will probably reject or dismiss it. An adult identifies very strongly with his experience. Failure to recognise the importance of experience in adults jeopardises any project in which adults are participating. But in a learning situation it is particularly significant. It is vital for adult learners to participate in educational programmes that are beneficial and related to their life experiences. This will enable them to refer to daily life practice and discover a need to participate in the learning programme as the programme will equip him with the necessary skills to solve the challenges that they might be facing (Knowles et al 1998:110).

An adult's past experience may either help or hinder his learning. It depends on how his experience relates to what is being learned. Often, past experience may hinder learning. Possibly the facilitators' most difficult problem is to change an adults' habitual way of doing his job. Everybody develops a certain style and changing it is extremely hard. The main difficulty in changing an adults' habitual way of doing things is that over the years his experience has reinforced his belief that he is doing things the right way. Whatever success he may have achieved, he attributes to the validity of his methods and their applicability to all conditions. Each victory has reinforced this notion, every defeat is blamed on something else (Kahler et al. 2005:39).

2.2.1.6 Adults learn best in a welcoming environment

Even though the main influences on motivation and learning are within the participants themselves, there are many ways in which the facilitator can help adults become engaged in and persist in learning activities. The effective use of procedures for engaging adult learners depends on how well the facilitator understands their motives for participation and how well the facilitator use the information about the unmet educational needs of the learners (Knox 1996:140).

Heimlich & Norland (2004:90) say that in the teaching-learning exchange, the purpose of the physical environment is to assist in the creation of a positive affective environment, thus enhancing the quality of the total learning experience. The facilitator behaviour is one of the most effective environmental determiners, having the potential to enhance or destroy the environment for learning. It can be a powerful teaching instrument at the disposal of the facilitator, or it can be an undirected and unrecognised influence on the behaviour of both learners and facilitators.

Vos (2008:81) states that a warm environment is important for effective learning to take place. If, however, the environment is too much like a classroom in adult learning, adults will not learn as well as they could. Many adults have unpleasant memories of their school days, others feel they have finished with school and do not want to be reminded of it. And if the environment is too school-like, adults are likely to think the whole situation of learning is childish. They might reject that learning programme. The meeting place should be set up informally as possible.

Another system of thought that has great implications for adult educational practice has to do with influencing the educative quality of total environment, this is important so the adult learners are motivated to participate in learning programmes. Knowles et al (1998:107) say that the quality of learning that takes place in an institution is affected by what kind of the institution it is. This means that an institution is not simply an instrument for providing learning to adults it also provides an environment that either facilitates or inhibits learning.

Adults also respond to a variety of facilitation methods. They learn better if an idea is presented in many ways, that is, when the information reaches them through more than one sensory channel. Of course, the facilitation method will depend on what is being taught and the desired objectives. Knowles' andragogical model to facilitation methods is discussed in the following paragraphs.

2.3 Knowles andragogical model to facilitation

The andragogical approach in teaching and facilitating adults is quite different from teaching children. The climate is informal. Participants share in diagnosing needs, in formulating objectives and in planning. Facilitation is based upon the readiness and needs of participants. The activities that the adult learners will engage in are inclined to be experimental or based upon inquiry. Evaluation is a mutual process involving the facilitator

and the participant. The entire programme involves mutuality, respect for each other, and effective collaborative effort (Laird 1998:123).

The description of andragogy by Knowles et al (1998:35) indicate that adults can and will learn if certain conditions exist. They learn best when they have a strong desire to do so. The skills and technology must be closely related to their individual objectives which are clear and highly desired. Adults make maximum progress in learning when they make an effort to learn. They also learn best when they receive personal satisfaction from what they learn. Knowles et al (1998:41) believe that the andragogical model is based on several assumptions pertaining to the pedagogical model as follows:

2.3.1 Who are adult learners?

Knowles et al (1998:5) identify an adult learner as an individual who performs roles associated by the culture with other adults such as a worker, spouse, parent, soldier, responsible citizen and an individual who perceives himself/ herself to be responsible for his own life. Andragogy and pedagogy refer to the study of teaching, “andra” meaning “man, adults” while “peda” means “child”. He further states that although pedagogy originated with early monks who recorded common characteristics among children who are learning basic facts, it was not until the middle of the 20th century that adult facilitators realized their assumptions about how children learn did not apply to the adults they were teaching.

The difference and a comparison of andragogy and pedagogy shows that in the former early activities need to allow maximum participation by learners so they can invest their experience and values in the learning process (Laird 1998:125). He points out that andragogic facilitators use more questions simply because they are connecting the new knowledge to the existing knowledge, that is, Recognition of Prior Learning (RPL) supporting that adult learners do know a great deal (cf. 2.2). The primary function of the facilitator is to manage or guide andragogic processes and not to manage the content, which is the traditional approach in pedagogy.

Jarvis, Holford & Griffin (1998:49) state that learner-centred education has been and is still very strong in the American Education system. This means that the facilitators must look at learner demographics and predictions, principles of adult learning and characteristics of the adult learner. Facilitators should also look into strategies used when teaching adults and strategies to motivate them. This means that early activities in the learning process allow for a maximum of participation by the learners.

Laird (1998:126) recommends the need for adult learner to be actively involved in establishing the learning objectives. The facilitator, however, must beware of the temptation to let the learners to call the shots where the outcome might be a digression from the original intent and goals of the learning process. But if the learner has developed learning objectives, that learner will actively participate in learning.

2.3.2 Adult learners are different individuals

Knowles et al (2001:154) present a typology of individual differences that impact learning. It incorporates three broad categories of individual differences, *cognitive, personality* and *prior knowledge*. The following table shows the three categories that list individual learner differences. This section will be devoted primarily to the cognitive group of differences because they seem to have a large impact on adult learners and this can be used to motivate the adult to participate on the learning programmes that are provided to them.

Individual Learner Differences

Table 2.3

1.	COGNITIVE
	<p>General Mental Abilities</p> <ul style="list-style-type: none"> • Hierarchical abilities (fluid, crystallised, and spatial) <p>Primary Mental Abilities</p> <ul style="list-style-type: none"> • Products • Operations • Content <p>Cognitive Controls</p> <ul style="list-style-type: none"> • Field dependence/independence • Field articulation • Cognitive tempo • Focal attention • Category width

	<ul style="list-style-type: none"> • Cognitive complexity/simplicity • Strong vs. weak automatisisation <p>Cognitive Styles: Information Gathering</p> <ul style="list-style-type: none"> • Visual/haptic • Visualizer/verbalizer • Levelling/sharpening <p>Cognitive Styles: Information Organizing</p> <ul style="list-style-type: none"> • Serialist/holist • Conceptual style <p>Learning Styles</p> <ul style="list-style-type: none"> • Hill's cognitive style mapping • Kolb's learning styles • Dunn and Dunn learning styles • Grasha-Reichman learning styles • Gregoric learning styles
2.	PERSONALITY
	<p>Personality: Intentional and Engagement Styles</p> <ul style="list-style-type: none"> • Anxiety • Tolerance for unrealistic expectations • Ambiguity tolerance • Frustration tolerance <p>Personality: Expectancy and Incentive Styles</p> <ul style="list-style-type: none"> • Locus of control • Introversion/extroversion • Achievement motivation • Risk taking vs. cautiousness

3.	PRIOR KNOWLEGDE
	Prior Knowledge <ul style="list-style-type: none"> • Prior knowledge and achievement • Structural knowledge

Janassen & Grabowski in Knowles (1998)

The above table outlines how learners differ from each other. The cognitive capability of an adult learner is based on individual mental capacity including intelligence. It also includes the patterns of thinking that control the ways in which an individual processes and reasons about information. The cognitive ability of a learner is characterized by consistencies in information processing that develop in congenial ways around underlying personality trends. They reflect the ways in which learners' process information to make sense out of their world. It is based on ambiguity, anxiety, frustration and how they tolerate them. It is important for the adult facilitator to understand the thinking of each learner. This will enable him to implement his facilitation skills effectively so that the learners can be motivated to participate in the learning programmes.

The personality of an individual adult learner is important as it gives insight to the facilitator about that learner. This will enable the facilitator to know more about the frustrations that the learners might have, thus, enabling him to come up with a strategy to tolerate them. Thus by understanding the personality of the learner, the facilitator will be able to encourage them to participate in learning programmes.

2.3.3 The important perspectives of adult facilitation

According to Knowles et al (1998:84) the adult facilitator has a critical role to play such as in building a personal relationship between himself and the learner. This depends on the facilitator's possessing three attitudinal qualities. These are realness or genuineness, non-possessive caring, trust, and respect, and lastly empathetic understanding and sensitive and precisely accurate listening. If the adult facilitator possesses these qualities, he will be in a position to engage adult learners in meaningful learning that will change the lives of the

adults. As adults are grown-ups, they are faced with day-to-day challenges in this ever changing environment (Rogers: 2009:69).

Knowles et al (1998:85) discuss the guidelines that the facilitator has to consider when he is involved with adult learning. The facilitator has much to do with setting the initial mood or climate of the group or class experience. If his basic philosophy is one of trust in the group and in the individuals who compose the group, then this point of view will be communicated in many subtle ways.

The facilitator helps to elicit and clarify the purposes of the individuals in the class as well as the more general purposes of the group. If he is not fearful of accepting contradictory purposes and conflicting aims, if he is able to permit the individuals a sense of freedom in stating what they would like to do, then he is helping to create a climate of learning.

He relies upon the desire of each student to implement those purposes which have meaning for him as the motivational force behind significant learning. Even if the desire of the learner is to be guided and led by someone else, the facilitator can accept such a need and motive and can either serve as a guide when this is desired or can provide some other means such as a set course of study for the learner whose major desire is to be dependent. And, for the majority of learners, he can help to use a particular individual's own drives and purposes as the moving force behind his learning. The learner's own drives will be discussed in detail when discussing motivational theories below especially intrinsic motivation.

The facilitator endeavours to organise and make easily available the widest possible range of resources for learning. He endeavours to make available information, materials, psychological aid, equipment, trips, audio-visual aids, every conceivable resource which his learners may wish to use for their own enhancement and for the fulfilment of their own purposes.

He regards himself as a flexible resource to be used by the group. He does not downgrade himself as a resource. He makes himself available as a counsellor, lecturer, and advisor, a person with experience in the field. He wishes to be used by individual learners and by the group in ways which seem most meaningful to them in so far as he can be comfortable in operating in the ways they wish.

In responding to wishes expressed in the group, he accepts both the intellectual content and the emotionalised attitudes, endeavouring to give each aspect the approximate degree of emphasis which it has for the individual or the group. He takes the initiative in sharing himself with the group, his feelings as well as his thoughts, in ways which do not demand or

impose but represent simply the personal sharing which learners may take. Thus he is free to express his own feelings in giving feedback to learners, in his reaction to them as individuals, and in sharing his own satisfaction or disappointments (Rogers 2009:164).

Rogers further tabulates the key assumptions of adult learning as follows:

- Adults are motivated to learn as they experience needs and interests that learning will satisfy.
- Adults' orientation to learning is life-centred.
- Experience is the richest source for adult learning.
- Adults have a deep need to be self-directing.
- Individual differences among people increase with age.

With reference to the above assumptions of adult learning, the facilitator, when functioning in his role as the leader and the facilitator of learning, endeavours to recognise and accept his own limitations. He realizes that he can only grant freedom to his learners to the extent that he is comfortable in giving such freedom. He may find himself feeling strongly judgmental and evaluative. When he experiences attitudes which are non-facilitative, he will endeavour to get close to them, to be clearly aware of them, and to state them just as they are within him. Once he has expressed the anger, the judgment, the mistrust, the doubt in others and in himself as something coming from within himself, not as an objective fact of outward reality, he will find the air cleared for a significant interchange between himself and his learners.

They are also there to assist adults to locate individuals and material resources in order that they may complete learning efforts that they as learners, have defined. The adult facilitator should be the one who accepts adult definitions of needs and be involved in creative, unthreatening and satisfying encounter.

Bryson in Brookfield (2001:27) states that the facilitators should assist adults to stand firmly against the winds of doctrine. This means that the facilitator should work with them and help them to acquire a more alert attitude towards their already accepted beliefs.

2.3.4 Facilitation as mediation method

According to Gravette (2001:21) an adult facilitator is the mediator between a learner's current way of thinking and the new learning content. This new content is composed of the body of public knowledge with its accompanying way of thinking and doing what the learner needs to appropriate. With this method the facilitator becomes a co-learner with the adult learner. The facilitator starts by selecting the object of study which he knows better than the learners. When he begins with his facilitation, he will relearn the subject content now with his learners. This means that the facilitator is not a dispenser of knowledge, but a guide, co-explorer while encouraging the adult learners to challenge and investigate new knowledge and experiences. The mediator also assists learners by modelling and demonstrating while gradually decreasing assistance and coaching.

Knowles (2001:130) states that in facilitation by mediation, the facilitator behaves in ways that he or she wants the learners to imitate. He further identifies three kinds of effects from exposing the learner to a model. A **modelling effect** is whereby the adult learner acquires new kinds of response patterns, after being modelled by the facilitator. The second is an **inhibitory or disinhibitory effect**, whereby the adult learner decreases or increases the frequency, latency, or intensity of previously acquired responses. Lastly an **eliciting effect**, whereby the learner merely receives from the model a cue for releasing a response that is, neither new nor inhibited. Modelling occurs when the facilitator shows learners how to listen empathetically to one another by listening empathetically himself. The inhibiting or disinhibiting effect occurs when the facilitator lets the learners know through modelling that it is or is not approved behaviour to express their feelings openly. Thus, the facilitator inhibits or disinhibits the old response.

2.3.5 Fostering the construction of connected knowledge

In this method the significance of linking or connecting the meaningful learning has already been emphasised. Glyn in Gravette (2001:23) supports this method by saying that it implies that learners should be assisted to see how different units of knowledge interrelate. The prior knowledge that the learners possess can be connected to the new knowledge that learners learn in the classroom. This is seen by the fact that learners have a large vocabulary. They

might know the word “irrigation” but only to find that they don’t know how to spell the word and also they might not know the precise meaning of it. The construction of connected knowledge will foster the correct spelling of the word and importantly added to that the meaning of the word.

Participation in adult education programmes that emphasise acquiring education or knowledge is important as in these programmes people might join in or form debating societies, reading clubs, dramatic societies, and many more to learn such skills to grow intellectually or just to satisfy their curiosity.

2.3.6 Building supportive adult education self-help participation

According to Beck (2004:28) scholastic adult education is a process whereby adult learners become involved in adult education and engage in continuous academic activity like research or graduate studies. This is an endeavour that starts with the motivation of individuals to register in an adult education centre and participate in the programmes that will lead to self-help. In such cases adult learners can learn to start their own projects that will alleviate poverty and enable them to start their small businesses from the skills learnt at the adult centre.

Motivation of learners to participate in learning programmes could also be found in self-help programmes. This is regarded as a form of continuing education because it is a continuous learning process. Learners then develop an interest and motivation to continue to learn. Beck (2004:29) continues that these programmes are associated with learning skills to adjust in the environment. The individuals help themselves and adjust by going to continuing adult education centres to obtain skills needed in their community.

The focus of this study is on the effectiveness of facilitation methods to motivate learners to participate in adult learning programmes. The individual might have an interest and talent for a particular activity which can enable him to contribute positively to the community. Dryden & Vos (2005:143) maintain that everyone has a talent to be good at something. The trick is to find that something which one is good at. Everyone can probably perform at least one skill better than ten thousand other people. But talent is not the same as intelligence, knowledge, skill, or specific ability. It is a unique pattern of personality, temperament and behavioural traits that together play a big part in what an individual becomes. Focusing on adult education, it is thus important that an adult learner participate in those skills development

programmes which will enhance his ability and thus contribute positively towards the community.

2.3.7 Audio-Visual Aids in Adult Education

Audio-visual aids are the materials and devices used in learning situations to supplement the written or spoken word in the transmission of knowledge, attitudes, and ideas. The nature and scope of audio-visual aids may be found in the following various types which can be applied in the classroom by the facilitator (Kahler et al 2005:160). These are charts, graphs and diagrams; maps and globes; radio; trips, tours, visits, excursions; TV and video; posters and bulletin boards.

Kahler et al (2005:167) state that effective teaching is dependent upon clear understandings. Spoken and printed words are very useful in most learning situations, but there are some concepts which they cannot transmit as clearly or as completely as can audio-visual aids. Words will not give a person who has never seen water evaporating from a glass or test tube when an experiment is performed. For the learners to get an understanding of what the book says a teaching aid is needed to enhance learning. After the aids have been selected, the facilitator should know how to use them and may follow the outlined procedure to ensure that learners understand the learning content. When selecting the audio-visual aids, the facilitator should consider the following points:

- The material to be presented by means of the audio-visual aid must bear directly upon the programme or project which the learners have under consideration.
- What aid will best do the job that is to be done?
- Planning for the most effective use of the material to be presented by audio-visual means is absolutely necessary.
- Which aid can be used with the least waste of time and cause the least amount of confusion?
- Which aid is best adapted to the learner's interests and comprehension?

Through the use of the above aids, the facilitator can ensure that learners gain understanding of the subjects taught, and that will enhance effective participation of the adult learners in the learning programme.

2.4 Recognition of prior learning and adult basic education

Adults come to a learning situation with prior knowledge. McKay & Northedge (1995:236) state recognition of prior learning (RPL) is a way of recognising what individuals already know and can do. Adults come to a learning situation with the knowledge that they already possess. This can be used for the purpose of awarding a credit on the basis of experience for a qualification, for admission to a course, or for employment and promotion. The facilitator has to be aware of the knowledge that learners possess so that they can build on that knowledge. This will assist him to draw their attention to learning and motivate them to do so.

McKay et al (1998:161) say that RPL refers to all the knowledge and skills that learners may have acquired from any-where outside the formal structure of education. It might have been gained from work experience and or life experience. They further state that in South Africa RPL is seen to have the capacity to:

- contribute to by redressing wrongs and equity by opening up ways for people to obtain qualifications
- enable more people to reach higher levels of qualifications and expertise by recognizing their existing skills and knowledge
- enable adults to have easier access to qualifications by fast-tracking them
- avoid unnecessary duplication of learning
- encourage self-assessment
- assist learners to make judgements about their own knowledge and skills

- reduce the time learners need to spend in training
- recognise competence attained at work
- build learner confidence
- help learners undertake a systematic overview of their past learning.

McKay et al (1998:163) further suggest various ways in which the RPL system can benefit the facilitators so that they better able to motivate learners to participate in learning programmes.

- RPL can enable facilitators to reach new groups of learners without having to re-teach learners who have already achieved learning outcomes.
- RPL can maximise the use of existing resources such as facilitators and classrooms.
- RPL will help to avoid teaching learners what they already know, and knowledge that will never benefit them.
- RPL will help facilitators to place learners correctly at their levels of competency.

RPL will assist the facilitator to provide the relevant learning that adult learners need in their work place as well as in their life experiences. When adults receive learning that arouse their interest they will be motivated to learn.

2.4.1 The learner's self-concept

When adults come to a learning situation, they bring their own self-concept with them such as being responsible for their own decisions, for their own lives. Once they have arrived at this self-concept they develop a deep psychological need to be seen by others and treated by others as being capable of self-direction.

According to Beck (2004:34), adults have a certain behaviour that is affected by many different conditions, to the extent that it is not known by whatever conditions are prevailing at a given time. Their behaviour is perceived differently according to where the cause of a particular behaviour is located. Adults resent and resist situations in which they feel others are imposing their will on them. This resistance and resentment present a serious problem to the facilitator and the learning centre. When the adult learner is faced with the activity labelled *education* or *training*, or any related activity, they harken back to their conditioning during their previous school experience. They put on their dunce hats of dependency, fold their arms, sit back and say, teach me. For effective adult learning, adult must be motivated so that they can think positively about learning and participate effectively in the learning programmes.

The problem occurs when the facilitator assumes that this is where the learners come from and start treating them like children who are at school. This could very well create a conflict within them between their intellectual model and their subconscious psychological need to be self-directed. Rogers (2009:89) says that the way in which most people deal with psychological conflict is to try to flee from the situation causing it, which probably accounts in part for the high drop-out rate in much voluntary adult education. Hence, this study that focuses on the motivation of adults to participate in learning programmes provided for them.

2.4.2 The adult learner's experience

Adults come to the educational activity with both a greater degree experience than young people and experience that is of a different quality. By virtue of simply having lived longer, they have accumulated more experience than they had as a young person. But they have a different kind of experience. This difference in quantity and quality of experience has several consequences for adult education. According to Rogers (2009:91) any group will be more heterogeneous in terms of background, learning style, motivation, needs, interests and goals than a group of young people. Thus the greatest emphasis in adult education is on individualization of facilitation and learning strategies.

There is another more subtle reason for emphasising the utilization of the experience of learners. It has to do with self-identity which is related to self-concepts (cf. 2.2.2). Here the adult learner identifies himself through the experience that he has brought along to a new learning situation. The implication of this fact for adult education is that in any situation in which adults' experience is ignored or devalued, they perceive this as not rejecting just their experience, but rejecting them as persons.

2.5 The emergence of adult education in South Africa

McKay (2007:299) states that the biggest challenge facing South Africa is poverty, particularly in the rural areas and in the informal settlements. This is characterised by poor social and economic conditions, a lack of basic infrastructure and a lack of employment opportunities. Within this context, reducing the level of illiteracy is one of the biggest challenges that South Africa is facing.

Sharma (2003: 4) confirms that it is clear that adult education is concerned with working class adults and aims to provide them with education essential for their adult lives. However, aspects of adult education could be taught to those who are in the process of growing up skills and knowledge that will be relevant to their lives when they reach adulthood.

Educational innovation in South Africa is handicapped by a tradition of syllabus revision rather than one of developing a new curriculum. This can be seen in the constant introduction of new syllabuses. Since the new dispensation in the country in 1994, Outcomes Based Education (OBE) was introduced. Before schools could adapt to it, the New Curriculum Statement (NCS) followed. Soon after that, the Revised National Curriculum Statement (RNCS) followed. At present the new syllabus known as the CAPS has been introduced to be implemented from 2012. Although such drastic changes are happening in the education system of South Africa, the need for thorough going curriculum development in the field of adult education is particularly neglected.

Morphet & Millar (2003:45) state that syllabus, learning material, assessment and examination as well as facilitation methods in adult education all tend at present to reflect or imitate those that operate within the system of schooling. The present system of adult education seeks to pour into the under-educated adult a condensed form of primary school education. For example, how relevant is it for a petrol attendant, who is a married man with a large family to support, to learn the characteristics of animal or plant cell. Will this learning

content help him to understand matters of finance involved in insurance, hire purchase or raising a loan to buy his own house.

As a member of the community, the education that he is seeking must enable him to play a better part in his community. As the focus of this study, this will also motivate him to participate in ABET programmes that are provided and are relevant to his life world. In industrial and commercial contexts too, there is a need for curriculum development directed not only at improving the level of skills but at meeting the need for personal fulfilment and participation in the decision-making process 2004.

According to Nkabinde (1992:98) the rapid economic growth in South Africa together with a shortage trained manpower, has brought the realization that South Africa cannot survive economically without making full use skilled manpower in commerce and industry. Thus, the adult education section under the Department of Education and Training was established in 1975 in order to provide for the socio-educational and cultural needs of black adults.

The research conducted by Cross (2003:5) exhibits remarkable congruence in their conclusion that the typical adult learner is a relatively affluent, well educated, white middle class individual. The research further found that adult learners are young, well-educated workers of moderate income seems not to have changed in twenty years. In this study, emphasis is on the effectiveness of the facilitation methods and the motivation of adult learners to participate in ABET programmes that are provided at the adult education centre.

2.5.1 What is Literacy?

According to the United Nations Educational Scientific and Cultural Organisation (UNESCO) a person is literate if he/she has an understanding of both reading and writing and a short simple account of his everyday life. Literacy also refers to the essential knowledge and skills which enable a person to engage in all those activities in which literacy is required for effective functioning in his group and community (Hutton 2002:10).

Literacy is fundamentally a social activity, primarily participation by an individual in a set of socially organised practices. It is a complex amalgam of psychological, linguistic and social processes. Literacy is a continuum ranging from the first hesitant formation of the letters of one's name to the ability to read and write abstract texts. Literacy standards vary from country to country according to the demands of that country, also according to the resources available for adult education. For example, in the USA someone could be defined as being

functionally illiterate but would pass as literate in a poor country which was struggling to improve very basic literacy levels.

In South Africa literacy is viewed from a different angle. It is based on the premise that it accommodates the standards and the policies of the country. The definitions of literacy are however, complicated by the fact that knowledge of a second language usually English, is as vital for survival and development as the ability to read and write in an African language. The term literacy is often loosely used to include basic competency in English. The literacy classes in South Africa, for example, the SANLI and KHARI GUDE, which will be discussed later in the following paragraphs (cf. 2.5.2), may involve anything from basic skills in reading and writing in a person's mother tongue, to fairly advanced English second language classes where the nature of democracy is discussed (ibid 1992:11).

2.5.2 The UNISA-SANLI Literacy campaign

Sibiya & van Rooyen (2005:480) say that reading and writing skills can lead to one sort of literacy, but functional literacy is broader in its conception. Whereas in the years prior to the arrival of democracy in South Africa, literacy was conceptualised very narrow, it was after 1994 urgent for the government to address the education deficiencies of thousands of black adults who were functionally illiterate. The literacy rate among black South African adults is currently reported at 65%, which implies that there are some 35% of adults who are unable to read and write (South African Institute of Race Relations 2001-2002).

Given such a situation prevailing amongst the citizens of the country, the government declared intention to provide a democratic environment for all citizens. An attempt to ameliorate the high rate of functional illiteracy among blacks in South Africa was begun. Hutton (2002:40) states that in most countries government agencies provide and control most aspects of the provision of literacy. The Department of Education (DoE) embarked on a massive literacy campaign. The overall objective of the campaign was first and foremost to reduce significantly the levels of functional illiteracy among South Africans.

The second objective was to increase the participation of all the people in the social, cultural and economic spheres of society by providing literacy classes to those adults with little or no schooling (DoE 2001). The third objective, which was not clearly stated, was to educate the voters for the 2004 elections, which nevertheless became quite clear. It was hoped that by increasing citizens' functional literacy, the literacy campaign would have a positive effect on the democratic state. One of the key factors not addressed by the government, however,

was the very marked differences in the number of adults who enrolled in the campaign in rural and in urban areas.

Thus the South African government together with the then Minister of Education Professor Kader Asmal, appealed to all stakeholders to support the literacy programme. The British Department for International Development (DFID) funded the programme extensively. Responding to the minister's request, the Institute for Adult Basic Education and Training (ABET) at the University of South Africa (UNISA) established the South African National Literacy Initiative (SANLI) in 2001 until 2004. This initiative was the commitment of the minister of education to breaking up the backlog of illiteracy among adults. The UNISA-SANLI literacy programme focused on providing the basic skills that were relevant to the needs of learners throughout South Africa. Sibiyi & van Rooyen (2005:41) state that initially the programme targeted 75,000 adult learners. However, UNISA-SANLI exceeded these targets.

The aims of the programme as stated by McKay (2007:300) were:

- To reduce by 2004 illiteracy levels in each province by at least 35%.
- To enable the majority of newly literate adults to take up referrals to further education and economic opportunities.
- To ensure that 60% of newly literate adults maintained their skills through keeping contact with and accessing materials in the local resource centres and community development projects.

SANLI targeted to mobilize illiterate adults in order to eradicate illiteracy among the adults. Thus the UNISA SANLI was formed. The partnership aimed at recruiting the adult facilitators for the programme and start by training them. This training focused on equipping the facilitators with the relevant skills and facilitation methods that would motivate adult learners to participate in the learning programme. It is important that the facilitators be trained on the entire management process of adult learning.

The Department of Education (2011:3) reports that the Ministerial Committee on Literacy (MCL) was established by the Minister of Education in February 2006. This MCL had to

develop strategic plans for a mass literacy campaign to enable about 4.7 million illiterates, who had never been to school, to achieve a level of basic literacy. As part of the plan, the projected learner participation in 2008 was targeted at 275 000 learners. This programme was known as KHARI GU DE.

2.5.3 The KHARI GU DE literacy campaign

Khari gu de is the other literacy campaign which is provided by the Department of Education to all illiterate South Africans. The campaign aims at attracting adults to participate in the literacy programme. This is offered in all nine provinces. As the focus of this research study is on the motivation of adult learners to participate in learning programmes, the various reasons why learners are not motivated to participate, will be gone into.

Despite all these projects that aim at attracting adult learners to participate in the programme, many adults are still not literate. It is thus important for educators to use effective facilitation methods that will motivate learners to participate in the learning programmes that are provided for them.

Dean (2009:11) in the Star newspaper said that the large number of illiterate South Africans cannot afford to learn literacy skills if it takes them from their need to put food on their family's table. Many South Africans are still living in poverty because of the lack interest in adult education. Adult learners want ways to change their lives quickly. Literacy alone will not help people move out of poverty. But topics of vital interest to literacy will keep the drop-out rate down. Action projects that improve a learner's livelihood or help resolve local problems will attract more learners to participate in ABET programmes.

2.6 Adult literacy and basic education

According to McKay (2007:285), South Africa has a low level of literacy, which cannot be viewed independently of the apartheid policies that were in place prior to democratization in 1994. ABET is the general conceptual foundation towards the development of lifelong learning. It comprises of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts. The manifestation of ABET can only be seen when adult learners make use of the opportunities of learning by participating in learning programmes.

According to the Parliamentary Monitoring Group PMG (1996), one of the very critical perceptions of education in South Africa including adult education especially on the part of labour unions and business, was that education had little application in life and work, while training meant drilling in routine jobs with no attention to underlying knowledge and values. The concept of ABET is uniquely South African. In the English-speaking world, ABE means Adult Basic Education. In the policy initiatives of the early 1990s South Africa added the T for training. The adoption of ABET was hotly for a time by those who believed in the power of the alternative, non-formal approaches to adult education. Adding the T showed the commitment to the integration of education and training into ABET.

ABET grew out of adult literacy work. The adoption of ABET rather than adult literacy work was the result of a political struggle informed by research. In spite of fine achievements of adult literacy work in the struggle, literacy alone was not considered adequate for real social transformation. ABET was meant to offer an appropriately adult route to a general education aimed at making a significant improvement to the quality of life.

Government statistics show that in 1996, 27% had no schooling at all and that only 41% of the adult population had completed primary school education. According to Statistics South Africa (1996:2), the official data shows that in 2002, only 54% of the adult population had completed some basic education. This gives an indication that South Africa still has large numbers of out-of-school young people who will have a long term need for Adult Basic Education (ABE).

The following figures show the estimated scope of literacy among the adult population. Hutton (2002:89) claims that 45% of adults are illiterate but do not participate in any learning programme. According to the Department of Education (2011:3), the Ministerial Committee of Literacy and the Statistics South Africa census of 1996 and 2001 show that 15.8 million in 2001, and 13,1 million in 1996 were illiterate. Research shows that instead of getting the numbers of illiterates reduced they move up. These are the adults that need motivation to order that they participate in adult learning programmes.

McKay (2007:286) says that these learners have not completed primary school and may be considered in need of compensatory basic education. She further breaks down the percentages into 24% are Africans 10% are Coloureds 7% are Indians and 1% of Whites over the age of 20years. The number of adults who need to be attracted to adult learning is thus rising and not declining (cf. table 2.4).

The pie chart shows 30% of adults are literate. This percentage amounts to 13.1 million adults in 1996 and 15.8 million in 2001. They have full ABET level 4 status. These adults are

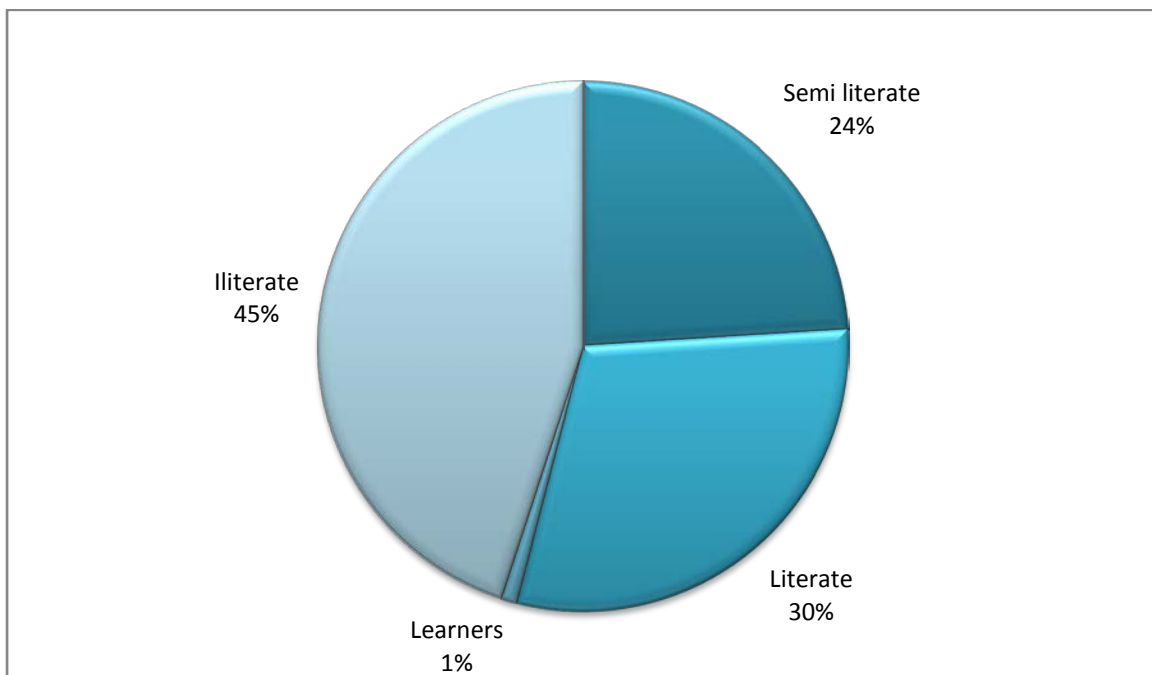
also categorized as having achieved SAQA NQF level 1. But such adults still need to be motivated to be engaged in further adult education so as to be equipped to meet with financial challenges. Their participation in learning programmes will enable them to participate in the economic development of the country.

McKay (2007:288) says that the illiterate group has increased in spite of policy changes and the introduction of compulsory education. This latter-mentioned group, as well as those who have not had any schooling, also reflects the number of South Africans who fall within the scope of ABET. Moreover, South Africa still has large numbers of out of school youth, which will maintain the long-term need for ABE.

The following pie chart shows only 1% of adults are presently participating in learning programmes. These learners will continue with learning and will probably never drop-out, as reflected and discussed in detail in paragraph 2.8. The enrolment of learners in the centre for adult education in Gauteng province is 69%. Before they write their final assessment, 30.77% of these learners drop out. Taking into consideration that they constitute only 1% of black adults, it becomes very important to find out how these learners can be better motivated and at the same time, attract those who are not yet involved in learning.

The scope of literacy in South Africa

Table 2.4



The above pie chart shows that illiteracy rates in South Africa are high and stand at about 45% of the population of over 15 years of age, which shows adults who never went to school. A further 24% are semi-literate. There are 30% of literate adults according to the pie chart. The reflection also shows that only 1% of adults are presently involved in learning.

2.6.1 Adult night schooling movement and early schooling in colonial South Africa

Adult illiteracy has been in existence for decades. Most adults did not receive education because they were working on farms for the all their life. Some served as slaves. Women would often serve as domestic workers whilst the husbands and children worked on the farm. This was the situation until 17 April 1958, when formal schooling made its appearance in South Africa as part of the new order of social relations (Molteno 1990:45).

From the earliest days of schooling, a distinction has to be made between the declared concrete aims of schooling and what was and is intended by those formulating educational policy. It is safe to assume that the colonists' only concern was that the slaves should serve the purpose for which they had been bought, namely to labour for their masters. They would have been able to do so more efficiently if they were taught to understand the language of their masters. The relationship between the slave and the master was one of inequality. The relationship was such that, it was not necessary for the master to know the language of the slave, but it was essential for the slave to learn the language of the master in order to understand the masters' instructions (Molteno 1990:47). The reason for their introduction of formal schooling was to do something for the slaves' intellectual and moral welfare.

Kallaway (1990:203) states that the South African Institute of Race Relations (SAIRR) started a project which was aimed at providing material for adult learners and working out the methods and techniques of facilitating and for training facilitators to improve adult literacy. The slogan with which the literacy method was carried was "Each one teach one and win one for Christ". This was fundamentally different from the radical education of the twenties, both in content and methodology.

2.6.2 Adult Basic Education and Training Policy

Adult Basic Education and Training refers to the provision of education, including basic literacy and numeracy to a level equivalent to the General Certificate of Education to adults who have had little or no formal schooling. According to ANC Education Policy (1995:97)

ABET has a key role to play in the reconstruction and development of the economy and society. The eradication of illiteracy is a precondition for the full democratization of society. The silent and illiterate have a right to a voice, to develop the skills necessary for active participation in, and understanding of, the structures and institutions of broader society.

The policy states that ABET must provide society with the foundation for access to lifelong learning, to enable them to adapt and contribute to the process of social and economic development in a rapidly changing global order. Thus the following principles of ABET policy according to the ANC Education Policy (1995:98) are still imperative:

- The state has the primary responsibility for ensuring the provision of ABET in terms of the right to a basic education which is enshrined in the constitution.
- The provision of ABET must be expanded by building a partnership between the national government and provincial and local governments, employers, organized labour, NGOs, churches, civics, community service organisations and international agencies.
- The provision of ABET must be centrally included in all reconstruction and development projects, in particular, programmes for the unemployed.

As it is important that adult programmes be provided to them as a form of reconstruction and development programme, adult learners must be motivated to participate in these programmes. Their participation assists by addressing the unemployment problem which prevails in the community of Ekurhuleni. It is also important to consider the ABET curriculum and the needs of the learners when providing programmes at the learning centre and then using facilitating methods that motivate adults to participate actively.

2.6.3 Qualifications structure of ABET

According to the ANC Education Policy document (1995:99), there will be nationally certified attainment levels prior to the General Education Certificate (GEC). The attainment certificates provided learners with measurable targets towards the GEC address the needs of and recognise the skills obtained by learners who have specific and limited objectives

such as developing basic literacy and numeracy or job-related functional skills. For those individuals who do not want to obtain the GEC, employers are provided with criteria for assessing the skills of workers. The three attainment levels will be:

- ABET Level One- equivalent to present Grade 3
- ABET Level Two- equivalent to present Grade 5
- ABET Level Three-equivalent to present Grade 7.

Since ABET and school-based General education will lead to a common qualification (the GEC), mechanisms will be required to ensure that articulation and equivalence of the curriculum are achieved in both school and adult learning contexts. A national qualification and accreditation structure for ABET educators will be developed by the South African Qualification Authority (SAQA).

This qualification structure of ABET invites adults to participate in ABET programmes irrespective of their employment status. If the adult is employed he/she will be offered education suitable for his/her work related needs. Even those adults are not part of the working force, they also should be able to participate in the ABET programmes so that they could be empowered according to their different needs as members of a community.

2.6.4 Illiteracy in South Africa

Literacy and Adult Basic Education levels for persons aged 15 and older, from 2011

<i>RACE</i>	<i>NUMBER CAN READ</i>	<i>NUMBER CANNOT READ</i>	<i>PROPORTION CANNOT READ</i>
African	24 098 000	2 463 000	9.3%
Coloured	3 084 000	146 000	4.6%

Indian	99 100	20 000	2.0%
White	3 654 000	-a	N/A
TOTAL ^{bc}	33 550 000	2 633 000	7.6%

- a. *Sample size was too small for reliable estimates*
 - b. *Total includes other and unspecified population groups.*
 - c. *Due to rounding, totals may not add up*
- N/A – Not available*

According to the Department of Education (2001:2) the number of illiterates in South Africa was very high. The previous figures in chapter one indicate illiteracy rates in South Africa which were high and stand at 16% or 4.7 million of the population who never went to school. These figures show that by 2011 there had been decrease since 2002 in actual numbers and percentages of functionally illiterate adults, but they actually show that there are still some problems that need to be address so that these figures can indicate change.

Adults who have never been to school, who cannot read and write are still at 9%, especially to the previously disadvantaged community. This brings a great challenge to the adult centres to focus on the problems that they have in order to motivate learners. Amongst such problems are their facilitation methods, so as to motivate adult learners to participate in adult learning programmes. Adults need motivation that will bring a change in their lives. Adding the proportion totals for the Africans, Coloured, and Indians that cannot read, it goes back to the 2001 census figures.

By 2001 there had been no decrease in the percentage of functionally illiterate adults since 1995/1996. Actually there was an increase in raw numbers. Some 32% of the adult population of about 30% may be regarded as functionally illiterate. Thus the functional

literacy rate amongst the adult population has remained constant at 32% since 1996. There has been a very slight drop in the proportion of illiterates with no schooling but their raw number had increased to 0.5 million.

These figures indicate that there is a great need to motivate adult learners so that they participate in various learning programmes which will enhance their education level and provide a variety of skills for development. This will of course also reduce the number of illiterates in South Africa. Having illustrated the levels of literacy above, it is important to discuss the relationship that exists between the levels of literacy and poverty.

Hutton (2002:13) argues that in the sense that a high infant mortality rate is a symptom and not the cause of poverty, so too is illiteracy an indicator and not the cause of poverty and underdevelopment.

2.6.5 The relationship between levels of literacy and levels of poverty

According to the Presidency (2003:2) in 33% of the population lived in poverty. In the context of poverty, education needs to be coupled with helping people to acquire skills that will enable them to generate a sustainable income. The above paragraph refers to functionally illiterate adults, and those are the adults that need to be motivated to participate in adult programmes that will equip them with the skill that will help them sustain their families.

In Ekurhuleni District, there are various companies that are contributing towards the betterment of the community. Ncube (2011:2) reported in one of the newspaper in Ekurhuleni that a company in Ekurhuleni was offering a developmental programme to the community of Ekurhuleni. In 2010 Adults were invited to a centre to be trained on sewing and knitting skills. The programme could not continue because of the poor response of the community to the programme.

Again South African Pulp and Paper Industry (SAPPI), which is an industry in the East Rand, invited township librarians to come and select books for their libraries with an aim of getting adults to use those books which SAPPI would finance. Books were then taken to those local libraries. When the reporter followed up on the usage of the books, the response was that adults were not motivated to come to the library to use them. This is an indication of how important it is to attract adults to participate in programmes.

McKay (2007:280), states that about 6.8 million people receive social grants. Although the number of grants to those living in poverty is increasing, it is still difficult for the illiterate poor

to access information about what they are. Some of them could not cope with the bureaucracy involved in accessing grants. But, the level of literacy certainly has an influence in determining the level of poverty.

There certainly have been efforts made by the South African Government to try to eradicate illiteracy in the country. The first literacy programme after the inception of the democratic government in South Africa was the UNISA-SANLI literacy campaign, in which the Department of Education was engaged in partnership with UNISA to conduct this programme around the country in all nine provinces.

It is important to discuss the levels of education in South Africa as outlined by the National Qualification Framework (NQF). These levels show the incorporation of adult education in the whole structure of the Department of Education (Government Gazette 2012:9).

2.7 National Qualifications Framework and its implications of curriculum provision

Table 2.6

NATIONAL QUALIFICATIONS FRAMEWORK

LEVEL	SUB-FRAMEWORK AND QUALIFICATION TYPES	
10	DOCTORAL DEGREE DOCTORAL DEGREE (PROFESSIONAL)	*
9	MASTER'S DEGREE MASTER'S DEGREE (PROFESSIONAL)	*
8	BACHELOR HONOURS DEGREE POST GRADUATE DIPLOMA BACHELOR'S DEGREE	*

7	BACHELOR'S DEGREE ADVANCED DIPLOMA	*
6	DIPLOMA ADVANCED CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL6)
5	HIGHER CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL5)
4	NATIONAL CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL 4)
3	INTERMEDIATE CERTIFICATE	OCCUPATIONAL CERTIFICATE LEVEL 3)
2	ELEMENTARY CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL 2)
1	GENERAL CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL 1)

The above structure was drawn up by the South African Qualification Authority (SAQA) in terms of the NQF Act no.67 of 2008.

According to Tight (1996:53), all countries or systems have an established institutional and legal framework which structures the ways in which formal schooling and non-formal schooling, that is, adult education and training are provided. Many organisations which are not designated as educational training institutions are also involved in providing education.

He also maintains that the greater amount of adult learning in its broadest sense takes place outside of all such institutional arrangements. Nevertheless, it remains for the Department of Education to put in place its framework, policies and legislation as guidelines to give direction to the functioning institutions.

In October 1995, the South African Qualifications Authority Act no 58 of 1995 was promulgated to establish the authority, whose main task was to establish the National Qualifications Framework (NQF). By 2001 the NQF was reviewed. After that the 1995 SAQA law was replaced by the National Qualification Framework Act No 67 of 2008. NQF has three sub-frameworks and their Qualifications Councils (QCs) (Government Gazette 2012).

- General and Further Education and Training Qualifications Sub-framework (GFETQSF), contemplated in the General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001), which is developed and managed by Umalusi,
- Higher Education Qualifications Sub-framework (HEQSF), contemplated in the Higher Education Act 1997 (Act 101 of 1997), which is developed and managed by the council on Higher Education (CHE),
- Trade and Occupations Qualifications Sub-framework, commonly known as the Occupational Qualifications Sub-framework (OQSF), contemplated in the skills Development Act, 1998 (Act 97 of 1998), which is developed and managed by the quality Council for Trades and occupations (QCTO).

Education is an essential component of the reconstruction, development and transformation of South African Society (Department of Education 1997:30). ABET provides access to Further and Higher and training in employment. The term ABET subsumes both literacy and post literacy as it seeks to connect literacy with basic general adult education on the one hand and with training to generate income on the other hand. Thus, ABET precedes further education and training. Taking together the ABET and FET components of adult education and training, AET progressively introduces adult learners to a path of life-long learning and development.

The South African Qualification Authority (SAQA) of the level descriptors for the South African National Qualifications Framework 2011 has developed the new ten-level NQF. It served vital educational and social purposes. The act states that the objectives of the NQF are to:

- Create a single integrated national framework for learning achievements:
- Facilitate access to, and mobility and progression within, education, training and career paths:
- Enhance the quality of education and training:
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities.

Department of Education (1997:5) recommends that the NQF ensures that:

- Education and training are brought together. In the past education was seen as an area where knowledge is gained and training as an area where skills are obtained. The NQF will link these areas. This will enable learners to move from one place of learning to another.
- Learning is recognised whether it takes place in a formal or informal setting.
- Learners are able to move between education and working environments.
- Areas of learning are connected to each other to enable learners to build on what they have learned as they move from one learning situation to another.
- Credits and qualifications are easily transferable from one learning situation to another.
- Needs of learners and the nation are addressed and met.

- Qualifications obtained by learners are recognized and accepted.
- Relevant national representative groupings participate fully in the curriculum development process.

The main responsibility of the NQF as stated by Olivier (1998:6) is to deal with the calibration of qualifications, credits and unit standards in order to build a framework which adheres to the following:

- **Integration** of education and training;
- **Relevance** of education and training as a means to achieve other ends and not to be pursued as ends in themselves;
- **Credibility** for industry, service sectors and institutionalised providers of learning;
- **Coherence** and flexibility for moving within and through levels;
- **Standards** for education and training expressed in terms of outcomes;
- **Access** to appropriate levels of education and training for all prospective learners;
- **Articulation** between and within education and training to provide for learners to move between components of the delivery system;
- **Progression** which should permit the progress of learners through the levels of national qualifications via different combinations of the components of the delivery system;
- **Portability** which should provide for learners to transfer credits or qualifications from one learning institution/employer to another and

- **Recognition of prior learning** obtained through formal, non-formal and informal learning and/or experience.

There are 10 levels for qualifications in this NQF structure. At the end of each level learners receive a qualification or a certificate. The end of NQF level 1 is the exit point of compulsory schooling. With ABET learners, the exit is in ABET level 4.

2.7.1 General and Further Education and Training Qualifications Sub-framework (GFETQSF)

The GFETQSF comprises of the further certificate at level 5 on its sub-framework. The Higher Certificate, which is a qualification type at level on the HEQSF is offered at Further Education and Training colleges. Provision is made on the OQSF for an occupational Certificate at level 5.

- senior secondary schools;
- technical colleges;
- FET centres;
- NGOs;
- regional training centres;
- private providers and private colleges;
- private training centres;
- private companies;
- industry training centres;
- community colleges.

These are the learning centres that provide certificates as laid down by SAQA and mentioned in (Olivier 1998:8).

2.7.2 Higher Education Qualifications Sub-framework (HEQSF)

According to the Government gazette (2012:5), the College for Higher Education (CHE) proposed two qualification types, the General and Professional at levels 9 and 10 respectively. The introduction of Professional Master's and Doctoral qualification types does not require the addition of the term General to the familiar academic Master's and Doctorate. The term General is a misnomer and should not be used. By definition such degrees are highly specialized.

Occupational Qualifications Sub-framework (OQSF)

The names of the qualification types proposed by the Quality Council for Trades and Occupations (QCTO) on the OQSF changed. The QCTO proposed the terms National Occupational Qualification for a qualification with 120 credits or more and National Occupational Award for a qualification with 25-119 credits. The title Occupational certificate is simple and appropriate for an occupational qualification type. The credit value of each qualification on the OQSF explained as part of the qualification descriptor.

Occupational qualifications means a qualification associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards and work experience unit standards. There are very few qualifications or part-qualifications have been registered by SAQA on the OQSF beyond level 6.(Government Gazette 2012).

2.8 Enrolment of adults at adult education centres

This study focuses on the motivation of adult learners to participate in learning programmes. Knowles, Holton, & Swanson (2001:187) indicate that it is important to prepare learners for the new knowledge they will receive. They also need to be motivated to participate in learning by making the content meaningful and connected to the learner. It is thus important

for the facilitator to understand the world of the learner, which will enable him to have better understanding and know what learners will like.

The following table reflects the statistics of the enrolment as well as dropout rate in 2010 of ABET learners. The table shows the performance of AET which as mentioned above as this is important in advancing the lives of adults. This table will reflect the key issues and challenges faced by facilitators on how to motivate adult learners so that they don't drop out but continue to participate in adult learning programmes.

Adult Education Enrolment

Table 2.7

AE Enrolment statistics in 2010							
	MALES		FEMALES		TOTALS		
	Entries	Wrote	Entries	Wrote	Entries	Wrote	% Wrote
Western Cape	1194	980	1181	8951	2375	1875	78.95
Limpopo	3338	2419	20162	14607	23500	17026	72.45
Eastern Cape	2257	1611	9437	6829	11694	8440	72.17
Gauteng	4405	3047	6838	4737	11243	7784	69.23
KwaZulu Natal	3255	2065	14458	9781	17713	11846	66.86
Northern Cape	522	322	1524	1029	2046	1352	66.03
North West	2119	1288	5499	3474	7618	4762	62.51
Free State	1420	821	3531	2221	4951	3042	61.44
Mpumalanga	2816	1360	12360	6377	15166	7737	51.02

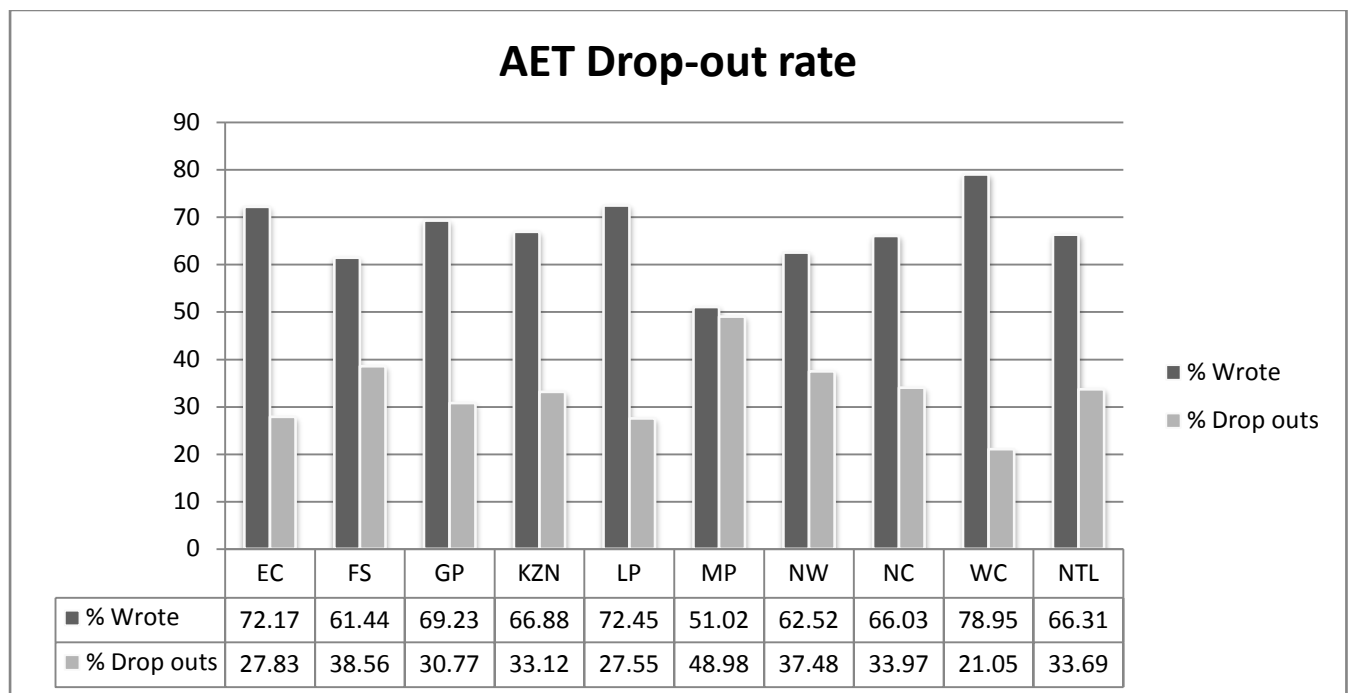
National	21326	13913	74980	49950	96306	63863	66.31
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The above statistics are from the Department of Education (2011) and show the enrolment of adult learners who are registered at ABET centres in various provinces in South Africa. The focus of this study is on learners in Gauteng Province. Where there were 11243 adult learners enrolled at various adult centres. When assessment came, 7784 adult learners wrote which is 69.23%. 3459 adult learners therefore, who did not write, or dropped out, a percentage of 30.77% see bar graph below.

As this study focuses on the effectiveness of the facilitation methods used by facilitators in adult education centres to motivate learners to participate in learning programmes. Attention has to be drawn to all those millions who are not registered anywhere. It is precisely these people who need to be recruited to various programmes that will enable them to fight poverty, as discussed above (cf. 2.6.5).

Drop-out rates of adult learners in 2010

Table 2.8



These statistics are from the Department of Education. The graph shows enrolment and drop-out rates in adult learning centres. This study focuses on the effectiveness of the facilitation methods that can motivate adult learners so that they do not drop out at the rate the above statistics show. The implementation of more effective methods might bring results in positive willingness on the part of the learners.

Challenging the above statistics there are learning models that can be implemented to assist in improving the facilitation methods in adult learning centres. If methods are effective then learners will be motivated to participate in the learning programmes.

2.9 ABET learning theory

Knowles et al (2001:185) describe a learning model that can be used by adult facilitators to motivate learners to participate in learning. They emphasize that facilitators should provide a mental scaffolding through advance organizers and schemata alignment to prepare learners for the new instruction they will receive. This model also provides motivation for the participant understood to want to learn by making the content meaningful and connecting it to the learner.

2.9.1 The Whole Part Whole Learning Theory

The Whole Part Whole (WPW) learning model proposes that there is a natural whole part whole rhythm to learning. The basic WPW learning model is presented in the following table by Knowles et al (2001:189).

ABET learning theory

Table 2.9

WHOLE	PART	LEARNING SEGMENTS
●		Segment 1
	●	Segment 2
	●	Segment 3
	●	Segment 4
●		Segment 5

In the first whole the theory introduces a new content to learners by forming in their minds the organizational framework required to effectively and efficiently absorb the forthcoming concepts into their cognitive capabilities. The supporting cognitive thinking capabilities and component behaviours are then developed in classical behaviouristic style of facilitation found in the part of several parts aspects of the WPW learning theory. After the adult learner has successfully achieved the performance criteria for the individual parts or components within the whole, the facilitator links the parts together thus forming the second whole.

The whole part whole learning experience provides the learner with a complete understanding of the content of various levels of performance and even allows for higher order cognitive development to the levels of improvement and intervention (Knowles et al 2001:190).

2.8.2 The first whole of the Whole Part Whole learning theory

Knowles et al (2001:191) refers to advanced organizers as a technique for helping learners to learn and retrieve information by making it meaningful and familiar. This is accomplished

by introducing the basic concepts of the new material from which the learners are able to organize the more specific information that will follow. In this instance the facilitator should first understand the environment of the learners, then contextualize learning in that environment. Facilitation methods that are implemented should accommodate the prior knowledge of the learner thus allowing new information to link with what the learner already knows (cf. 2.2.1).

Di Vesta in Knowles et al (2001:187) states that the need for advance organizers comes from the psychological principle that previous knowledge and experiences in the learners own mental structures at a given level of development need to relate to the new knowledge received by the learner. These individual structures are called schemata. This means that adult learners have schemata for attending social clubs, family gatherings, cultural rituals and visiting families and relatives. Adult learners need to learn information that will help them assign meaning to their schemata or their mental structures. Therefore, the knowledge associated with each of these activities form the schemata for the activity.

Hilgard & Bower (2001:89) support the fact that creating a basic construct and framework for the learner at the beginning of facilitation is a way to focus the learner and to introduce the new content. The organization of new knowledge should be an essential concern of the facilitator so that the direction from simple to complex, that is, from meaningless parts to meaningful wholes is achieved.

The facilitator should understand the environment of the learner in the classroom. Adult learners find it difficult to understand facilitators who are too abstract for them. As learners possess knowledge, so it becomes important that the facilitator consider their way of life so that their learning should help with their daily life experiences.

Adult facilitators should have an understanding of the differences each individual learner has. Creating a basic construct and framework for a learner at the beginning of facilitation, is a way to focus the learner and to introduce the content. Knowles et al (2001:188) support the idea that the organization of knowledge should be an essential concern of the facilitator so that the direction from simple to complex is not from arbitrary, meaningless parts to meaningful wholes, but instead from simplified wholes to more complex wholes. The organization of knowledge in the beginning stages of instruction also serves the even larger purpose of memory retention and retrieval upon completion of facilitation.

2.9.3 The second whole of the Whole Part Whole learning theory

In the WPW learning theory, the second is considered the major component, even though in any system each element within the system is critical to the success of the system. Knowles et al (2001:198) support this idea by a saying based on Gestalt psychology, namely whole is greater than the sum of the parts. It is here in the second whole that complete understanding of the content occurs. The second whole links the individual parts back together to form the complete whole. It is not the mastery of each individual part of facilitation that is important but the relationship between those parts through the second whole that provides the learner with the complete understanding of the content.

Louw and Edwards (2004:21) compares the whole to gestalt, which is translated as a form, figure or whole. The gestalt psychologist pronounced themselves to be against the breaking up of a conscious process into elements. This means that human behaviour cannot be fragmented. The most important quality of human behaviour is precisely its wholeness and underlying unity. This also means that meaningful and structured whole of human behaviour develops from the separate elements out of which the whole is composed.

Even though the whole is greater than the sum of the parts, however, meaningful learning can be achieved by the relating and bringing together all the fragmented elements of the learning process. It is the adult facilitator who ensures that learners are assigning meaning to their learning content. They then understand the various aspects of the learning content for future reference. That is, the content learnt during a learning process should be useful in the life experience as adults. Thus, the segments are brought together to form one whole (see table 2.9).

If the facilitator does not bring the segments together during the learning process, the learner will be left with an unorganized final whole and left with the difficult task of organizing those parts into a whole on their own for the new knowledge to become useful. If this happens learners drop out during the learning process and are not motivated to continue learning (cf. 2.2.1.4).

Such learners experience difficulty in learning. Knowles et al (2001:289) support the idea that the learning segments should be organised by the facilitator, thus aiding the learner in a comprehensive recall of learning material. The facilitator can support learners during learning by incorporating active learning into the second whole, whereby learners take a participative role rather than a passive role. This process will allow learners to enjoy their learning and be motivated to learn.

2.10 RELATING LEARNING, FACILITATION AND MOTIVATION

Gouws et al (2008:71) defines motivation as a term that comes from Latin word “movere” which refers to the energy or impetus behind movement. Mwamwenda (2004:181) defines motivation as an energiser or a driving force, a desire or an urge that causes an individual to engage in certain behaviour. Motivation is something that is innate within an individual. Such inner forces are referred to as drives or the attempt on the part of the individual to satisfy his or her needs and to establish and maintain a state of equilibrium.

Rogers (2009:78) states that motivation is the major factor in addressing a person’s willingness to do something. It is a cognitive persistence, the drive, tendency or desire to undertake or complete a task and expend effort. Motivation to learn increases as an individual realizes that a gap exists between his or her current level of knowledge and the desired level. If adult learners are motivated, they realize that learning is fun because closing the gap is pleasurable.

Motivation is the reason why individuals behave, think and feel the way they do. It is a process that influences the direction, persistence, and vigour of goal-directed behaviour (Santrock 2003:96). He further states that motivation has two components, movement, which implies action. The other purpose which determines the direction of the movement, can also be viewed as a situational and temporary state. This means that the extent to which motivation is or is not stimulated depends on the nature of the environment, whether it is exciting or dull.

Whether adults perceive a lesson as interesting or dull and boring will depend on how the facilitator presents it. This means that the facilitator has considerable influence in situations of temporary motivation, which he or she can influence through the learning material he or she uses and the methods adopted in communicating the information. The learning content, as well as the topics he chooses. Mwamwenda (2004:182) sees motivation as a trait, also as a role to play in that a facilitator influences his learners’ attitudes towards learning and other aspects of life. This will raise their educational and occupational aspirations, and build on their self-concept.

Gouws et al (2008:71) say that motivation is always linked to an objective. It can be represented as follows:

The relationship between motivation and objectives

Table 2.10

Unsatisfied need:

For example,

Living a better life



Drive:

For example,

getting training

for a certain skill

Goal:

Goal achieved by

earning better salary

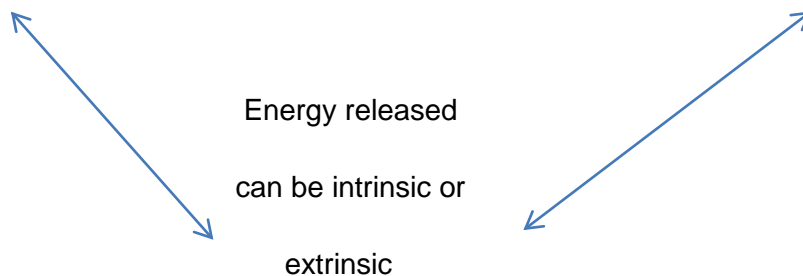


Behaviour/actions

For example,

participating in learning

programmes.



The above figure represents a schematic model of motivation. It shows that an adult may have a need to achieve his or her goals. The unsatisfied goal might be to live better a life, as unsatisfied goal. This anticipated goal can be achieved by earning a better salary so as to afford a better living. There is a drive towards achieving this goal. This person has to be trained for a certain skill that will enable him/her to achieve the desired goal.

Most adults are not motivated to participate in programmes that will equip them with the necessary skills which will enable them to achieve their goals. The behaviour or action which is expected from adults to achieve the desired goals is to participate in the learning programmes. The facilitators are also expected to motivate these learners to participate.

There are a great variety of stimuli that make adults want to learn and perform. For some adults, it is self-satisfaction and a job-well-done feeling an intrinsic desire for success and

competence. Motivation can be rewards like money, or defined as the extrinsic motivation of an outside stimulus. Humans actively seek uncertain situations where they can solve problems, and the limit of curiosity is one's ability to resolve uncertainty.

Curiosity, goal setting choice and facilitator enthusiasm influence adults to learn and perform. Wlodkowski (1999:8) states that adult facilitation becomes motivating when it provides for good verbal expressions human beings process a natural curiosity about their environment and seek challenges, competency and mastery. Taking advantage of these natural motivators during facilitation will make the process of facilitation more motivating.

2.11 MOTIVATION AND MOTIVATIONAL THEORIES

Motivation is conceptualised either as a disposition, as energy and direction, as something instigated by goals based on needs or as a process governing choices. And seen as something residing primarily within the individual, and therefore, possible to study by focusing on the individual learner, and what motivates him/her to participate in learning programmes with specific goals (Vroom 1995:7).

Adult motivation to participate in learning programmes is of immediate interest to this study as lifelong learning could be considered as a solution to the existing challenges of poverty and unemployment facing communities in South Africa. Ahl (2006:20) maintains that individuals are innately motivated to learn, and concludes that motivational problems result from various dispositional, situational and structural impediments. A variety of literature concerning motivation and adult education outline different views on how to motivate adults to participate in learning programmes.

Porter, Bigley & Steers (2003:7) emphasised that motivation is what energises human behaviour, what directs or channels such behaviour and also how this behaviour is maintained or even sustained. There are various contributory factors that would direct an individual adult learner to choose certain behaviour. However, there are barriers that prohibit adults from participating in programmes that would assist him to overcome challenges and satisfy his needs. Landsberg, Kruger & Swart (2011:29) state that a barrier is an obstacle or circumstance that keeps people or things apart, it prevents communication and bars access to advancement. Applied to the social scene in South Africa, barriers force facilitators, educators and education policy makers to take cognisance of the changing social issues that impact on successful learning and teaching in the country.

Adult learners participate in learning programmes for various reasons. One reason according to Rogers (2008:7) is social status. They learn in order to gain a status in their community. They want to be recognized as particular people. Some adult participate for **symbolic reasons**. Such adults have two different views of the world around them. They say that there is the literate world and the illiterate world.

Actually, in some contexts, those who believe in the literate are the minority but nevertheless they are very dominant. There are few people who belong to this group, although they dominate the world because of their literate status. The other view is that of the illiterate group. This is an inferior group, ignorance and powerless. In most cases they are underdeveloped. These are the adults whom Rogers says will never be cheated when they become literate. He further says one of the challenges of being illiterate is not being able to use medicine properly as you cannot read the directions for use.

There is a group of adults who participate in learning programmes in order to do one class after another from one class another other. They feel that other people, especially the literate group regard them with scorn because they cannot engage in textual communication. They try to hide their non-literacy.

This group of adults participates in learning because to them it is a badge which will identify them as belonging to a particular group, it has a symbolic value. For these learners motivation to learning sometimes tends to be relatively low. They have no clearly defined milestones to help them through. There are no stages by which they can measure their progress towards their final goal because they only want to belong to a certain class, which means that they participate in learning programmes in order to belong. However, Martin (1999:38) state that motivation to learn is driven by multiple factors for these learners a sense of belonging is what motivates them to learn.

According to Rogers (2008:7), other adults participate in learning programmes for **instrumental reasons**. They participate in programmes because they want to use literacy as a tool for various reasons. Some want to be able to read a Bible or newspapers. But most of them do not want to read the entire newspaper, but only specific sections, like the sports section. This will enable them to participate in discussions and conversations with friends about sports in general. Some adults would want to read hymn number or the page number of a hymn book.

Adults use learning as a tool to enable them to do things for themselves, like filling in forms. This might be for various reasons like a loan, grant application, post office money forms, etc. Basic literacy might not equip learners to complete forms by writing letters in the spaces, but

continuous learning might equip adults with such skills. Some adults participate in a learning programme to be able to keep records of accounts for their small businesses such as a taxi business. Adults might want to count the number of trips per day so as to calculate the money to be collected per trip, add the totals for the day, keep records of journeys, and receipts, counting cash and maintaining the vehicles.

Being able to understand safety and health notices is most essential. Adults might want to be able to read how to adhere to safety rules and regulations, even at their workplace. They might be motivated to participate if they see the work of the literacy learning programme as directly helping them with their desired need to be literate. They might learn much more slowly when what they are learning does not seem to contribute to the task they have chosen. They might be viewed as drop-outs because they stop attending literacy classes after gaining the basic skills they wanted. If they know how to sign a document, and other people can see that they can sign, they don't see any need to continue participating in learning because their basic needs have been met. They feel that it is a burdensome chore to carry on learning and this keeps them away from other activities which they regard as important.

Adult learners participate in learning literacy skills for the **opportunities** the course will provide subsequently. Rogers (2008:8) says that in various parts of the world adults see clearly that the completion of a literacy programme in the dominant language would help to obtain paid employment or get promotion at work. In South Africa there are many diseases that infect and affect many people, mostly in underdeveloped communities. Adult literacy becomes a need for adults who wish to participate as Community Health Volunteers. They conduct door to door advice to the community on how to take medication for specific diseases like AIDS and tuberculosis, which is a highly infectious disease. Literacy will afford adults with an opportunity to assist many people by bringing about an awareness of such diseases.

The motivation of such adults might be low because they can only participate in Community Health Volunteer programme after the course. This means that their goals seem far away. Keeping them going through the whole of the course and providing them with milestones which they feel are relevant to their own aspirations will be difficult.

The last motivation for adults to participate in learning programmes according to Rogers (2008:9) is that, **it provides access to further learning**. Adult learners hope to get an opportunity to be admitted to Further Education and Training colleges (FET). As the SAQA framework discussed above in paragraph 2.7 shows, education starts at ABET level 1 and goes to ABET level 4. After the attainment of an ABET level 4 certificate, the adult learner

can boast the necessary skills which may provide opportunities for promotion at work or to start their own small business.

Motivation is a concept that helps explain why people think and behave as they do. Martin (2000:42) states that motivation is important for education for the following reasons:

- A motivated person will surpass an unmotivated person in performance and outcomes.
- Basically, when there is no motivation to learn, there is no learning.
- Instruction with motivated learners can be joyful and exciting.
- Learners who leave the educational environment feeling motivated are more likely to have a future interest in what they learned and are more likely to use what they have learned.
- Outstanding effort can be limited by the learner's ability or by the quality of instruction.
- One of the most commonly measured indicators of motivation is persistence, and when this exists, people work longer and with more intensity.

People's participation in learning programmes and activities is the result of motivation, and their motivation depends upon their different needs.

2.11.1 The inner needs

It is important to discuss why some adults become involved and interested in their studies and why they continue in a particular academic discipline. One might ask why some athletes become engaged in their sport, persist at practice, and seek competition against others. Why do not adults participate in learning and persist in participating and engagement in learning, acquiring skills that will help them to change their lives and make impact at their work place? Answering such questions requires consideration of the processes underlying intrinsic and extrinsic motivation, and the motivation to be engaged in an activity for the value inherent in

doing it. The answers might also be common sense analysis, that is, people study so hard because they have the self-esteem.

There might be various answers to the above questions on how adults get motivated to be engaged in studying or participation in learning programmes. A good theory is the best sources to investigate how to motivate adult learners to participate in learning programmes. Kahler et al (2005:21) state that behaviour can be guided through several processes that vary in the degree of attention required. They further draw an important distinction between goals that are suggested or implied externally and the goals that are actually adopted by an individual in a particular situation.

Rogers (2008:6) states that in order to enable adult learning programme to be effective, it must be based on felt needs of the learners. It is important to identify what level literacy learners aspire to and what their intentions are in order to assist to achieve those desired intentions. It is difficult to get a non-literate adult to feel inadequate, to help them to come to appreciate why they must learn and how their lives are blighted by being illiterate. Rogers further states that adults need to realise and appreciate how in the modern world they need to become like the literate population if they are to succeed. Illiteracy always confines the adults with no-development. It stands to reason that literacy is the key to health, wealth and happiness.

2.11.1.1 The need to learn

Mwamwenda (2004:180) advocates that our needs serve as a source of motivation. Behaviour develops as a result of interaction between needs and the environment. The environment can either facilitate or be a barrier to satisfying of a need. An example can be an adult who has a need to change his life experience or his performance at work than that need will motivate him to participate in adult learning so as to satisfy his need.

O'Connor (2002:285) states that motivation to achievement can manifest itself as an attitude of competitiveness and willingness to take certain risks. Whether learners engage in learning tasks for intrinsic or extrinsic reasons affects the kind of academic goals they willingly pursue. With goals related to learner motivation, a distinction can be made between performance goals and learning goals. A learning goal is a goal through which a learner seeks to increase his competence. It reflects a challenge-seeking and mastery-oriented approach. The learner might be pursuing performance goals for favourable gain, which might

be to gain positive recognition within the community. The adult learner might even gain a leadership position or even better employment.

2.11.1.2 Hierarchy of needs

Maslow advanced a theory of human needs referred to as the hierarchy of needs. In his theory he points out that some needs particularly physiological needs, are basic to others. It follows that such must be satisfied before higher needs can be felt and fulfilled. Each person strives more persistently towards some goals than others. If such goals are ranked in order of importance there is a hierarchy of motives with the more important goals nearer the top. The establishment of goal hierarchies can be considered as a process in setting priorities for goals. According to Maslow's view of motivation, physiological needs are the strongest, the most demanding of satisfaction (Mwamwenda 2004:186).

Beck (2004:400) states that Maslow's need hierarchy theory stratifies needs from the most biologically basic to the most psychologically ethereal. For example, the first are the physiological needs such as food, water, sleep. Then there is the need for safety and security, the need to avoid or escape danger and to be secure and protected. These are the deficiency needs which must be at least partially satisfied before a person can be motivated to pursue the satisfaction of higher level needs. This is followed by the need to be loved and to belong, to have friends, to be part of a group and to belong to a family. Next there is the need for self-esteem, which is the need to have the respect, confidence and admiration of others and to gain self-confidence and self-respect.

The higher level needs which, when satisfied, enable the person to grow psychologically, are called growth needs. As growth needs become satisfied, a person is able to fulfil his personal potential and achieve self-actualisation. Mwamwenda (2004:186) highlights that when a person has gained self-actualisation in knowing and understanding and deriving satisfaction from being sensitive to the beauty of human beings, their accomplishments and their natural environment will be enhanced.

Although motivation is important to adults for their participation in learning programmes, it is also imperative to discuss a good theory that will enhance adult motivation.

2.11.1.3 A “Good” Theory

A theory according to Reeve (2009:20) is a set of variables and the relationships that are assumed to exist among those variables. This study focuses on various theories that are imperative to motivate adults to participate in learning programmes. Theories provide a conceptual framework for interpreting behavioural observation and they function as intellectual bridges to link motivational questions and problems with satisfying answers and solutions.

One might wonder what motivates an individual to study hard and for long. To generate an answer for it, one might begin with a common sense analysis. A possible answer to the question might be that a particular individual studies hard because he/she has very high self-esteem. One might say he is highly motivated to study. It would be useful to investigate a number of theories as most theories are fine and informative sources for helping to find answers to motivational questions, but a good theory is the best. A good theory can assist in determining how an individual adult learner could be motivated to participate in adult education.

2.11.2 The drive theory of motivation

The drive theory was first introduced by Woodworth in 1918. According to Petri (2009:20), a drive theory proposes that motivated behaviour is a response to changing bodily needs that are acted upon by finding in the environment what would reduce the drive. Drives motivate whatever behaviour is instrumental to servicing the body's needs like eating and drinking. The drive theory reached its zenith popularity with the publications of Clark Hull and Sigmund Freud, which are discussed below.

2.11.2.1 Freud's Drive Theory of Motivation

Reeve (2009:30) states that Sigmund Freud was one of the first theorists who believed that all behaviour was motivated and that the purpose of behaviour was to serve the satisfaction of needs. Freud's description of motivation used the concept of psychic energy. He likened it to stimulation or excitation of the nervous system, at other times he likened it to a hydraulic system for the storage and flow of energy.

Freud believed that psychic energy accumulates in personality structure called the id. These forces operate on the individual at a constant pressure that, unlike external pressures,

cannot be escaped. Psychic energy builds up when some need exists. The concept need, according to Freud, connects the moving force to changes in bodily functions. Each energy build up upsets the stability of the nervous system and produces psychological discomfort. If the energy built up rises unchecked, it could threaten physical and psychological health (Reeve 2009:31). If psychic energy builds up, which might be related to advancement of a particular the particular individual at work, it can stimulate the individual to participate in learning programmes.

Petri (2009:135) argues that in Freud's theory of constancy, the nervous system functions to eliminate or reduce stimuli that impinge on it. He further states that the reduction of stimulation was pleasurable while an increase in stimulation were not. Being hungry increases psychic energy and is not pleasurable eating well is pleasurable because it reduces the psychic energy.

Petri further distinguishes four characteristics of Freud's drive theory. He says that there is **pressure, aim, objective and source**. He says pressure is the strength of the force, and the stronger the force, the more motivated the behavior. The aim of motivational force is satisfaction which is obtained by removing or reducing stimulation. If reduction of stimulation is incomplete, the force will be only partly satisfied. The object of the moving force, which may be either internal or external to the individual, is the means through which the force is satisfied. The following paragraph discusses the second major drive theory by Clark Hull.

2.11.2.2 Hull's Drive Theory of Motivation

Reeve (2009:30) postulates that for Hull drive is a pooled energy source composed of all current bodily deficits or disturbances. A drive pushes an individual towards particular satisfying needs that constitute a total bodily need, for example, food water shelter and so forth. Hull's theory dominated both learning and motivational thought. Although Hull's theory cannot explain everything we know about motivated behaviour, it is nevertheless important both because it exemplifies one type of motivational theorising and because it generated other less comprehensive approaches that are still important.

Hull's motivational drive had one outstanding feature that no motivation theory before it had ever possessed. This feature is that motivation could be predicted before it occurred. His theory was basically a survival model. His approach assumed that motivation developed to meet the organic needs of the organism because such a system gives an individual an advantage in the struggle to survive.

Although a drive energises behaviour, it does not direct that behaviour. Drives arise from bodily disturbances including hunger, thirst, pain, air deprivation, temperature etc. This deprivation will motivate or drive a particular behaviour to take place so as to satisfy the desired need. That is why a drive is an energiser and not a guide. Behaviour-guiding habits come from learning, and learning occurs as a consequence of reinforcement. Hull argues that if a response was followed quickly by a reduction in drive, learning occurs and habit is reinforced (Reeve 2009:31).

Petri (2009:142) developed a formula that expresses how the strength of behaviour is related to learning and motivation. This formula says that the strength of behaviour depends upon both the strength of the learned response in the situation and the strength of drive. The relationship between learned response and the strength of the drive is multiplicative. The multiplication of habit by drive is an important assumption because it indicates that behaviour is a function of three variables. Woodworth's drive theory will be discussed in the following paragraph.

2.11.2.3 Woodworth's Drive Theory of Motivation

Petri (2009:140) says that Woodworth is one of the earliest theorists to make a clear distinction between the mechanisms of behaviour and the forces or drives that propel those mechanisms. The concern with this theory is how a certain behaviour is performed and the drive that why is that particular behaviour performed. Woodworth argued that different drives underlie different behaviours. For example, a hunger drive motivates the getting of food and the knowledge drive motivates reading and learning.

Woodworth in Petri (2009:140) believes that all behaviour is motivated. Without drives, there is no power directed to the mechanism to make it perform. Drives are activated by needs that result from some organic state of deficiency but not all needs lead to behaviour, and not all behaviour is the result of bodily needs. The Woodworth's drive theory assumes that incentives can also arouse drives. According to Woodworth drive has three characteristics, namely, **intensity, direction and persistence**. These characteristics will be discussed in the following paragraphs:

- **Intensity motivation**

Petri (2009:141) explains that the intensity characteristic in the Woodworth's drive theory refers to the fact that drive can activate properties. Activation of behaviour by drives can vary from a low level, as in dreaming, to high levels associated with anger or fear. Woodworth believes that high levels of drive are in fact accompanied by emotion. Intensity drive implies that when a drive exists the organism becomes sensitized so that it responds to previously unnoticed stimuli. The presence of drive leads to a general, physical, non-activation of diffuse and random muscle activity.

- **Direction motivation**

Direction is the second characteristic of Woodworth's drive theory. He believed that drive has directionality. Drives were seen as leading to either approach or avoidance behaviour. Drive sensitises the organism to the particular stimuli important for the motive and determines selectivity. Petri (2009:141) states that Woodworth postulated several types of drives. But he says each drive has a different motive. Then this motive makes directionality more possible. He further says it is only the hunger drive that motivates the organism to perform behaviour associated with trying to get food. This means that the specific directions taken by behaviours are learned.

- **Persistence motivation**

This is the third characteristic of the Woodworth drive. Petri (2009:142) maintains that persistence drive acts not only to channel behaviour along particular lines but also to continue the behaviour until the difference between the existing and preferred situations is reduced. The persistence drive an individual on task until the conditions leading to the drive state are eliminated. It is the persistence of behaviour that causes an individual to authorise the existence of motives. The idea that behaviour persists implies that something is keeping it active.

2.11.3 Self-determination theory

Reeve et al (2004:147) explain that self-determination denotes engagement. It refers to the behavioural intensity and emotional quality of a person's active involvement and participation

during a task. It is also a broad construct that reflects a person's enthusiastic participation and subsumes many interrelated expressions of motivation, such as intrinsically motivated behaviour, self-determined extrinsic motivation and mastery motivation. In an adult learning situation, engagement of the adult learner is important because it functions as a behavioural pathway by which adult learner motivational processes contributes to their subsequent learning and development.

Engagement in learning predicts learner achievement and eventual completion of the learning programme as opposed to dropping out, this problem is discussed above (cf 2.8). Further engagement is important because facilitators rely on it as an observable indicator of their learners' underlying motivation during facilitation. It is also important because it predicts important learning outcomes such as participation, learning and development.

There are several motivation theories that provide insight in to how facilitator's motivating styles affect learners' engagement. Reeve et al (2004:148) state that according to the self-determination theory, a facilitator's motivating style towards learners can be conceptualised along a continuum that ranges from highly controlling to highly autonomy supportive.

Simpson (2008:159) say that a theory without practice is sterile, practice without theory is blind. This study focuses on how to motivate adult learners to participate in learning. There appears to be little theory on learner support and motivation. However, there have been programmes for adults, but learners are not motivated enough to complete such programmes. Adults do enrol but many drop-out before completing the course.

Adult facilitators argue that adult motivation is not only a necessary condition for success, but is also a sufficient one. A learner who is fully motivated will overcome barriers of situation and time, find ways of developing appropriate skills and be able deal with the stress of study with very little extra external support. This means that the self-determination of a particular learner will motivate him to learn.

Vansteenkiste (2004:4) states that the self-determination theory emphasises the role of autonomous study motivation. Autonomy implies that adult learners motivation depends on the having some freedom in their study behaviour. They are self-determined to participate in learning programmes. This freedom is promoted by choice, participation in the processes of learning and recognition of the learners' feelings, both positive and negative. But autonomous study motivation is contradicted by the deadlines and surveillance. By deadlines, is meant some adult programmes like the KHARI GUDE project discussed above, (cf 2.5.3), has specific deadlines. As the programme is scheduled to run for six months, a deadline exists for all learners to complete it. They are also continuously assessed in the

form of a portfolio which is handed in at the end. Self-determination will allow adult learners to be engaged in learning and be motivated to continue learning.

Crooks (2005:7) also supports this idea by saying that there seems to be little recognition by the facilitators where learners may sometimes experience anxiety, hopelessness, boredom, disappointment and anger. He further suggests that strategies may be needed to help learners overcome such feelings. Crooks' argument is that adult learners are not receiving any appreciation for participating in learning.

2.11.4 The self-discrepancy theory of motivation

According to Franken (1998:404) the self-discrepancy theory of motivation describes the discrepancy between the actual self, which represents the attributes of a person and the ideal self, which represents the hopes, wishes and aspirations of the person. In this theory the ideal self is viewed as a self-guide as it gives direction. It is also the source of an effect: living up to an ideal can be a positive effect. For example, if an adult applies for a promotional post advertised and gets a positive effect will be self-satisfaction.

Franken (1998:404) further states that the failure to live up to an ideal, can be a source of negative effect. This means that if the person who has applied for a promotional position does not secure the position, a negative effect will prevail.

This theory of motivation suggests that there is a single core self and a single ideal self. The possible selves that we construct for ourselves create motivation and are therefore a basis for change. The manner in which we perceive ourselves, determines the manner in which we are open to change. The possible selves are closely linked to self-concept. Change will also depend on what an individual thinks he might become or achieve. According to this theory, he might ask himself whether he has a skill or ability to do something, whether he is willing to make the effort and persist, or willing to give up other activities. Hence, Franken (1998:405) states that individuals do not arbitrarily pull possible selves out of the air rather create them from information contained in the self.

The self-discrepancy theory, according to Higgins (2000:242) applies when people experience dejection-related emotions, such as disappointment, dissatisfaction or sadness when they fail to attain their hopes or ideals, or when they experience agitation-related emotion, such as feeling uneasy, threatened or afraid when they fail to meet their obligations or responsibilities. As most learners are from the working community, they have many challenges at work as well as at home. As these adults become aware of their abilities and

talents, they develop an enduring sensitivity to tasks in which those abilities or talents might be relevant.

Franken (1998:405) upholds the idea that this theory also relates to sociocultural and historical information. Such information can be both liberal and limiting. If a learner comes from a poor background, like most of the learners from Ekurhuleni District, meets someone with a similar background who became a president of the country, that learner might realise, and be encouraged that despite his background, he does not have to set limits to his goals. Not even if anyone in his family has never achieved success, but he must never set limits to himself because he might achieve his goals.

2. 11.4.1 Implicit Self-discrepancy Theories

Franken (1998:406) maintains that implicit theories are self-theories, which in turn suggests that every person develops an implicit theory of reality. This means that people have certain beliefs and ideas about the relationship between themselves and the world around them. Some people might believe that because they live in a bad world where many bad things are happening around them, they cannot control most of them. Some people on the other hand might believe that the world is good to them, so good and positive things are happening to them thus they feel they have control over the world.

Franken further distinguishes amongst three prototypes of how people conceptualise the world and how those concepts motivate their future goals. The three prototypes are discussed below:

2.11.4.2 The world as threatening or malevolent

Franken (1998:407) explains this type of person as one who sees or views the world as threatening or malevolent to them. When these people wake up in the morning, they think of the challenges that face them. They see failure ahead of them. They see themselves facing very difficult situations that will be stressful. They become prepared to fight bad things or flee from them. Some would experience high blood pressure because of threatening situations. Some would even think that in the world where they live, the best defence is offence, without realising where offence will lead them to.

Such people have a negative view of the world and likely to develop a pessimistic survival strategy. They tend to have a disposition towards negative affectivity. This means that all

their experiences are focused around deprivation and defeat. They are anxious, fearful, unhappy and distressed. Watson and Clark (1984:466) support this by stating that a wide variety of personality scales that measure traits such as anxiety, neuroticism, repression-sensitisation, ego strength and general maladjustment appear to measure the same underlying personality trait.

People who view the world as threatening, tend to be aware only of limited possibilities. These are the people who need a lot of positive motivation in order to have a different positive view about life.

2.11.4.3 The world as benevolent

According to Franken (1998:408), these are the people who see the world in positive terms. They see the world as benevolent, as good and as generous. When such people wake up in the morning, they exude confidence, they are optimists, they have good thoughts about the world and what is going to happen and have a high sense of agency. Such people feel that they have the ability to find the right path and to claim their rightful reward.

Franken further says that such people have a disposition to experience positive effects. They see themselves as not only successful but as happy people. They see the world offering them many positive opportunities and possibilities. They have a strong sense of agency and awareness of pathways, the ability to plan routes to goals and are able to set not only more goals but more difficult goals.

2.11.4.4 The world as benign

There is a third prototype of self-discrepancy theory where people view the world as neither threatening nor benevolent. For these people pleasure and satisfaction are not the result of something good happening or of preventing something bad from happening but rather derive from their own actions. Franken (1998:409) say that these people's pleasure comes from operating in the world and changing it to suit them. In order to do so they must develop skills and competence. Such people have a positive attitude towards the world around them.

According to Franken's philosophy, people should be treated as autonomous and self-reliant. They must be given freedom to exploit the world because it is through exercising their skills and changing things that people gain happiness. Deci & Ryan in Franken (1998:410) state that people are born with three needs. These needs are autonomy, the

need for competence and the need for relatedness. The satisfaction of these needs brings happiness and satisfaction to the individuals.

Wlodkowski (1999:214) supports this by saying that for some adults it is self-satisfaction and having a job-well-done attitude, and the intrinsic desire for success and competence. For others, it is verbal rewards like praise or tangible rewards, for example, money both defined as extrinsic motivation. Intrinsic and extrinsic motivation is discussed further in the paragraph below.

2.12 Intrinsic and extrinsic motivation theory

Beck (2004:24) maintains that with regard to motivation, one can distinguish between intrinsic and extrinsic motivation. Intrinsic motivation is an internal energy called forth by circumstances that connect with that which is culturally significant to the person. It relates to those things that are near and dear people because of values, beliefs or circumstances.

Wlodkowski (1999:2) postulates that some adult education is dominated by extrinsic motivation or external rewards which tend to keep learners more dependent on the instructor and in need of further help. He further states that motivation is important for education for the following reasons:

- A motivated learner will surpass an unmotivated learner in performance and outcomes.
- Basically, when there is no motivation to learn, there is no learning.
- Instruction with motivated learners can be joyful and exciting.
- Learners who leave an educational environment feeling motivated are more likely to have a future interest in what they learned and are more likely to use what they have learned.
- Outstanding effort can be limited by the level of the learner's ability or by the quality of instruction.

- One of the most commonly measured indicators of motivation is persistence, and when this exists, people work longer and with more intensity.

There are observable indicators of intrinsic motivation that educators can watch for among learners. High intrinsic motivation leads learners to:

- Begin learning activities without resistance.
- Prefer challenging aspects of tasks.
- Spontaneously relate learning to outside interests.
- Ask questions to expand their understanding beyond the learning at hand.
- Go beyond required work.
- Find joy in the process of learning, studying, writing, reading, *etc.*
- Be proud of their learning and its consequences.

In order for the adults to participate in the learning programmes, motivation is important. According to Gouws et al (2008:72), intrinsic motivation can be generated from within the person. This means that it must come from within an adult to want to learn. This can be achieved when the adult wants to change his or her way of living. Ron & Zemke (2004:2) support this by saying that the more life change events an adult encounters, the more likely he/she is to seek out learning opportunities. Just as stress increases as life-change events accumulate, the motivation to cope with change through engagement in a learning experience increases. The learning experiences that adults seek on their own intrinsically, as supported by Gouws et al (2008:73), are directly related at least in their perception to the life change events that triggered the seeking to participate in learning.

Hammachek (1990:264) supports the idea by stating that intrinsic motivation is self-starting, self-perpetuating and requires only an inward interest to keep the motivational machinery going. According to Mwamwenda (1990:182) the behaviour of a person may either be extrinsically or intrinsically motivated. If a person is doing or studying simply because he is interested in the subject and wants to learn as much as he can, then he is intrinsically

motivated. However, if one studies only because he has to do so to fulfill the requirements for a diploma or degree, or for some other external reason, then the motivation is extrinsic.

2.12.1 Characteristics of Intrinsic and Extrinsic Motivation

Gouws et al (2008:72) provide the following characteristics of intrinsically motivated people:

- They anticipate realisation of the goal concerned and want to enrich themselves inwardly and are goal directed.
- They concentrate on the learning task that they are involved in, they persevere and practice the task that they are given.
- Such people regard learning as a meaningful activity and they have intellectual curiosity, that is, they want to know more concerning their field of engagement.
- They have a strong will to carry out the task successfully and set their own standards.
- They do not experience unsuccessful first attempts as failures, instead they make further attempts as they have the necessary will-power and perseverance.
- They study purposefully and with the necessary enthusiasm, and pursue realistic study objectives and are prepared to develop their talents through study.
- They are prepared to invest optimal effort in their studies, and have a positive attitude towards studying and employ responsible study methods.

Gouws et al (2008:73) outline and identify extrinsically motivated people as follows:

- They tend to be uncertain and doubt their own abilities and are not creative, they also tend to be pessimistic about their chances of success.

- They have no desire to know more about a matter than is necessary, they want only the basic knowledge, display a pronounced sense of un-involvement and do not know more than what is expected of them.
- They rely heavily on the teacher's or facilitator's assistance and on other external factors, such as recognition approval and encouragement. Their work performance depends mainly on external pressure or encouragement
- They strive for social approval from their peers, facilitators and other friends, and they are often anxious and tense owing to possible failure.
- They allow or even require that another person or circumstance determines their standard for them as well as the degree to which they will be successful in their studies.

2.12.2 The Extrinsic Motivation Theory

Extrinsic motivation according to Gouws et al (2008:73) originates from somewhere outside the person. A learner that is extrinsically motivated tends to be pessimistic about his chances of success, but he relies more heavily on the facilitator's assistance and on other external factors, such as recognition, approval and encouragement. The participation of such learners that are extrinsically motivated in learning projects depends mainly on external pressure or encouragement.

Extrinsic motivation emphasises the value of an individual and places extreme pressure on the ends of an action and the probability of reaching those ends. With extrinsic motivation, the achieving of the goal rather than the doing is considered as the reason for the performance of the behaviour. Therefore, to say that a learner acquired a skill or performed a task in order to receive a high grade, or to advance in a job or to receive praise from a facilitator is to account for the learner's behaviour primarily on the basis of extrinsic motivation (Wlodkowski 1999: 215).

Wlodkowski (1999:216) further outlines three points of criticism against the effects and application of extrinsic rewards on learning behaviour. The first is that the behaviour that is well learned and controlled by extrinsic reinforcement often does not transfer to natural and uncontrolled environments. The concern here is that the behaviour which is learned through

the application and control of carefully monitored extrinsic reinforcement becomes less likely to occur in a natural setting outside the learning environment.

Secondly extrinsic reward systems interfere with and decrease intrinsic motivation for learning. He further says that extrinsic rewards for adults actually undermines their interest and the value of what is being learnt.

Thirdly, he says that when problem solving activity is undertaken explicitly in order to attain some extrinsic reward, people respond by seeking the least demanding and most perfunctory way of ensuring reward attainment, even if that means doing the task becomes less interesting. This means that people are motivated to maximise reward with a minimum of effort.

Even though Wlodkowski (1999:216) outlines the above three critics on extrinsic rewards, still remains a fact that without learners valuing the new content which is being taught, there is little hope for the transfer of that learning into a meaningful whole. This might be transferring the learning outcomes to a workplace or through community participatory programmes, and even to the daily life experience of the learner. The successful application of the new knowledge can serve as an extrinsic reward to the learner. Hence, the focus of this research study becomes important to motivate adult learners to participate in learning programmes in the community or at work place that will reward them in their daily life experiences. Knowles et al (2001:190) state that adults are motivated to learn as they experience needs and interests that learning will satisfy.

2.12.3 The Intrinsic Motivation Theory

Intrinsic motivation has been defined as behaviour performing out of interest, pleasure or enjoyment (Vallerand & Ratelle 2002:89). However, equating intrinsic motivation with engaging in activities because they are associated with interest, pleasure, and enjoyment, appears to subsume too many activities under this construct by disregarding important distinctions concerning the nature of enjoyment.

Waterman (2005:47) proposed that the construction of intrinsic motivation is specific to the category of activities giving rise to both positive subjective states whereas activities giving rise to hedonic enjoyment alone should be termed hedonically motivated. The utility of the theory to empirically identify differences between the two conceptions of happiness with respect to variables linked to self-realisation since progress towards self-realisation is presumed to be responsible for experiences of eudaimonia.

Waterman (2005:168) further distinguishes between hedonic enjoyment and eudaimonia which both lead to the necessity that the construct intrinsic motivation should be conceptualised. Enjoyment is associated with intrinsically motivated activities. It is an activity which is performed by an individual for his or her own sake rather than extrinsically motivated whereby the motivation comes from another person. This means that when learners are intrinsically motivated to participate in learning programmes, they will be engaged until they finish the course they will not drop out.

Hedonic enjoyment is a situation whereby adult learners receive self-satisfaction and a job well-done-attitude, which is an intrinsic desire for success and competence. According to Gouws et al (2008:71) intrinsic motivation can be generated from within the person. This means that it must come from within an adult to want to learn. This can be achieved when the adult wants to change their way of living.

Roy & Zemke (2004:1) support this by saying that the more life change events an adult encounters, the more likely he is to seek out learning opportunities. Just as stress increases as life change events accumulate, the motivation to cope with change through engagement in a learning experience increases. The learning experiences adults seek out on their own, intrinsically, as proposed by Gouws et al (2008:73), are directly related, at least in their perception, to the life change events that triggered the seeking to participate in learning programmes.

Hammachek (1990:264) supports the idea by stating that intrinsic motivation is self-starting, self-perpetuating and requires only an inward interest to keep the motivational machinery going. He further suggests that there might be good reason for facilitators always to dangle a carrot in front of learners' noses in order to motivate them to want to learn.

Intrinsic motivation is an internal energy called forth by circumstances that connect with what is culturally significant to the person. Motivation relates to those things that are near and dear to us because of values, beliefs or circumstances (Martin 2000:43). He further states that intrinsic motivation affects adult learning

2.13 Curriculum design to motivate adults to learn

Self-directed learners are highly active in adult education. Overly et al (1980:8) assert that adult learners exhibit the ability to direct their own learning. These learners are self-reliant, autonomous, and independent have the guidance of adult education professionals known as

the adult facilitators. The facilitators assist in motivating learners so as to help them to develop self-direction in their learning process.

Adult learners differ from the child learner because, they are independent and self-directing. This means that the adult decides for himself where he wishes to go and what he wants to do with his life. The facilitator may only assist the adult to realise his aim after the adult himself has decided what his aim is (Overly et al 1980:9).

Adult learners prefer self-directed and self-designed learning projects over group-learning experiences led by a professional, they select more than one medium for learning, and they desire to control pace and when to start or to stop (Ron and Zemke 2004:3). But self-direction does not mean isolation. Studies of self-directed learning indicate that self-directed projects involve the people to participate in the project. Learners who are motivated to learn with an intention of changing and improving their life world, are the learners who succeed in life. Involvement and active participation are important.

While it is not feasible to project all the circumstances around the past and the present curriculum delivery in South Africa, one should avoid pointing fingers at the departments' curricula as according to the researcher, no curriculum delivery is the best no the only answer to correct the previous or the present ills. South Africa seems to be facing tremendous challenges, of which several relate to the implementation of the conventional curriculum and Outcomes-Based Education and Training (OBET). Its introduction seems to be a benchmark in ABET educators' transformation through in-service training into being implementers of one or both curricula. It is regrettable that there are factors impeding the provision of curriculum delivery in the South African education system, which actually delay implementation (Malan 1997: 18).

Van der Horst & McDonald (1997:56) state that sound educational policies and proper implementation of such policies have the potential to improve the quality of the inhabitants of any country. One is tempted to concur with the view that the implementation of effective facilitation methods through policies and Outcomes-Based Education within ABET. It is within these policies and curriculum that learners can be motivated to participate in learning programmes.

The Department of Public Service and Administration (2002:2) states that South Africa is not yet equipped with the skills it needs for economic and employment growth and social development due largely to the legacy of apartheid. It further alludes the fact that the democratic government is now faced with the difficult task of alleviating poverty and illiteracy by creating new jobs and in trying to improve the productivity of existing firms who are

struggling to compete in the global economy. The alleviation of illiteracy and an integrated curriculum in ABET is an intervention strategy to wipe out illiteracy and poverty, and the means to develop a National Skills Development Strategy (NSDS), to help adult learners in Ekurhuleni.

The attempts by the National Department of Education (NDE) to reorganise education in South Africa and to bring about equal education for all its citizens, have met with many problems (Makhanya 1997:32). These problems have caused, and still cause confusion among adult educators which appears to arise from, inter alia, the legislative framework. The following are the learning areas of ABET which are also offered in the senior phase of the NQF as illustrated in the DoE (1997:14):

- **Literacy, Language and Communication:** This area enables learners to interact with the world and each other through language. The more they are able to communicate, the better they are to understand each other. Improved communication could lead to a South Africa free of intolerance, misunderstandings and prejudice, which is the focus of this learning area. Writing, speaking, listening and reading will in an integrated manner.
- **Numeracy and Mathematics:** Both numeracy and mathematics are a way of understanding what is happening with calculations. They encourage logical thinking, problem solving and teach adults analytical skills that will allow them to make critical. This learning area will equip learners to cope with a rapidly changing technological environment.
- **Human and Social Sciences:** South Africa needs responsible citizens who are able to operate in a culturally diverse and democratic society. Human and Social Sciences (HSS), is therefore, an important area of study. Here learners will learn how to interact with each other and with their environment.
- **Natural Sciences:** In order to manage the resources of the world effectively, people need to understand the universe, both natural and that part of it created by people. This learning area will equip learners with the ability to understand our natural resources and to manage them effectively.

- **Arts and Culture:** People have different cultural beliefs. Both culture and the arts are important areas of a persons' life. Through developing creativity and exploring the diverse cultures will develop the personality of the learner.
- **Economic and Management Sciences:** A sustainable economic plan is needed in South Africa for survival. The Economic and Management Sciences can develop people into economically active citizens who are able to participate in and lead the economic development of the country.
- **Technology:** Technology plays the leading role in advancing the society. Individual learners need technological advancement in order to cope with the changes that exist around the world. This learning area will promote all aspects of technology, including planning, design and manufacturing.
- **Life Orientation:** This learning area entails introducing a person to the life world around him or her, as we live in a rapidly changing society. To cope with these challenges, learners need to develop life skills. Life Orientation includes the building of self-esteem, survival skills and a healthy lifestyle.

The above eight learning areas, each has its own broad outcomes which are called the Learning Area Outcomes. These are the general skills, abilities and values a learner will be expected to demonstrate in that learning are. There are also eight critical outcomes. These outcomes are designed by SAQA and apply to all the learning areas.

According to the Department of Education (1997:26), OBE is not perfectly implemented, although integration of the eight learning areas has been attempted. Outcomes-Based Education requires teaching and learning to take place in an integrated manner. It is further mentioned that the traditional school subjects have thus been grouped together into eight broad areas of learning as identified by the Council of Education Ministers (CEM).

The researcher of this study concurs with the argument that teaching and learning should take place in an integrated way but would like to add that as not all educators are gifted in the same way, there is a need for the curriculum to be integrated, not only teaching and learning, so that training and trainers should be the same. The integrated curriculum like any curriculum depends on the quality of the educators that will implement it. For these to succeed, staff development in an integrated curriculum is critical.

The conventional curriculum was content-based and its aims and goals as points of departure were clearly specified. Makhanya (1997:32) states that curriculum was offered at specific stages for fixed periods in particular institutions. There was a clear cut line of progress from one level of learners to the next, who had satisfied curriculum requirements largely by memorizing the content in those areas of learning. Learners were subjected to two examinations a year and besides tests which were written during the course of the year. That examination was the only assessment which allowed learners to proceed to the next level. In this way the curriculum was both prescriptive and inflexible, since much as it obviously were meant to direct teaching and learning, it nonetheless lacked flexibility in meeting the needs of particular groups of learners.

Rogers (2008:9) states that for adult learning programmes to be effective, they must be based on the perceived felt needs of the learners. It is important to identify what the potential literacy learners aspire to, and what their intentions are. This means that the curriculum should be structured in such a manner that it addresses the needs of the learner, thus, adult learners will be motivated to participate in learning programmes.

2.14 CONCLUSION

In this chapter an attempt was made, to examine the theories of various researchers both for and against the facilitators approach. A variety of literature on Adult Basic Education and Training (ABET), and Adult Education and Training (AET) was reviewed. Also investigated was the motivation of adult learners to participate in adult learning programmes in the adult centre. Regarding which, the nature, scope, and particular objectives were discussed. These issues were investigated in relation to the purpose of this study.

The following chapter will describe the research design, research methodology, population, sampling procedure and sample size of the research study. It will also discuss the data collection procedure, data presentation and analysis, research ethics and trustworthiness of the research study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter two reviewed literature that is, focusing on what is said concerning the effectiveness of facilitation methods in motivating adults to participate in learning programmes. The purpose of this chapter is to outline the empirical process to be followed. The aim of this research study was to investigate the effectiveness of the facilitation methods that are used by the facilitators in the adult centre. This chapter will further explain research design and methodology, population, sampling, data collection techniques, data analysis as well as validity and reliability.

This chapter also discusses the rationale for a qualitative approach and present a research design. Holloway & Wheeler (2000:78) point out that qualitative research adopts a person-centred and holistic perspective. They further argue that the approach advocated an understanding for human experience, which is important for professionals who focus on caring, communication and interaction.

Blanche et al (2007:272) state that the qualitative research approach makes sense in situations where we know in advance what the important variables are, and are able to devise reasonable ways of controlling or measuring them. A qualitative research approach is more concerned with understanding social phenomena from the perspective of the participants. This happens through the researcher's participation in the daily life activities of those involved in the research, in this instance it is the adult learners and the facilitators.

Mason (2005:3) believes that qualitative research is a highly rewarding activity because it engages the researcher with things that matter. Through qualitative research, the researcher explores a wide array of dimensions of the social world, including the texture and weave of everyday life understanding experiences and what the research participants are imagining and the way that social processes and the institutions work. Using this method the writer of the present study is able to gain some understanding of the motivation of adult learners in the adult education centre.

According to Creswell (2010:65) research is fundamentally an activity geared towards problem solving and it addresses a problem, or tests a hypothesis. The emphasis is on the problem-solving which might be done with a questionnaire or interview, based on data

collected for the purpose of research. McMillan & Schumacher (2001:23) state that research in education is a disciplined attempt to address questions or solve a problem through the collection and analysis of data for the purpose of description, explanation, generalization and prediction.

3.2 THE STRENGTHS AND WEAKNESSES OF QUALITATIVE RESEARCH DESIGN

As indicated in chapter one, a qualitative research design was used in this study. Although the researcher opted for the qualitative research approach, it must be admitted that it does have its strengths and weaknesses:

3.2.1. Strengths of using qualitative research design

Struwig and Stead (2003:213) tabulate the following strengths of using the qualitative research approach.

- It allows the participants to describe what is meaningful or important to him or her using his or her own words rather than being restricted to predetermined categories, thus participants may feel more relaxed.
- It provides high credibility and face validity results to participants and make intuitive sense to lay audiences.
- It allows the interviewer to probe for more details and ensures that participants are interpreting questions the way they were intended.
- The interviewers have the flexibility to use their knowledge, expertise, and interpersonal skills to explore interesting or unexpected ideas or themes raised by the participants.

3.2.2 Weaknesses of using qualitative design

It is also important to discuss the weaknesses of the qualitative research design though the researcher did not focus on them.

- It is more subjective than quantitative research because the researcher decides which quotes or specific examples to report.
- Analysing and interpreting qualitative interviews is much more time-consuming than analysing and interpreting quantitative interviews.
- It may be more responsive to personalities, moods and the interpersonal dynamics between the interviewer and the interviewee than methods such as a survey.

Despite the weaknesses of the qualitative research approach, it is the most suitable because it allowed the researcher to obtain detailed and valuable information from the respondents about the facilitation methods and the motivation of adult learners to participate in learning programmes.

3.3 BASIC CHARACTERISTICS AND ASSUMPTIONS OF QUALITATIVE RESEARCH

It is not common for an actual study to demonstrate all the ideal characteristics of either qualitative or quantitative paradigms. According to White (2005:104), the five dimensions on which the assumptions are based are: the ontological, epistemological, axiological, the rhetorical and the methodological. Comparing these dimensions is an effective way of illustrating the nature of the alternative strategies that can be followed in research within each of the paradigms. Blanche et al (2007:280) explains these dimensions as follows:

3.3.1 The ontological dimension

It offers the answer to the question “what is real?” The only reality for qualitative research is the one constructed by the individuals involved in the research situation. This implies that multiple realities may be possible for any given situation. These realities include the life world reality of the researcher, that of the individuals being investigated and that of the reader interpreting the study. The role of the researcher is to report faithfully on these realities in the research and to rely on the voices and the interpretation of the informants.

3.3.2 The epistemological dimension

This refers to the relationship between the researcher and what is being researched. When the qualitative paradigm is followed, the implication is that the researcher interacts with those she studies, whether this interaction assumes the form of living with the respondents or observing the respondents over a period of time, or both. The researcher therefore minimises the distance between herself and those being researched. In the quantitative the opposite is true; there is a distinct distance between the researcher and the respondents and objectivity is very important. The distance is maximised.

3.3.3 The axiological dimension

This refers to the role of values in the research. Qualitative research admits to the value-laden nature of the study and that the researcher is aware that she needs to report constantly and actively on his/her biases and the value nature of the information that is collected in the field. This makes the research personal, and in expressing himself/herself the researcher may use the first person.

3.3.4 The rhetorical dimension

This is another dimension where there is a distinction between the qualitative and quantitative paradigms. This refers specifically to the language used in qualitative research which is based on words like understanding, discover and meaning. The language is personal, informal and based on definitions that evolve during the research.

3.3.5 The methodological dimension

This is the fifth and last dimension where a distinction is made between the two paradigms. It refers to the methods followed when the paradigm is selected and research is conducted. There is a distinct difference between the two methodologies. The methodology in the qualitative paradigm is inductive rather than deductive; the latter characterises quantitative methodology. The inductive logic that prevails in the qualitative method implies that categories or themes emerge from the information that the researcher receives from the respondents in the study. The text is rich in information from the context in which the research was conducted. This context bound information leads to the emergence of

categories and themes, which could ultimately lead to patterns or theories that could help to explain a phenomenon. The design is therefore an emerging design.

The accuracy of the qualitative design is achieved by following steps for verifying the information with the respondents or through triangulation among different sources of information. According to White (2005:89), triangulation refers to the use of more than one source of data to support a researcher's conclusions, the use of more than one theory to support the researcher's arguments and use of more than one investigator to collect data to make findings more reliable. Triangulation provides a means by which researchers can test the strength of their interpretations to establish validity and reliability in their findings.

3.4 RESEARCH DESIGN

Welman & Kruger (2001:148) describe research design as the plan according to which the researcher obtains research participants and collects information from them. Qualitative research is naturalistic in that the researcher does not attempt to manipulate the research settings as the point of qualitative approach is to understand a naturally occurring phenomenon in its natural state. Welman & Kruger further state that this approach enables the researcher to have direct understanding of the circumstances of the object of study, because she can picture herself in the participant's situation.

This research is on the effectiveness of the facilitation methods to motivate adult learners to participate in learning programmes in the adult centre. The researcher tried to gain an understanding of the contribution of these facilitation methods to the adult learners. White (2005:104) supports this idea by saying that in qualitative research design, the researcher's actions and choices determine the design, that is, the researcher creates the research design best suited to the research during the research process. Here it is the case study.

Welman & Kruger (2007:182) analyse a case study as a design that pertains a limited number of units of analysis such as a group or an institution which was studied intensively. In this case study the researcher was directed towards understanding the uniqueness and the idiosyncrasy of the effectiveness of the facilitation methods to motivate adults to participate in the learning programmes in the adult centre. However, fieldwork was involved whereby the investigation was conducted on the spot under natural circumstances.

Schumacher & McMillan (2006:27) state that a case study promotes better understanding of a practice or issue and facilitates informed decision making. Blanche et al (2007:461) support this by saying that case studies are intensive investigations of particular individuals or institutions. They are ideographic research methods, that is, methods that study individuals as individuals rather than as members of a population. Here a case study was made of the adult education centre at Ekurhuleni and research done on the effectiveness of the facilitation methods to motivate learners there to participate in learning programmes.

Hopkins (2000:207) says that since a case study is an investigation of a particular subject, the researcher is limited in her ability to generalise. The researcher uses a case study to probe deeply into a particular subject concerned. In this study the researcher was able to probe into the learners and facilitators about the effectiveness of the facilitation methods to motivate adult learners. Thus the research was descriptive, explorative and contextual.

3.4.1 Descriptive

This study is descriptive and is based on a case study. The description of collected data is essential. Vos (2001:10) states that the principle is to present an accurate description of what is being studied. Here, it was essential to describe accurately the effectiveness of the facilitation methods in motivating adults to participate in learning programmes. Qualitative research is descriptive in that the researcher was interested in the process, meaning and understanding gained in discussions with the participants.

The descriptive approach involved interviews administered by the researcher to designated samples of the population being studied and the case study which used interviews in the sampled adult centre.

The researcher focused exclusively on gathering, classifying, analysing and interpreting the information that allowed decisions to be made. The assumption is that through the qualitative research approach enough freedom was given to the respondents to steer the conversation to bring in all types tangential matters which had a bearing on the main subject (Ary et al 2000:416).

This method was used in this study to describe the viewpoints of both the facilitators and the learners in the adult education centre:

- To add additional information to categories studied under the explorative method.

- To describe the concepts and categories employed in collecting and analysing data (Ary et al 2000:417).

3.4.2 Explorative

The purpose of exploration is to investigate unknown territory. Vos (2001:11) suggests that a study is exploratory in that the researchers search for data indication rather than to attempt to determine causality.

The method implies that the researcher was willing to study new ideas and possibilities and not to allow predetermined ideas and hypotheses or influence to direct the research. For the purposes of this study the researcher studied the effectiveness of the facilitation methods to motivate adult to participate in learning programmes.

3.4.3 Contextual

A context represents a specific set of properties that pertain to a phenomenon that is the location of events or incidents pertaining to a phenomenon along a dimensional range (Ary et al 2000:416). Qualitative research design demands that the researcher stay in the specific setting over time.

This research was structured around the question of the effectiveness of facilitation methods to motivate the adult learners to participate in learning programmes the methodology to be followed is discussed below.

3.5 METHODOLOGY

The term methodology according to White (2005:80) refers to the approach used, including the description of the research design, the population and its sample, measuring instruments including data collection techniques as well as data analysis. In chapter one (see 1.4) it was indicated that the qualitative research approach was used to collect data for this study. White further states that research methodology in the social sciences is broadly defined to include all aspects of problem formulation and not limited to only the technology of collecting and dealing with data but also views the processes of the collection of data.

According to Huysamen (1994:163) the methodology which the researcher applies should be able to make justifiable and accountable conclusions possible. Methodology entails the creation and development of techniques and strategies to collect data. The development of methods to investigate and improve the psychometric properties, which are reliability and validity of the data obtained by means of these techniques, and statistical analysis of the data collected by means of such techniques.

In the research, a qualitative method is followed because it focuses on the research participants and their individual milieu of experiences regarding the effectiveness of the facilitation methods to motivate adults to participate in learning programmes. This research method was chosen because it involved an extensive literature study to clarify the concepts of adult motivation. The importance of the qualitative research approach is that it allows the researcher to interact and interview the respondents in their natural settings (White 2005:81). It was for this context that the qualitative research approach was chosen.

According to Gerber (1998:284), ethnography emphasises culture and aspects of culture. The culture of facilitation and motivation provided in the adult education centre selected in Ekurhuleni was investigated. It was characterised by observation and description of the behaviour of the respondents. There was the observation of the facilitator and the adult learners' interpersonal relations were observed and how they communicated and what the facilitator's commitments and involvement in motivating adult learners to participate in learning.

This strategy was aimed at understanding how people make sense of their lives and what their experiences are and how they interpret these experiences and structure their social world (Mason 2006:25). In this context it was seen in relation to the motivation of adult learners to participate in learning programmes. The approach in this research technique followed the same line of thought as above (cf 3.2). By conducting interviews the researcher strived to understand the respondents and to interact with them.

3.5.1 The case study

The term case study has to do with the intensive study of a limited number of units of analysis, often only one, such as an individual, a group or an institution (Welman & Kruger 2000:190). They may also be studies of single families or institutions. In this research study one institution, which is an adult centre in Ekurhuleni, was extensively studied.

Welman and Kruger (2001:183) state that the case study has the objective to investigate the dynamics of some single bounded system. Blanche, Durrheim, & Painter (2007:98) define case studies as an ideographic research method that studies the individuals as individuals rather than as members of a population. It is usually descriptive in nature and provides rich longitudinal information about individuals. This case study of an adult learning centre brought longitudinal information about the effectiveness of the facilitation methods used to motivate adult learners.

Welman & Kruger (2001:185) states that education is a process, so there is a need for research methods in education which themselves are process oriented, flexible and adaptable to changes in an involved context. For the purposes of obtaining information, this research was relatively important.

The purpose of the case study undertaken in this research project was to investigate the facilitation methods as used by facilitators in their natural environment in the learning centre and to see how these facilitation methods contribute to the motivation of adult learners to participate in learning programmes.

White (2005:84) suggests the value of case studies in bringing light to processes and constitutes a change for improvement in education. By saying that education is a process and there is a need for research methods which themselves are process-oriented, flexible and adaptable to changes in an evolving context. For such situations, the case study method is often appropriate.

Perhaps the question to ask at this moment would be what is this case study method? Macmillan & Schumacher (2010: 419) refer to case studies as typically single-site studies. But Mason (2006:6) defines a case study as a research method that investigates a contemporary phenomenon within its real context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used.

Cohen and Manion (2003:106) point out that case study as a research method:

Typically observes the characteristics of an individual unit. The purpose of such observation is to probe deeply and analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view of establishing generalisations about the whole population to which that unit belongs.

Bell (2004:121) refers generalisation to the extent to which results established for a sample apply to the general population from which the sample was drawn or to a similar population in other geographical areas. The intention of the case study undertaken in this study was to investigate adult education in its natural environment and see how adult learners could be motivated to participate in adult programmes.

The case study as a research method has the following properties as advocated by White (2005: 97):

- Investigates a single instance at a time.
- Uses natural environment for investigation.
- Employs an assortment of research tools.
- It uses a variety of data gathering instruments but observation and non-participant play a major role.

As part of data collection, the researcher also used the observation technique for the following instances:

- As an interactive technique of participating in naturally occurring situations
- In writing extensive field notes to describe what occurs.
- To gain explanations which are inductively derived from field notes

For the above reasons, as stated by McMillan & Schumacher (2001:41) this case study did not only use interviews to collect data, but in addition, the researcher used observation to check if the facilitator's and learners' opinions were complementary with what they were doing at the adult centre in Ekurhuleni.

3.5.2 Gaining access to the adult centre

Gaining access to and building rapport with the respondents was the next step before collecting the data. The permission to conduct this research study in the sampled adult centre at Ekurhuleni was obtained through application to the Gauteng Department of Education (GDE). They in turn granted permission to conduct interviews and make observations for the purpose of doing research on the effectiveness of facilitation methods to motivate learners to participate in learning programmes.

Thereafter a letter to the principal of the sampled adult centre was dispatched, requesting for permission to conduct interviews and observations about the effectiveness of the facilitation methods to motivate adults to participate in learning programmes, for the research purposes. This process was more or less universal for all modes of inquiry. When individuals are used as respondents, the researcher will have to gain access to these individuals through the authorities responsible for that institution. After gaining access to the adult centre, the researcher selected a sample from the entire population at the centre.

3.6 POPULATION AND SAMPLING

The population was constituted by all adult learners in the sampled adult education centre in Ekurhuleni. From the population, samples were selected, which are those adults who were involved in the investigation.

3.6.1 Population

The population is all possible elements that can be included in the research. It is the entire set of methods and events or group of people which are the object of research and about which the researcher wants to determine some characteristics (White 2005: 113). McMillan & Schumacher (2006:141) explain population as the subjects used in an investigation that has certain characteristics and can be described with respect to such variables as age, race, gender and ability.

To make the population a concrete reality, White (2005:114) says that the researcher has to operationalise it by developing a specific list that closely approximates all the elements in the population. This list is known as the sampling frame. The entire population for this study from which sample was taken consisted of the adult learners and facilitators at the adult centre in

Ekurhuleni. The population was 01 (N=1) principal, 09 (N=09) HOD's and Supervisors, 42 (N=42) facilitators, 992 (N=992) learners.

3.6.2 Sampling

May and Pope (1996:160) define the sample as those who will be involved in the investigation. Statistical representativeness is not a prime requirement when the objective is to understand social processes. They further argue that the purpose is not to establish a random or representative sample drawn from a population but rather to identify specific groups of people who either possess characteristics or live in the circumstances relevant to the phenomenon being studied.

White (2005:115) says that to determine a sample, size is a problem that is faced by the researcher. As the researcher had to determine the sample needed for this case study in order to do comprehensive work with meaningful results, a purposive sampling technique was used in this study.

3.6.2.1 The Purposive Sampling Technique

Creswell (2010:118) believes that purposive sampling is a key activity in qualitative research. He further states that researchers should have a clear reason for selecting a type of sampling. As, qualitative research requires that the data to be collected must be rich in description of the respondents, the researcher often uses the purposive sampling methods whereby access points are identified, that is, subjects who could be easily reached, and selecting especially informative ones.

Bless & Higson-Smith (2000:92) purports that the purposive sampling method based on the judgement of the researcher regarding the characteristics of a representative sample. They further argue that the purpose is not to establish a random or representative sample drawn from a population but rather to identify specific groups of people who either possess characteristics or live in the circumstances relevant to the social phenomenon being studied. The sample for this research was chosen on the basis of what the researcher had considered to be typical units.

The researcher focused on an in-depth study, on understanding the facilitation methods to motivate adult learners to participate in learning programmes. The researcher used typical case sampling to select thirty three participants for the study. After getting the total number

of facilitators in the adult centre, the researcher started with a list of the supervisors and allocated numbers to the names. Thereafter randomly two numbers were picked from the list of supervisors, ensuring that there was one male and one female. The facilitators were selected in similar procedure with two male and seven female facilitators. That gave a total of nine facilitators.

The selection of the adult learners was two males and four females from level two, five males and eight females from level three. Lastly two males and three females from level four were selected. That brought the total of learner participants to twenty four. The power of purposive sampling lied in selecting information-rich cases for in-depth analysis related to the central issues being studied. In this case the central issues were the facilitation methods that motivate adult learners to participate in learning programmes.

According to White (2005:114), sampling means to make a selection from the sampling frame, a concrete listing of the elements in the population, in order to identify the people or issues to be included in the research. It is also a portion of the elements in a population. For the purpose of this research three focus groups were involved in the interview. The sample for this research consisted of 2 (N=02) supervisors, 07 (N=07) facilitators and 24 (N=24) learners that formed 2 focus groups of 12 respondents per group. The sample included both male and female respondents. The total number of the sample was 33 (N=33).

The sample was believed to be enough and adequate to represent the feelings on the notion of the effectiveness of the facilitation methods to motivate adult learners to participate in learning programmes.

3.7 RELIABILITY AND VALIDITY

Holloway & Wheeler (2003:33) define validity as the degree to which a test measures what it is supposed to measure. Conversely, validity in research refers to the extent to whether the outcome of the study is a function of the programme or approach being tested rather than the results of other causes not systematically dealt with in the study, and whether the results obtained would apply in the real world to similar programmes.

Quantitative researchers sometimes question the objectivity of qualitative research. The objectivity of qualitative research, however, could be supported by various techniques and is evaluated in terms of the reliability and validity of its observations (Welman et al 2008:172). These two aspects are referred to as trustworthiness of the study because qualitative

researchers need alternative models appropriate to qualitative design that ensure reliability and validity without sacrificing the relevance of the qualitative research.

Creswell (2010:109) indicates that the main way in which qualitative researchers ensure the reliability of their analysis is to maintain meticulous records of interviews by documenting the process of analysis in detail. The same approach was utilised in this research. The focus group discussion was recorded verbatim.

As indicated earlier, that a qualitative research requires a different approach to validity and reliability and different concepts. For the purposes of this research a decision trail was followed, in which both the chosen methodology and data analysis was presented, clarified and justified.

Creswell (2010:110) indicates that detailed trustworthiness and decision trail are the key issues for both the student and supervisor in trying to ensure rigor in qualitative research:

- Can the research be audited properly, that is, is the trustworthiness established?
- Are the actions of the researchers, influences on them, and events that occurred during the research clearly demonstrated, and the decision trail shown?

This research has established credibility as part trustworthiness in that those participating in research were identified and described accurately. This had been accurately described under sampling (cf. 3.6.2.1).

The objectivity of qualitative research, however, could be supported by various techniques and was evaluated in terms of the reliability and validity of its observations. The two aspects are referred to as trustworthiness of the study, because qualitative researchers need alternative models appropriate to qualitative design that ensure reliability and validity without sacrificing the relevance of the qualitative research (Welman & Kruger 2001:180).

Triangulation was also used in this study as part of credibility in that the researcher hoped to both observe and interview the respondents (cf. 3.5.1) above. The data from observations could be checked against that of the interview. Triangulation is a powerful strategy for enhancing the quality of research, particularly credibility. It was based on the idea of convergence of multiple perspectives for mutual conformation of data to ensure that all

aspects of a phenomenon had been investigated (White 2005:89). It was especially necessary for controlling researcher bias as well as to minimise distortion.

The following kinds of triangulation were used in this study:

- Triangulation of data methods, in which two methods were used namely, recording, an in-depth phenomenological interview, followed by focus group interviews and verbatim transcription of the interview.
- Theoretical triangulation in which the data from the present study was compared with information from the literature review.
- Researcher triangulation in which an independent decoder was used during data analysis.

3.7.1 Transferability

Transferability is about how the findings can be generalised. May and Pope (1996:166) state that the qualitative researcher should state the characteristics and the setting of those participating in research. In this regard the respondents had already been clarified and identified in sampling (c 3.6.2.1). It was also indicated that respondents were experienced facilitators who possess experience and knowledge in line with the facilitation methods used in the adult centre.

3.7.2 Reliability

According to McMillan and Schumacher (2006:183) reliability refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection. It involves the accuracy of the research methods that were used.

3.7.3 Conformability

This means that the data are linked to their sources for readers to establish that conclusion and interpretation arise directly from them (May and Pope 1996:168). Clear referencing is followed in this research and it is hoped that this will assist in establishing conformability as part of trustworthiness.

Robinson (1993:406) suggests that criteria for auditing the study should involve examining of the following information:

- The raw data itself, for example, the tape recording.
- The analysis of the data, for example, transcripts of the data.
- The formation of the findings, for example, significant statements, themes, codes, and categories.
- The process of this study, for example, the design, strategies and procedure used.
- The early intention of the study, for example, proposal and expectations.
- The development of the measures used, for example, open-ended questions used during interviews and observation strategies.

3.7.4 Ethical consideration

In qualitative research, the relationship with respondents is on-going and involves overtime. Principles of ethical behaviour include the protection of the identities of the informants with special attention to the sharing of sensitive information. In addition, researchers have to take care to treat their participants with respect and seek their co-operation (Smit 2001:81).

Throughout this study respondents were assured anonymity. All respondents were voluntary. Their original names were not used in this study and the results of the interviews were not connected to any person. The ethical considerations that directed this research project was be influenced by the ethical guidelines presented by Smit (2001:82).

3.8 DATA COLLECTION

Creswell (2010:120) maintains that the next step after designing a qualitative study is to work on the broad philosophical assumptions, the possible framework, problems and questions, and data collection processes such as interviews, observations, documents and materials. In this study interviews were used to collect data.

According to White (2005:104) data are mainly collected through ethnographic interviews. These are open-response questions to obtain of participants' opinions and reactions, how individuals experience their world and how they explain or make sense of the important events in their lives. Data collection is a process of collecting information from the respondents for the purpose of research. Data will be collected by conducting three focus groups interviews.

3.8.1 Interviews

According to White (2005:141) an interview provides access to what is inside a person's head, makes it possible to measure a person's knowledge or information, what a person likes or dislikes that is his values and preferences and what a person thinks, that is his attitudes and beliefs. Interviews were conducted in the following way:

3.8.1.1 Informal conversational interview

During the informal conversational interview, questions emerging from the immediate context were asked in the natural course of things. There was no predetermination of question topics or wording.

This procedure was followed because the informal conversational interview increased the salience and relevance of questions. Interviews were built on and emerge from observation, and the interview could be matched to individuals and circumstances. However, during the informal conversational interviews, different information emerged from different respondents in regard to different questions. This was possibly because the procedure was less systematic and comprehensive when certain questions arise naturally.

3.8.1.2 Interview guide approach

In this procedure, a topic and issues that were to be discussed with the respondents were specified in advance in outline form. This means that the respondents were informed about the focus of the discussion. As the focus of this study is on the effectiveness of the facilitation methods to motivate adults to participate in learning programmes in the adult centre, the interview guide was based on the questions about the topic.

3.8.1.3 Focus group interview

A focus group interview can be defined as a discussion during which there are a small number of respondents, usually not less than four and not more than 12. This is conducted under the guidance of a moderator or the researcher to talk about topics which are seen as important and relevant to the investigation (Bless & Higson-Smith 2000:110). The focus group interview was conducted in a semi-structured manner.

They further indicate that the group size is deliberately kept small, so that its members do not feel intimidated but can express opinions freely. This focus group interview was conducted as an open conversation in which each respondent could comment, ask other respondents questions or question comments made by others (White 2005:142).

According to Creswell (2010:122) most researchers recommend aiming for homogeneity within each group to capitalise on people's shared experience. In this study a mixed group of experienced and inexperienced facilitators was used.

In qualitative research, focus group interview is suitable for professionals, and supplementary studies, so as to isolate problems identified in earlier research (White 2005:142). Focus group interviews can encourage participation of those who are reluctant to be interviewed on their own and can encourage a contribution from people who feel they have nothing to say or who are deemed unresponsive but nevertheless engage in the discussion generated by group members.

To ensure maximum participation in the research, the researcher created an environment that nurtures different perceptions and points of view without pressuring respondents. Insight into attitudes, perception and opinion of respondents were solicited through open-ended questions and procedure. Respondents were able to choose the manner in which to respond. According to Holloway & Wheeler (2003:145), focus groups are characterised by the interaction between respondents, from which the researcher discovers how they think

and feel about particular issues here pertaining to the motivation of adults to participate in learning programmes.

Focus group interviews were conducted in a comfortable, non-threatening setting. A high quality recorder was strategically placed to capture the dialogue between the researcher and the respondents. Permission to use the recorder was obtained, after its use was explained to the respondents.

The focus group session was opened with an introduction and a brief explanation of the research in process. Respondents were made to feel that their contributions are valued and confidential.

The researcher made brief field notes during the session as validation of the recorded comments. Key insights were also recorded during the interview sessions. The transcription of recorded data was done after focus group sessions were completed for analysis.

3.8.1.4 In-Depth Interviews

According to McMillan & Schumacher (2006:350) the in-depth interviews are open response questions to obtain data of participants' opinions, how individuals perceive of their world and how they explain and make sense of the important events in their lives. It is characterized as a conversation with a goal. The researcher of this study used an interview guide containing a set of specific questions worded precisely the same, with considerable latitude to pursue the topic being researched. The researcher encouraged the respondents to talk in detail about areas of interest.

McMillan & Schumacher (2010:42) recommend that in-depth interviews typically last an hour or more to enable the adequate collection of data. The researcher in this study recorded the interviews as stated in the above paragraph (cf. 3.8.1.3), and categorised the recorded data in order to divide it into themes and categories. As the researcher used an interview guide, questions were outlined in advance both in sequence and wording. They followed a sequence in order to probe more deeply and to increase comprehensiveness.

3.8.2 Unstructured Observation

White (2005:158) states that the purpose of observation is to observe the setting that is being researched and describe the activities that took place and the people who participated

in these activities. The purpose of unstructured observation here was to describe the setting for the effectiveness of facilitation methods to motivate adults to participate in learning programmes.

According to Creswell (2010:140), the whole truth is not apprehended by means of studying records. He says that some truth is learnt by observing the events taking place in the world around us. The historical data is static as records remain records. But what happens in real life might not happen in the same way next time. His view motivated the researcher to also engage observation techniques to collect data for the study. This process afforded the opportunity to the researcher to observe the facilitation methods as used by the facilitators and whether they motivated adult learners to participate in learning programmes or not.

Mason (2006:24) says that observation is one of the most important data collection techniques that are used by the qualitative researcher. Through this technique, data was collected in a natural context and could be used in conjunction with other research tools. In this study it was used with interviews. Also in this research study, observation provided the researcher with information on the kind of attitudes, behaviours and skills that facilitators have used in interaction with their learners during the learning process.

3.9 DATA INTERPRETATION AND ANALYSIS

Data analysis occurs throughout the life of a qualitative oriented project. The researcher's decision which data chunks to code and which one to leave, which pattern best summarises a number of chunks, which involved story to tell, was discussed below.

Data analysis is any process that converts data into information or knowledge. This process manipulates raw data into information and is most useful and actually informative when well presented (Wikipedia 2001). Analysing and processing data making sense of it and interpreting it are important acts in the research process (Mason 2006:29).

A transcript-based analysis was used in this study. The audio-video recording was fully transcribed and accurately documented. According to Holloway & Wheeler (2003:149), most often the interviews are recorded and the researcher listens several times to each tape before making transcripts.

3.9.1 Analysis procedure

The initial step in qualitative analysis is reading the interview transcripts (Mason 2006:31). Listening and reading memos were written on what the researcher heard and saw in the data. Tentative ideas on the categories and relationship were developed.

Creswell (2010:153) suggests that the following points or guides should be considered for data analysis:

- In the plan that this process should be conducted as an activity simultaneous with data collection, data interpretation and narrative reporting.
- The process of qualitative analysis will be based on reduction and interpretation of data.
- Segmenting, that is dividing the data into meaningful analytical units.

The procedure for coding and the reduction of information is presented below. Krueger (1994:149) suggests the following factors:

- **Words:** Both actual words used by respondents and the meaning of these words were considered.
- **Coding:** The identified segments of data were coded by means of category names and symbols. These categories formed the building blocks of qualitative data analysis.
- **The context:** The context was examined by identifying a triggering stimulus for comment and then interpreted the comment in the light of the context.
- **The internal consistency:** Shifts in opinion, which are relevant for the study, were noted.

- **The frequency or extensiveness of comments:** Some topics were discussed by more respondents (extensiveness) and some comments were made more often than others (frequency). Such ideas were noted in order to indicate which themes received priority.
- **The intensity of comments.** Respondents discussed some topics with a special depth of feeling. It was easier to note that since the tape recorder was used.
- **The specificity of responses:** More weight was given to responses that were specific and concrete rather than those that were vague and ambiguous.
- **An accumulation of evidence:** Recording the words used the body language and the intensity of comments.

In analysis, codes such as bracketing and intuiting were used. Bracketing is putting aside all knowledge that the researcher has about a phenomenon being studied so that existing theoretical knowledge is not imposed on emergent data (Halloway & Wheeler 2003:18). Intuiting in this study refers to focusing on the phenomenon of facilitators and adult learners' motivation to participate in learning programmes.

3.10 CONCLUSION

Qualitative research focuses on lived experience and the interpretations and the meaning which people attach to it (Holloway and Wheeler 2003:26). This chapter presented the research design and the methodology of the study. The population and sampling procedure were fully outlined and the research plan outlined. Although different terminology was used, the issue of reliability and validity received attention. Data collection procedures and data analysis were conducted. This chapter has also indicated how the trustworthiness was established and decisions trail shown. The above outline research design and methodology was followed by the presentation, analysis and interpretation of data in the next chapter.

CHAPTER FOUR

THE PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The previous chapter presented an exposition of the methodological approach used in this study. This chapter should be viewed against the background of the method outlined in the previous chapter. The previous chapter also elucidated the methods employed to gather data which were used to substantiate the effectiveness of the facilitation methods to motivate the participation of adult learners to various learning programmes in the adult centre at Ekurhuleni.

In this chapter the analysis and the interpretation of data is presented, and covers the limited qualitative research conducted in the field in order to validate the effectiveness of facilitation methods to motivate adults to participate in the learning programmes in the adult centre at Ekurhuleni. According to McKay (2007:2) a method that gathers information about issues that are not easily measurable or countable is called qualitative research.

White (2005:130) says qualitative enquiry refers to research traditions or paradigms that are non-manipulative and that collect data in the form of words. One can therefore deduce from these two descriptions that qualitative research is an investigation that collects and collates views of identified individuals or groups of people, who are pertinent to a particular issue. According to Bless and Higson-Smith (2000:137), the researcher conducts the data analysis so as to detect consistent patterns within the data, such as the consistent covariance of two or more variables.

Ranata et al (2007:3) state that qualitative data is non-numerical, mostly in the form of text, but may also include other formats such as images, video or audio. By its very nature it is often voluminous, unwieldy and time consuming to organize and analyse. They further emphasise that qualitative data analysis involves both conceptual operation and mechanical tasks. It is a dynamic, intuitive and creative conceptual process of inductive reasoning, thinking and theorizing. The researcher through qualitative data analysis will organise, store, reproduce and retrieve data.

After the field notes have been collected recorded and observations made during the collection phase, the process of analysis followed. This process involved the analysis of unstructured in-depth individual interviews of the supervisors, the focus group interviews of the facilitators and the learners at the adult learning centre in Ekurhuleni. Welman, Kruger and Mitchel (2008:91) advocate that data analysis process entails converting field notes into intelligible write-ups that can be read, edited for accuracy, commented on and analysed.

The empirical data was collected at the adult learning centre, using the interview schedule (cf. appendix B). The raw data were interpreted and analysed independently into information and more useful information, as mentioned in the previous chapter. Views on the effectiveness of various facilitation methods to motivate adult learners to participate in learning programmes were solicited in the three focus groups interviews. The researcher identified the ideas into categories.

The researcher did this in order to cross reference different types of data collected with each other. Mason (2006:9) states that the researcher does the cross-referencing in terms of types of connections between the respondents. The following paragraph outlines the biographical data of the sampled facilitators as well as the learners.

4.2 BIOGRAPHICAL INFORMATION

The table below summarises the biographical data of the adult centre that participated in the study.

Biographical data of sampled facilitators

Table 4.1

VARIABLE	ADULT CENTRE
Gender	02 = males 07= females
Qualification	06 =ABET Diploma 03 = ABET Diploma and ACE certificate
Experience	01= More than 3 years 08 = 04 - 25 years
Positions	02= Heads of the Department, Supervisors and Facilitators
Date of the interview	06 September 2012

The above information reflects the presentation of the facilitators at the sampled centre. It shows the biographical data of the supervisors together with the facilitators who participated in the interviews. There were in all 2 males and 7 females. This information contains the gender of the participants. The qualifications of the facilitators show that 6 have an ABET Diploma and 3 have an ABET Diploma and the Advanced Certificate in Education (ACE). The work experience of the facilitators in ABET shows that 1 facilitator has 1 to 3 year experience in teaching and 8 facilitators have between 4 and 25 years working experience.

The sampled facilitators (teachers) held different positions at the centre: 2 facilitators were in a management position, and 7 were facilitators. It was interesting to discover that two facilitators are furthering their studies in the field of adult education. Two are studying towards Bachelor of Education (Bed) Degree in ABET. As was stated in chapter three, (cf. 3.5.2) permission to gain access to the centre was granted by the Gauteng Department of Education. Furthermore arrangements were made with the adult centre to fix the actual date for the interviews as reflected in the above table.

It was also important to present the biographical data of the learners in the adult learning centre who participated in the interviews.

Biographical data of sampled learners

Table 4.2

VARIABLE	ADULT CENTRE
Gender	09 = males 15 = females
Age	18 – 25 = 07 26 – 40 = 10 41 – above = 07
Levels	L 2 = 06 L 3 = 13 L 4 = 05
Date	11 September 2012

The above biographical data was for 2 focus groups of learners who participated in the interviews. The groups were formed of both males and females. There were 9 males and 15 females respondents. It was important for the purpose of this study to get the views of both genders on how they were motivated to participate in learning programmes at Ekurhuleni. It was essential to the study to get respondents of a variety of groups in order to collect data reflecting different views. There were 7 learners between the ages of 18-25, 10 learners between 26-40 years and 7 learners from age of 41 and above. This information shows the combination of different academic levels of learners sampled to participate (cf. 2.6.5). There were 6 level 2 learners, 13 level 3 learners and 5 level 4 learners, which gave a total of 24 respondents. This was done in order to interact with learners from different levels of competency, and to gain different perceptions from them.

The following discussion presents the data in the five main categories identified.

4.3 DISCUSSION OF RESULTS OBTAINED THROUGH INDIVIDUAL AND FOCUS GROUP INTERVIEWS.

Data collected was divided into five categories. In this section the categories were described and substantiated by quotes from respondents. Quotations were given verbatim without correction of style because it contributed to the understanding of the research context. The researcher had to translate the questions from the interview schedule in order to accommodate some respondents who could not understand the language used. This enabled the interview to be conducted successfully. The identified categories were as follows:

1. Recruitment, registration and orientation of learners.
2. Motivation of learners to participate in learning programmes.
3. Facilitation methods used by the facilitators during lesson, and involvement of learners in learning.
4. Relevance of learning programmes offered in the centre.
5. Reasons for drop-out rates of learners in the adult centre.

The discussion of results obtained through focus group interviews and individual interviews were described with special reference to the above categories.

4.3.1 Recruitment, registration and orientation of learners

The question was asked on the recruitment strategies to attract learners to register at the ABET centre.

Facilitator A said that they use various sources to recruit learners. They used the community radio station which helps a lot by broadcasting about the adult education centre in the area. They announced on different times of the day in different programmes in the community radio to make sure that the message is heard by the majority of the people within the community. They also used door to door campaign informing the community about adult education. She mentioned that it helped a lot because they were able to get the opportunity to talk to the learners and they could then ask questions on face-to-face about the centre. At the beginning of the year, they went to Ekurhuleni Local Council and the local police station (SAPS). They asked them to assist with transport and loudspeakers to move around the area informing the community about the adult centre.

Facilitator B mentioned that they made use of the local newspaper to advertise the adult centre. She said:

“In our area there are two local newspapers. One is for free, and the other one is cheap, cheap. The difference is that one newspaper is mostly found in the township, and the other one in the suburbs and in town. Our reason for using both of them is that in the suburbs there are women who work there and sleep at their work place known as emakhishini. There are also men who work in town and stay there for various reasons. Most of those adults are not educated. They need to know about the provision of adult education in their area that could help them uplift their education levels for better opportunities. We also try to show them the need to learn, and know what we can offer to them.”

The following probing question was, “How do you cater for all the learners who stay in different areas to attend classes in the township?”

Facilitator C responded by saying that they had satellite centres in many areas, apart from the main centre in the township. They had satellite even in town and in suburbs, whereby all adult learners who could not come to the township are catered for. In the suburbs and in town they are accommodated in the schools. Adult learners could come and attend after working hours. So it is not a problem where ever adult learners were, the adult centre was always available to them.

Facilitator D said,

“We also involve the Community Development Workers (CDW) to help us recruit learners. During their community gatherings known as IMBIZO, we attend. Our most important aim is to make the community aware about the ABET centre. We go there to sell our product which is adult learning to the people that is we market the centre, and recruit learners. CDW’s are one of the most influential community sectors. Most of the community members listen to them because they believe that they bring development to the people”.

On further probing, a question was asked about the registration process to ensure that learners are allocated to their correct respective levels.

Facilitator E responded by saying that

“When the learners arrive for registration, we engage them in an orientation programme. The programme is scheduled for the whole week. During the orientation process, learners are firstly exposed to the placement test. This is the test that determines the level at which the learner will be correctly placed. Some learners want to be placed in level 2, whereas their level of competence is below that. You will find that they cannot read and write but they think it is embarrassing to start at level 1. Some of them want to be in the same class and level with their friends and neighbours. They even mention that their friends and neighbours will laugh at them if

they can discover that they are in the low levels. We then get the opportunity to explain to the learners why they have to be placed in the correct level. We explain about the volume of work in different levels. This information helps them to understand the importance of placement. Placement tests help learners not to drop out. When they are placed in a wrong level they lose interest in education. Through the placement test we are able to allocate learners at their correct levels.”

The question was asked to the learners on how they were recruited to the centre.

Learner 1, said:

“Mina ngizwe ukuthi sikhona isikole sabadala ngezaziso esontweni. Umam okunguyena osho izaziso wachaza kancane ngesikole. Wayesethi kumele siye kokhuluma nothisha besikole ngamalanga athile awabalile”

This means that the adult learner heard about the adult centre from the announcements in church. When the announcements were made, they were interested then they went to the centre to get more information about it. It was explained to them that the teachers will be waiting on certain days in the centre to provide information. That was how she heard about the school.

Learner 2 said that she was told by her children about the adult centre. Her children were given pamphlets at their school to take home to their parents. Arriving at home with the notice, she then asked for explanation as the information was written in English. She then got interested because the child also wanted his mother to be educated and to be able to do things without the help of other people.

Learner 3 answered,

“I got so excited when I got information and when my child encouraged me to go to school so as to be educated like other parents. I realised that my child also was in favour that I should go to school to learn. My daughter even mentioned how exciting they were with their friends about this. They even said they were all going to convince their parents about school.”

Learner 4 said that she heard about the adult education centre from her friend on the bus. They were travelling together and she told her that she was going to attend school in the afternoon after work. She then got interested. On the following afternoon she as well went to the school where the adult education centre was operating. She then received the necessary information about the centre, and the subjects that they offer. She further said:

“It was amazing that I finally was going to be able to make a change in my life, something I have been longing to do, I was very excited about the new decision that will change my life for the better”

4.3.2 Motivation of learners

A question was asked to the facilitators on how they motivate learners?

When facilitators were asked a question about mixing learners of different age groups in one class? Facilitator 1 said that when they do class allocation, they did not consider the age of the learners, but they considered the levels of competency. This allocation allowed the learners to help each other in class because of their competence. For example, those who could understand quickly would help the ones who take time to understand. In other words the slow learners would be assisted by the other learners in the same class.

Facilitator 2 highlighted that as facilitators, they motivate their learners extrinsically. Stating that extrinsic motivation helps learners to determine their destination and imagine themselves achieving their set goals. Adult learners like to be praised. When the other learners are acknowledged on their performance in front of others, they will be motivated to work hard also to get that.

Facilitator 3 said,

“I use stickers on my learners’ workbooks to motivate them. I use a red sticker for excellent performance, yellow sticker for average performance and a blue sticker for fair performance. I don’t indicate the bad and the worst performances because it discourages the adult learner. Learners who did not get a sticker on his/her book will work hard in order to earn a sticker. You will sometimes find them showing each

other their books. That works as a source of motivation to the whole class to strive to get a sticker.”

Facilitator 4 said that the learning environment is not conducive to learning at the centre. She said the classrooms were not welcoming and the environment was not conducive enough to motivate learning. The ABET centre is accommodated at the primary school. The furniture was not comfortable at all because it was suitable for the primary school children. The chairs and tables were too small and low for adults to use.

Facilitator 3 said that he found it difficult to incorporate other learning areas. It was even difficult to prepare Learning and Teaching Support Material (LTSM) like providing wall charts to support the lesson because they don't have their own classrooms. They did not have space where they could hang the wall charts and leave them in the class because the class was used by school children from the morning until afternoon. They could only occupy the classrooms when the small children had left. That created a problem for them to conduct effective teaching and learning.

Learners' responses were:

Respondents indicated various reasons for attending adult classes. Data revealed that the common reason was that they wanted to gain the basic skills and knowledge that would help them to improve their way of life and their living conditions. Some of the reasons why they wanted to learn how to read and write in order to be able to help their children and grandchildren with their school work. They also wanted to be able to check whether their children are doing their school work or not. They gave various reasons that they were sometimes called to schools where their children attend. They would be asked to help their children with school work.

Learner 8 was asked what motivates her to learn, she said,

“Mina ngifuna ukukwazi ukuzifundela iBhayibheli lami noma ngingedwa ekhaya. Uyazi kubuhlungu ukulalela uma kufundwa esontweni, uma ngifika ekhaya angisakwazi ukuzifundela mina ngibukeze obekade kufundwa esontweni”.

This means that she wanted to learn how to read the Bible. She said it was so painful that one can only listen to the Bible reading at church, and when she wanted to continue reading the scripture at home, she was unable to do so. This made her to go to school so that she could be able to read whenever she wishes.

Learner 1 and 4 said that they were registered at the centre because they wanted to learn numeracy skills. They wanted to learn how to count and eventually draw up a budget plan for their families. Learner 3 and 7 said that they want to know how to calculate grocery prices when they do the shopping for their families. Learner 2 responded by saying,

“It is so embarrassing that when you do shopping, when you arrive at the pay point, you have to return other items because you cannot pay for them. The reason might be that you could not calculate the amount for your goods that you wanted to purchase”.

Learner 5 responded by mentioning that he came to the adult centre because he got the opportunity to participate in sports and music. He got exposure as they compete against other centres. But data revealed that sports cater for the younger learners and not the older ones. The older learners find themselves not doing anything except going to class and listening to the facilitator.

Learner 3 said that he was motivated to learn because other learners were now able to complete forms on their own. He said sometimes at the bank they refused to assist him to complete the forms, and also at Home Affairs. So it became a challenge to him if he cannot read and write. Sometimes doing bank transactions would be a challenge too. His children tricked him sometimes when they are asked to help to withdraw or deposit money and to do any other bank transaction. They would either withdraw a lot of money and give him less, and deposit less money than what they were asked to do and steal the money.

When learner 7 was asked about what motivates him to attend at the adult centre, the learner said:

“I registered at the ABET centre because I dropped out from the main stream schooling. So I want to upgrade myself. I cannot go back to mainstream schooling because of my age. The boring part here is that I am being allocated in the same class as old people. The old people take long time to understand the lesson. They also like to ask too many questions even if we feel that there is no reason for asking. That thing waist time, and we begin to lose interest in coming to school. If we the young adults could be allocated separately from the older learners, that could help us a lot and save time.”

A probing question was asked about how they felt to be in the same class with young adults. Learner 3 responded that she would prefer not to be allocated to the same class as young adults. She said that the young adults laugh at them when they ask questions, when they don't understand and when they make mistakes. She said as a result she was sometimes discouraged from coming to class.

Reasons for attending ABET classes.

Table 4.3

CODE	MEANING	RESPONDENTS
CHW	To help children with homework	16
SB	Start a Business	19
RBBL	Learn how to read the Bible	10
LRW	Learn how to read and write	18
LNS	Learn numeracy skills	18
CBL	Learn to compile a budget plan	15
PS	To participate in sport	05
PMS	To participate in music	05
CF	Learn to complete forms	12
BDW	Bank withdrawals and deposits	12
LEV	Learning environment in the classroom	24

The above table shows the various reasons that motivate learners to participate in adult learning programmes. The table shows that 16 out of 24 respondents said that they attend classes because they wanted to help their children with homework. If parents are not educated they would not be in a position to help their children to do well at school. The conclusion here was that the majority of adult learners wanted to learn for a purpose. 19 out of 24 said that they attended because they wanted skills on how to start their businesses. This was an indication that adult learners are not working. Hence they wanted to learn skills about small business management. These skills would help them to alleviate poverty and

fight against the high unemployment rate. Very few learners 5 out of 24 had an interest in sports. This was the only few young adults who were still active. There were 14 out of 24 learners who wanted to learn how to read the Bible, mentioning that, it was not enough to listen when the Bible was being read for them at church. It is fulfilling to continue reading at home.

18 out of 24 learners needed reading, writing and numeracy skills. There were 15 learners who wanted to learn to compile a budget plan, which might be a very helpful skill. Very few learners had interest to participate in sports and music, only 5 out of 24. This was an indication of the lack of interest in extra-curricular activities. There were 18 learners who attended classes in order to learn how to complete forms, as it remains a big challenge to learners. The last response clearly showed that all respondents were not satisfied with the physical environment at the centre. All 24 respondents mentioned that the learning environment was not conducive to learning for adult learners.

There were barriers that learners indicated towards their motivation to participate in the learning programmes. Learners who were interviewed for this enquiry expressed their motivation to learn as being to acquire literacy as well as social and hand working skills. During the inquiry it was discovered that the skills that learners mentioned above were not attended to. Those who improved their skills would be to write and read. Learners join ABET classes with high expectations. When they do not receive what they expected, they dropped out. The attendants registers studied attest to that (cf. table 4.5).

It has been discovered that the adult centre does not offer hand work skills, such as wood carving, tailoring, building and catering. Learners mentioned that they sometimes feel it is a waste of time to attend ABET classes, thus they sometimes stay away. During interviews some learners revealed their concern of not being offered other programmes such as business skills.

The attendance registers revealed that a drop-out rate was high at the adult centre at Ekurhuleni. This normally happens when learners do not benefit from ABET programmes offered, especially when their living conditions do not improve. Learners perceived the programmes as not beneficially, as they are not motivated to participate in them. Another contributory factor is poverty, which is significant to their families. Their children are starving and exposed to poverty related diseases (cf. 2.6.5).

The participants also mentioned that they sometimes lose concentration in class when thinking of the problems they left at home. ABET classes could aim to remedy some of these problems. Some female respondents mentioned that they do not know what to do to

supplement their husbands' income to be sufficient for the entire family. In some families both husband and wife are unemployed, as is the case for many of the female learners interviewed. At the individual level, poverty has been identified as a single underlying cause of the low rate of literacy.

McKay (2007:280) states that about 6.8 million people receive social grants. Although number of grants to those living in poverty is increasing, it is still difficult for the illiterate poor to access information about what they are entitled to. Some of them could not cope with the bureaucracy surrounding accessing grants, and they do not understand what else do they qualify more than the grants. However, the level of literacy certainly had an influence in determining the level of poverty.

Learners' confidence was not built up in the ABET classes, as the programmes that were offered did not contribute to motivate them to participate in learning. Generally, illiteracy to them contributed to their low self-esteem. By offering relevant skills and make use of relevant methods of facilitation, adult learners would be motivated to participate in the learning programmes. Participation contributes to increase critical thinking. Adult learners should have critical thinking skills to be able to question their circumstances. They also need to contribute to the political spheres of their society at large.

4.3.3 Facilitation methods

The question was asked to the facilitators about the facilitation methods that they use at the centre in order to motivate learners to participate in ABET programmes.

Facilitator 1 mentioned that they relied mostly on the workbooks that were supplied by the Department of Education (DoE) to be used throughout in all ABET levels. These workbooks were distributed to all registered learners at the beginning of the year. It seemed as if the focus was on these workbooks and the completion of the activities as they appeared in the books.

Facilitator 2 said

“Some learning areas do not have prescribed books, and they don't have the learning material either for the learners or for the facilitators. So the facilitator has to try to get relevant material from other sources in order to teach the learners”.

Facilitator 3 said

“We don’t have our own classrooms, we share them with the primary school so we cannot bring our own extra learner support material to place in the classroom for our learners to use. We cannot carry the material to school every day when we come because it is going to be inconveniencing. Again time allocation for each subject does not allow us to use as much learning material as we want. Teaching periods are short whereas, the amount of work to be covered is a lot. One finds that learners forget what we have taught them on the previous week. ”

Another facilitator 5 said that they had a problem when it comes to the understanding of numeracy. They were unable to put charts on the walls in order to facilitate learning, and emphasise the theme handled at that time. They could not engage their learners in group work because there was a limited amount of time. Time table allocation did not allow that process. Hence they depended on the workbooks to facilitate learning. Such challenges made it difficult for their learners to understand subjects like numeracy which needed a lot of practice.

When learners were asked about how they learn in various subjects.

Learner 1 said,

“In numeracy there is BODMAS, which is very difficult for us to understand. Even though our facilitator tries to explain to us how it works but it is not easy to follow. We also do not understand how this BODMAS is going to help us in the future. If we can be told why it is necessary and important for us to learn maybe we could understand it much better.”

This shows that there is no link between the subject content and the reality of the life experience of the learner.

Learner 3 said that he does not know how to read properly, although he was trying but English is difficult to understand because it is not his home language. He only learns how to speak it at school and they didn’t have enough books to practice reading when they are at home. He also complained about very short time that they have for each subject.

During observation, data revealed that there was minimal learner involvement during the learning process. Learners were always listening to the facilitator. They do not take part in their learning. One might say that the lesson was teacher centred. There was no integration of instructional methods. It was noticed that the text book method was mostly utilised, whereby learners would concentrate on the workbook, and try to complete the tasks that only appears on those books.

Observation revealed that the classroom environment was not welcoming and motivating to adult learners. The classroom furniture, that is the chair and the tables were too low for adults. It was tiring for an adult learner to sit on a small chair, which also made it difficult to stand up. They used the furniture which was only suitable for primary school children. There was a lack of adequate resources. There was no Learner Teacher Support Material (LTSM) in the classroom that would enhance learner understanding of the lesson content taught, such as:

- Wall charts, to present e.g. sounds and parts of speech.
- Word games, to increase vocabulary e.g. word puzzles and scrabble.
- Items for counting, for numeracy skills e.g. bottle tops, grains of seeds.
- Diagrams and illustrations e.g. square, triangle.
- Classroom collection of books or library, to enhance reading skills.

There were no field trips that were undertaken for learners to explore. Learners were exposed to educational trips only such as going to the bank or the post office to learn how to complete the forms, as the completion of forms was part of their syllabus.

Data showed that respondents do not always attend classes. It showed that some learners fail to attend classes on regular basis because of family commitments. They sometimes had to go to families in rural areas for family rituals and some other cultural observations, missing classes. Sometimes they would be absent from school when they had to go to receive their pension grant.

It was observed that learner-facilitator interaction was minimal. As learners of vastly different ages were allocated in one classroom, the older learners were afraid to ask questions on aspects that were difficult to understand. These learners were afraid of the young learners who were in the same class with them.

Taking issues such as settings, content and climate into consideration would seem so simple, but when adult learners were interviewed about difficulties, they tend to report on issues such as a lack of assistance in mastering assessments, cold weather and lack of communication. The ideal relationship between the facilitator and the learner should be based on trust, open dialogue and open questions that could invite discussions.

In chapter two (cf. 2.3.7) Kahler et al (2005:137), emphasise the importance of good communication between adult learners and the facilitator, because adults must understand the programme and all facets of it if they are expected to participate. If they could not see clearly what the initiators of the programme propose to do and where its activities will lead, any initial interest they had might soon decline. In order that adults participate in learning, they expect the programme to make sense and be useful to them. Time does not permit them to participate in learning experiences which are of no value.

Siberman (2005:25) says that the teaching of adults required a facilitation approach. Facilitators should not direct learning rather they assist adults in order that they may complete learning efforts that they have defined.

4.3.4 Provision of relevant subjects

Facilitator 6 stated that the development of primers was the responsibility of the Department of Basic Education. This is based on what the subject facilitators and curriculum developers from the Head office and the District office of the Department on Basic Education estimate as the best curriculum for adult learners.

There was no consideration of the learners needs. As these were adult learners, they possess prior knowledge, thus Recognition of Prior Learning (RPL) should be considered. Adult learners already possess knowledge and experience which require refinement which might be done through acquisition of ABET skills. This is justified by the fact that all level 2, 3 and 4 learners receive workbooks at the adult centre from the Department of Basic Education. The workbooks are designed according to level of understanding for that specific level. However, facilitators are not conversant with the facilitation methods to be employed in order motivate learners interests in learning.

When facilitators were asked about the developmental workshops conducted to prepare them to implement facilitation methods that would be understood by the learners, and be able to use the workbooks. Facilitator 2 stated that sometimes they receive two-hour training workshops. However, those workshops were not necessarily based on facilitation methods, but on new developments within the Department of Basic Education.

Respondents revealed that the subject content was confusing to them. It does not help them to achieve their intended goals. Learner 7 said,

“I have been with this adult centre for two years now, but still I cannot read and write. I do come to school, although not always due to some commitments. I also want to know how to speak English, but I don’t know it. I am trying my best to learn and do as I am told but I cannot read even my mother language. I think I do have a problem which must be solved by my teachers”.

The selection and the provision of the subject content rely on the packages that were allocated for each level. Time table that was drawn up at the centre controlled the time allocated for each subject. It has proved that the time allocated is not enough for the learners to learn effectively. The time-table that is used at the centre was as follows:

Period allocation time-table

Table 4.4

DAY	TIME	LEVEL	LEARNING AREA
MONDAY			
	15H00 -17H00	2	Home Languages
	14H00 -15H00	3A	Home Languages
	15H30 -16H30	3B	Integrated (Health)
	16H30 -17H30	3C	Numeracy
	14H30 -15H30	4A	Natural Sciences
	14H30 -15H30	4B	Economics and Management Sciences

	15H30 -16H30	4A	Life Orientation
	15H30 -16H30	4B	Home Language
	16H30 -17H30	4A	Mathematics
	16H30 -17H30	4B	Life Orientation
	17H30 -18H30	4C	ANHC
TUESDAY			
	15H00 -17H00	2	Numeracy
	14H30 -15H00	3A	English
	15H30 -16H30	3B	Integrated (Natural Sciences)
	16H30 -17H30	3C	Numeracy
	14H30 -15H30	4A	English
	14H30 -15H30	4B	Natural Sciences
	15H30 -16H30	4A	Life Orientation
	15H30 -16H30	4B	English
	16H30 -17H30	4A	Home Language
	16H30 -17H30	4B	Life Orientation
	17H30 -18H30	4C	ANHC
WEDNESDAY			
	15H00 -17H00	2	Integrated
	14H30 -15H30	3A	Integrated (Life Orientation)
	15H30 -16H30	3B	Technology
	16H30 -17H30	3C	Integrated (Economics & Management sciences)
	14H30 -15H30	4A	Natural Sciences
	14H30 -15H30	4B	Natural Sciences
	15H30 -16H30	4A	Mathematics
	15H30 -16H30	4B	Tourism
	16H30 -17H30	4A	Mathematics
	16H30 -17H30	4B	Mathematics
	17H30 -18H30	4C	Technology ANHC
THURSDAY			
	15H00 -17H00	2	English
	14H30 -15H30	3A	Tourism
	15H30 -16H30	3B	Integrated (History & Social Sciences)
	16H30 -17H30	3C	English
	14H30 -15H30	4A	Economics & Management Sciences

	14H30 -15H30	4B	Natural Sciences
	15H30 -16H30	4A	English
	15H30 -16H30	4B	Tourism
	16H30 -17H30	4A	Technology
	16H30 -17H30	4B	English
	17H30 -18H30	4C	ANHC

The above time table shows that learning at the adult centre starts in the afternoon at 14H30 and lasts until 18H30. Level 2 learners attend for 2hours per day, four times per week. They attend numeracy on Tuesday only. When they come the following week on Tuesday for numeracy lesson again, they would have forgotten what they learnt the previous week. The time table showed that language is learnt only once a week. Even English as First Additional language is done only once a week. Learners do not get enough time to practice the language.

Learner 4 said that the adult centre starts in the afternoon because there is no accommodation for them in the morning as the school is being used by the primary school. During the day they are not engaged in anything because most of them are unemployed. They would like to start with the school in the morning. Learner 5 said that the afternoon is not suitable for them because they must cook for their families', look after their children when they come back from school, because there was a lot of crime in the area, at the same time they must be in class.

Learner 6 said:

“We attend only one subject per day, per week. When the following week comes you find that we have forgotten all what we learnt the previous week. We learn IsiZulu on Monday, numeracy on Tuesday, integrated studies on Wednesday and English on Thursday. We only attend for two hours a day. This is our biggest problem because we forget as we are adults”.

As reflected in the above class attendance time table there was very little time allocated for each period. The facilitators were asked about the relevance of the learning areas that are

offered at the centre, to the needs of the learners. Facilitator 2 responded by saying that the integrated subject was confusing to the learners. It contained clustered information. Most learners find it difficult to understand. Another problem is that all these integrated subjects do not have the necessary resource material, like the other learning areas.

It seemed as if the interests and the needs of the learners were not catered for. This was stressed by learner 5 when she said:

“We would like to learn basic reading and writing skills and also be equipped with skills that empower us to start our own businesses. As the unemployment rate is high in our country and some of us are living in poverty, adult education should help us to get a better life. The centre should try to provide us with skills for gardening, sewing, baking, and many more so that we can form a co-op. These co-ops will help us to alleviate poverty”.

It was discovered that the curriculum design provided at the centre concentrated more on philosophical contents of the curriculum and therefore tends to neglect the more practical aspect of the curriculum, which is of greater relevance to the adult learner. There was a concern that most ABET materials and teaching focused on the basic education and literacy components of ABET and have not incorporated the skills training aspect which should be aligned with an ABET programme. McKay et al (2007:61) say that adult education should assist adult learners to develop knowledge and skills they would need for their own personal development. Although ABET curricular may currently be viewed in a negative light, the need exists for curricula to be redesigned so that they meet learners' needs and standards, rather than the standards set by the institution.

4.3.5 The Drop-out rates in the adult centre

Facilitators stated that at the beginning of the year a large number of adult learners come to register at the centre. Facilitator 4 said that it was due to the effective methods of recruitment used by the centre. She continued saying that sometimes they had their classes full at the beginning of the year. Learners register with the enthusiasm to learn. But as time progresses, the attendance decreases.

The following table reflects the actual enrolment statistics at the beginning of the year and the drop-out rates before learners wrote their final assessment at the adult centre (Department of Education 2010:3).

Table reflecting drop-out rate of learners

Table 4.5

YEAR	2011	2010	2009	2008	2007
No ENROLLED	992	803	900	806	786
No Wrote	609	595	504	549	543
No Dropped out	383	211	395	257	243

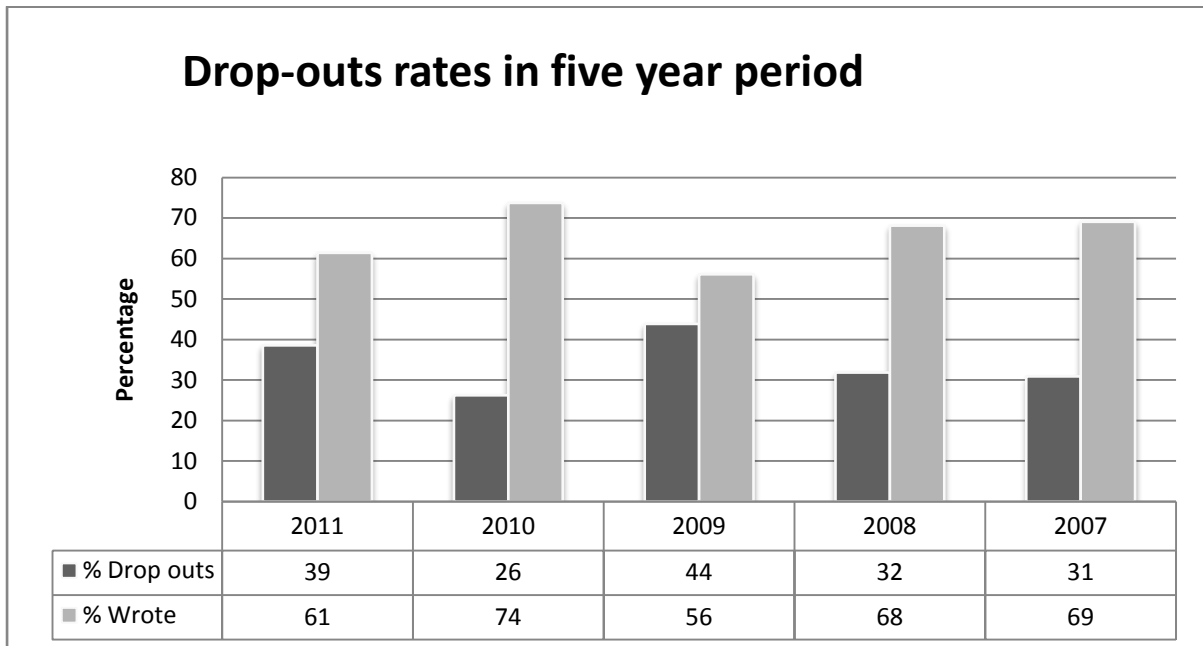
The above table shows the enrolment of learners for the past five years and those who finish on the course and the number of drop-outs rates of learners who did not finish the course. In 2011, 992 learners registered at the beginning of the year, 609 learners wrote the end of the year examination and 383 dropped out before the end of the year. There were 803 learners who registered at the beginning of the year 2010, 595 learners wrote the final examinations and 211 learners dropped out before finishing the course. In 2009 there were 900 learners who registered at the beginning of the year, 504 learners wrote end year examinations, and 395 learners dropped out. 806 learners registered in 2008, 549 wrote their final examinations, while 257 learners could not write their exams. Lastly, there were 786 learners who registered in 2007, with 543 learners who wrote their final assessment, and 243 learners who did not write examinations as they dropped out.

This was the indication that there is a problem with the drop-out rates of adult learners. There might be various reasons towards the prevailing situation that deed an urgent attention to prevent the continuous occurrence in adult education.

The following bar graph indicates the drop-outs reflected in percentages of the learners at the ABET centre for the past five years rates. This shows a relatively high percentage of learners who do not write their final assessment, for various reasons mentioned as by the respondents.

Learner drop-out rates at the centre

Table 4.6



The above table shows the drop-out rate for the past five years. These statistics reflect the percentages on registration of learners at the beginning of each year. It continues with the number of learners who wrote the final assessment at the end of the year. Then it also reflects the drop-out rates of learners who did not write final assessment and some of the dropped-out early in the year for various reasons.

These percentages show the numbers of learners in the adult centre at Ekurhuleni which reflects correlation in it and the drop-out rates of the whole country as shown above in chapter two table 2.4 shows the pie chat shows the scope of literacy in South Africa. Also (cf. 2.7) that shows the drop-out rates of learners in 2010. The National drop-out was at 33.69% of adult learners who did not write final examinations. It also reflected that 66.31 % adults wrote their final assessment in 2010.

This table above reflects that in 2011 there were 992 adult learners who enrolled, but 61% wrote final assessment, and 39% dropped-out. In 2010, 803 adult learners registered at the beginning of the year, 74% were able to write the final assessment and 26% dropped out. In 2009, 900 learners registered at the beginning of the year, 56% wrote final assessment and 44% dropped-out. In 2008, 806 learners registered, 68% wrote their final assessment and

32% dropped-out. Lastly in the year 2007, 786 learners came for registration, 69% wrote their final assessment at the end of the year, 31% dropped-out.

The reasons for drop-outs as stated by the respondents were as follows:

- Seasonal employment
- Lack of interest
- Family responsibilities
- Sickness

Respondents gave reasons to the above points as follows:

- **Seasonal employment**

Most respondents stated that they were unemployed, so when they get temporary employment, they could not attend school. Sometimes the temporary employment lasts for a year, sometimes less than a year, or for few months depending on the season. That disturbs their schedule of attending classes. Sometimes their children get employment in the middle of the year, then they must look after their grand-children when the parents are at work. Seasonal employment can include jobs with the town council where the community members are employed to work during the summer season when there is rain and the grass grows fast, creating jobs to render garden service. This would be linked with poverty situation which many learners are facing. Farm workers are also disturbed from attending classes. In different seasons adult learners had to work in farms growing vegetables and fruits in the farm.

- **Lack of interest in attending classes**

Respondents stated that at the beginning of the year they come in large numbers, but as time progresses they lose interest in going to school. When they were asked for the reasons, they said that they did not have enough time to attend classes. They gave the reason that if they do not get the skills that they were thinking they would get at school. Facilitators said that some learners drop-out towards the end of the year so that they do not write final assessment on purpose. They will then come back at the beginning of the following year to

repeat the same level. When they were asked the reason for doing that, they said learners become so attached to their facilitators in such a way that they don't want to proceed to the next level.

- **Family responsibilities**

Learners pointed out that one of the problems that they had on attending classes was family responsibilities. They pointed out that they have extended families staying far apart from each other, some in rural areas and some in other provinces. When these learners are away to attend to family responsibilities, they do not take their learning material along, to continue doing their schoolwork. This would help them so that they were not left behind with work. They sometimes had to observe cultural rituals, so they had to go away and be absent from school. When they come back they discover that they have lost on their school work, they would then decide to drop-out.

- **Sicknesses**

The last point mentioned was the illnesses that they experience with their families and amongst themselves. Some respondents said that they look after their grand-children. As the HIV and AIDS epidemic was alarming in the country, most learners spent more time caring for the others. Some learners look after their sick children, they stay away from classes. When their family members get sick and had to go to hospital, they then spend most of their time going to the hospital and lose a lot on their school work. Hence they decide to drop-out with the hope of starting again the following year.

4.4 CONCLUSION

In this section data which was collected from the adult centre at Ekurhuleni, was coded and organised according to categories. Hence five categories were discussed in detailed in this chapter. The purpose of this case study was to ascertain the effectiveness of the facilitation methods that are used in the adult centre at Ekurhuleni to motivate adults to participate in learning programmes. The data provided in this section was a preparation for the conclusion and recommendations to be tabled in the next chapter five.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In chapter four the interpretation and analysis of the findings in the adult centre at Ekurhuleni about the effectiveness of facilitation methods in motivating adult learners to participate in ABET programmes was presented. This chapter discusses the findings and the recommendations generated by interviews and observation for this study. The present study laid out the effectiveness of the facilitation methods to motivate adult learners to participate in learning programmes, however, the implication of the findings will be discussed and recommendations will be made.

5.1.1 STATEMENT OF THE PROBLEM

The purpose of this study was to explore the perceptions of the adult learners at Ekurhuleni adult centre regarding the effectiveness of facilitation methods to motivate adult learners to participate in adult educational programmes, and to draw conclusions for the adult centre. Adult motivation to participate in educational programmes is of immediate interest, as lifelong learning is now considered as a solution to the pressing problems of increased levels of unemployment, not least among the unskilled workers. Many theories concerning motivation and adult education maintain that individuals are innately motivated to learn and conclude that motivation problems result from various dispositional, situational and structural impediments. If such barriers are attended to, adult learners will be better motivated to participate in learning programmes.

A critical reading of the literature shows how motivation theory stigmatises people held to be unmotivated in that the theories ascribe motivation problems to the individual, while ignoring the cause for the problem is formulated. Individuals are believed to be active beings rather than passive tools. (Gravette 2001:45) said that human beings act on their internal and external environments to be effective and satisfy the full range of their needs. This indicates that humans are intrinsically motivated to achieve their desired goals. On the other hand rewards could motivate a person to engage in activities he or she might desire. The research problem addressed by this study as discussed in chapter one is as follows:

1. ABET facilitators often do not know how to make use of the effective facilitation methods to motivate adult learners to participate in learning programmes at the adult centre in Ekurhuleni.
2. Adult learners are not motivated to participate in learning programs as the statistics show that 43% of the adults are illiterate.
3. During the liberation struggle children's schooling was disrupted which contributed to a large number of adult illiterates in the community (cf. 1.3 and 1.4).

5.1.2 Summary of literature review

In chapter two the literature was extensively reviewed. This was necessary in order to provide relevant information regarding the effectiveness of facilitation methods to motivate adult learners to participate in adult learning programmes. White (2005:128) stated that both primary and secondary sources are important to process information into a thesis in order to establish new knowledge. Therefore, both primary and secondary sources comprising books, unpublished dissertations and theses, research reports, newspapers, and articles were read.

An overview of the structure of Adult Basic Education and Training was discussed. This included an outline of the ABET policy, the General and Further Education and Training Qualification Sub-framework (GFETQSF) which explains as being catered in the new NQF levels. The NQF or the National Qualifications Framework relates ABET levels to mainstream schooling, and explains the school grades, the NQF levels, the education band as well as the qualifications and the certificates that adult learners can achieve through participation in various learning programmes (cf. 2.7).

The literature review identified the key factors influencing the participation of adult learners in learning programmes. The investigation indicated that adult facilitators do not understand what motivates adult learners to learn. This study underscored that adult learners tend to be motivated by the desire for self-actualisation, and if facilitators do not realise is, learners will not continue to participate in programmes until the facilitators respond to the needs of the learners (cf. 2.10.2). However, specific focus was placed on the effectiveness of facilitation

methods to motivate adults to participate in learning programmes at adult centre in Ekurhuleni.

Various motivational theories found in the literature were discussed to investigate what motivates adults to participate in learning programmes. The literature agreed that the inner needs of learners, instinct and drive theories motivate adults to learn. The self-determination as well as the self-discrepancy theories were discussed. These theories state that if learners have a specific goal and the determination to achieve something in life, then that learner will be motivated to learn. The intrinsic and extrinsic motivation theories were also discussed. These theories mention that if learners are motivated by rewards they tend to be motivated to learn. The facilitation methods depend on all these theories that are used by facilitators in order to motivate adult learners to learn.

Against that background information provided above, this study geared itself towards achieving its major purpose which is the identification of the effective facilitation methods to motivate adult learners to participate in learning programmes at the adult centre in Ekurhuleni.

5.1.3 Planning of the Research

Chapter three discussed the research methodology which was used in this study. The qualitative research approach was used as it is the method that allows the researcher to interact with the respondents. According to Welman and Kruger (2001:46), a research plan gives direction to the researcher to obtain and collect data from the participants. A qualitative research approach was selected because of its strengths as advocated by Struwig and Stead (2003:213), that it allows the participants to describe what is meaningful or important to him or her using his or her own words rather than being restricted to predetermined categories, thus participants felt more relaxed.

This research was **descriptive** in the sense that brings accuracy to the topic which is being studied. The focus was on an accurate description of the effectiveness of the facilitation methods to motivate adult learners to participate in learning programmes at the adult centre in Ekurhuleni. The research method was **explorative** in that it explored the new ideas and possibilities about the topic of research. This research was **contextual** in that the focus stayed on the specific setting of properties that pertain to the specific phenomenon.

A case study was used to conduct this research because of its appropriateness in illustrating the issue being studied. The advantage of using a case study was that the data

analysis focusses on one phenomenon that the researcher has selected, in this instance it was a case study of the adult centre at Ekurhuleni. Data was collected from the sampled institution. Fieldwork was conducted on the spot under natural circumstances. However, the focus was on the effectiveness of the facilitation methods to motivate adult learners to participate in learning programmes.

1. Data collection

Qualitative data for this study was obtained from, both primary and secondary sources, in literature. Observations were made and interviews conducted. The rationale for using a qualitative research approach was outlined. The empirical process of the study and the aim, which was to investigate the effectiveness of the facilitation methods and the motivation of adult learners to participate in learning programmes were explained.

2. Interviews

An interview schedule of questions was used to gather data as it is flexible in that it allows opportunities to probe into topics, to inquire about surprising responses, to clarify comments and to add to the original purpose if necessary. The information had been accessed other than that which was provided by words, eyes, gestures, tone and even silence. There were two individual interviews conducted at the adult centre, and three focus group interviews. One focus group interview was conducted with the facilitators, and two focus group interviews were conducted with the learners.

3. Population and sampling

The population for the study was 1 principal, 9 HOD Supervisors, 42 Facilitators and 992 learners which gave a total 1044. From this population sampling was done. Purposive sampling was done, which was a small percentage of the total number of people who together comprised the subjects of the study. McMillan and Schumacher (2010:141) state that the population is the all subjects used in an investigation that has certain common characteristics, and can be described with respect to such variables as age, race, gender and ability. Sampling for this study consisted of 2 Supervisors, 7 facilitators and 24 adult learners. That gave a total of 33 participants for this study.

4. Data collection and analysis

During interviews data was collected at the adult centre using the interview schedule. It was consolidated into five categories, namely:

- Recruitment, registration and orientation of learners.
- Motivation of learners to participate in learning programmes.
- Facilitation methods used by the facilitators during lessons.
- Curriculum provision
- Reasons for the drop-out of learners in the centre.

All the results obtained through observation in the above categories the, individuals and focus group interviews on the effectiveness of the facilitation methods to motivate learners to participate in learning programmes.

5.1.4 Conclusions regarding motivation of learners

The data revealed that adult education takes place at the adult centre at Ekurhuleni but learning does not take place effectively due to certain obstacles that exist in the centre, and they need to be taken into considerations. As stated in the literature (cf 2.3.3) Knowles et.al (2001:84), said that the adult facilitator has a critical role to play by understanding the personality of the learner which will thus encourage the learner to participate in learning programmes.

Some learners were not motivated to participate in the learning programmes, as seen from the results of the interviews.

- It was shown particularly by the large number of drop-outs before the course is completed as was reflected in chapter four, in table 4.5. In 2011, 992 adult learners enrolled at the centre, 609 learners wrote their final assessment at the end of the year, leaving 383 learners who dropped out before the end of the year. This indicated that the learners were not motivated to learn. The drop-out percentage for the 5

years from 2007 to 2011 ranges between 26% and 44%, which is a large percentage of adult learners who are not motivated to participate.

- The way subjects are allocated and scheduled contributes to low motivation of learners. There are learners who come for only one subject per day, and who sometimes often travel long distances to come to class for only one subject. The time table shows that level 2 learners attend only one subject per day for four days in the week.

5.1.5 Conclusions regarding the effectiveness of facilitation methods

Based on the results of the interviews and observations carried out, the study concludes that adult education is very important and valuable in upgrading standards of living in a community, especially those members of the society who did not have the chance to obtain any education offered through formal schooling. The aim of providing adult education to these previously disadvantaged communities is to equip them with basic knowledge and skills that are necessary to enable them to take part in the development of their families and the nation as a whole.

Facilitation methods that are used by the facilitators to motivate learners to participate in learning programmes are not motivating the learners. Data collected through interviews and from the observations has shown that facilitators are not using a variety of effective facilitation methods.

- During interviews facilitators' responded that they were using the textbook method of teaching. This was reflected in the classrooms where there are, for example no teaching aids, like charts with graphs, shapes, and figures to help teach numeracy and other skills.
- There are very few field trips that are organized for the learners. The literature says that field trips enhance the understanding of the content treated in class. Learners go on educational tours either to the post office or the bank depending on the content that they are doing, to experience doing a bank, transaction practically at the bank or any other relevant institution.

5.2 CONCLUSIONS OF FINDINGS

The following conclusions were made from data and they are based on findings of the Department of Education, the Management Team and the facilitators in the adult centre, as well as the learners attending at the adult centre.

5.2.1 Conclusions for the Department of Education:

1. The Department of Basic Education does not offer assistance to the centre to provide proper accommodation. The centre is operating in a primary school building, using the furniture that is not suitable for adults, the chairs and tables were too small for adults. This makes teaching and learning not suitable for effective learning.
2. Time allocated for learning is inconvenient to some adults. The starting time for lessons is from 14H30 until 18H30. Data has showed that the majority of the learners are not occupied in the morning. Some would like to attend classes earlier, but they cannot because school only starts in the afternoon. It is also inconvenient to some adult who have responsibilities in the afternoon.
3. The workbooks (LTSM) that are provided to the adults are not particularly helpful to them as they do not satisfy their needs. The focus of the material is based on literacy and numeracy skills, other skills are not catered for.
4. The responsibility for making work books and work programmes available to the facilitators lies with the Department of Education. Facilitators do not have the knowledge to develop such programmes. Although the syllabus is available, facilitators do not have the proper tools to facilitate learning.

5.2.2. Conclusions for the Management in the centre:

1. The time-table used at the centre shows that there is not enough time allocated for some subjects. Some subjects and levels are allocated less time than others. For example level 2 learners, attend one subject for two hours only once a week. On Monday they do Home language, Tuesday its numeracy, Wednesday integrated studies and Thursday its English First Additional language. When they come back

the following week, they have forgotten a large percentage of what they learnt the previous week.

2. The management does not conduct a needs analysis before taking decisions on the Learning Areas (LA) they need to provide in the centre. They do not have adequate information on the ideal state of learners they have in the centre. Needs analyses are not made although learners write the placement test and attend orientation programmes at the beginning of the year, but their particular needs are not considered.
3. Data has shown that the majority of learners need to learn skills that will equip them to start their own businesses because of high the rate of unemployment and poverty in South Africa (cf.4.3.2). This was indicated by the drop-out rates of the learners which showed that learners are not motivated to participate in the learning programmes because of the learning that they receive at the centre.
4. The physical environment was not welcoming at all. The furniture in the classrooms was not conducive to effective motivation for the learners to participate in learning. The chairs and the tables were small, they are meant to be used by the primary school learners and not adults.

5.2.3 Conclusions about facilitators.

1. Facilitators do not use a variety of facilitation methods. Data shows that they rely on textbook teaching method. Classrooms are bare, there are no teaching aids in the class that could enhance the understanding and comprehension of the content for the learners.
2. Learners are not involved in their learning. It seems as if the facilitation process is teacher centred. There were no role play activities in subjects like Economics and Management sciences not even in English as First Additional language. The data revealed that learners complained that they did not understand English.
3. No educational tours are arranged for the learners. Through field trips learners are motivated and their understanding of the subject content is enhanced. A field trip to

the post office or the bank whereby learners would experience the reality of engaging the in processed bank transaction.

4. Level 4 learners are not exposed to any experiments. In subjects like Natural Sciences, learners need to do scientific experiments. There is not a laboratory or the apparatus that could be used in their classrooms to conduct relevant experiments required by the curriculum.
5. Facilitators do not plan their lessons. There was no evidence of proper lesson plans. Facilitators do not actual have lesson plans, although they do scribble notes for the lesson for that day but it is not planned, and there were no specific dates recorded.

5.2.4 Conclusion relating to the learners:

1. The data reveals that most learners do not attend classes on a regular basis. They attend to family commitments during school time. Absenteeism disturbs the smooth running of the class. It also disturbs the facilitators from getting on with their classes if learners are absent. If the weather is not favourable, if it is raining, for example, the learners, they don't come to class.
2. Learners do not show interest in some subjects. They do not like numeracy, saying that it is difficult. They do not understand it, so why do they have to do the lesson which is difficult.
3. The commitment of the learners to their learning was not found in the centre. It was discovered that some learners complained about paying fees to the centre. Recruitment is done at the beginning of the year. When they come for registration, they get discouraged when they have to pay study fees. It is not a large amount but it is a sign of commitment. While some learners were against the payment of fees, they are necessary for the functioning of the centre.

5.3 SUMMARY

What was observed was that adult learners at the adult centre in Ekurhuleni needed motivation so that they could be encouraged to participate in learning programmes. Most of the lessons that are conducted at the centre are not interesting. There is no indication of a

variety of interesting facilitation methods. Although some facilitators extrinsically motivate learners by handing out the awards in the learners workbooks, it seems as if that alone is not enough to motivate them.

In the summary it has been revealed that quite a large number of adult learners are recruited successfully, using the most effective recruitment strategies as explained in the previous chapter four, but sustaining the learning in the centre is a challenge. As indicated in the bar graph above in chapter five, it reflects that many adult learners come to register at the beginning of the year, but they drop-out before the final assessment. This poses a big challenge to the facilitators to ensure that they keep all learners interested in learning.

Hutton (2000:96) says that learners in a non-formal didactic situation could also include children who receive additional tuition outside school. Siberman (2005:30) also advocates that adult education is an alternative education system for adults and children who did not go to school. They are offered an opportunity to receive basic education and basic skill that they need to cope with life expectations.

Adult education at Ekurhuleni is well advertised, among the entire community in the townships, those staying in the informal settlements, formerly from farms, including the poor where deprivation of the poor is pervasive and poverty is chronic. It has reached out as wide as possible to the educationally disadvantaged community. The major objective of such a campaign is to equip the adults with knowledge, skills and competencies that will enable them to live a better life within the community. Such skills are also important for the adults to enable them to cope with the changing economy of South Africa.

5.4 RECOMMENDATIONS FOR FACILITATORS TO MOTIVATE LEARNERS

This section examines important facilitation methods that could be beneficiary in increasing the knowledge and skills that are useful to ABET facilitators to assist them to motivate adult learners to participate in learning programmes. Learners require motivation so that they can continue to participate in adult learning programmes. A combination of various facilitation methods would be important to motivate learners. This investigation revealed that ABET facilitators lacked facilitation skills that would enhance understanding of the learning content, thus adult learners are not motivated to learn, they show that among other reasons, by dropping out before writing the final assessment for the level, and they don't attend classes on a regular bases.

Recommendations of this research study are made to the Department of Education, to the Management of the centre and the facilitators, as well as to the learners in the centre.

5.4.1 Recommendation to the Department of Education

1. The Department of Basic Education has to ensure that there is accommodation provided for the adult centre. There should be a proper building structure whereby the centre could function freely and be able to implement all their planned strategies for the benefit of the learners and the staff.
2. The physical environment of the centre is very important. It is imperative that both the staff and the learners are provided with furniture suitable to proper functioning. The principal and his management should not share buildings if the DoE expects the centre to function properly. The entire management should be accommodated and a staff room put up for the facilitators where they could meet from time to time to solve and discuss important matters pertaining to the profession. Learners also need to learn in classrooms that have furniture suitable for adults. There should be an environment where facilitators will teach and have all the resources they need for their learners.
3. Suitable Learning and Teaching Support Material (LTSM) should be provided by the DoE. The material should be relevant to the various levels of the learners which will empower the learners with the relevant skills for the economic growth and development of the country (Siberman 2005:45). There should not be the supply to some subjects and other subjects being left out but all subjects should be catered according to the needs of the learners. For example, integrated studies should be made specific and must have learning material adapted to adult learners and not to school children. There should be a library, where both learners and facilitators could get books for reading and conduct research. But adult learners need to have the material at hand that they can use for the subject.
4. Findings show that adult learners prefer practical to academic, applied to theoretical, and skills to knowledge or information. The process of learning and problem solving as instrumental learning should be encouraged, whereby adult learners use the new skills or knowledge to adapt to their changing environment.

Wlodowski (1999:80) stated that when adults are given what they need and desire, they will tend to be highly motivated. The researcher therefore recommends that the Department of Education provides the curriculum that is relevant to the adult learners needs' in relation to their life experiences, they then will be motivated to participate in ABET learning programmes.

5. For the curriculum planners of adult education: it has been verified from the responses of learners and in the literature that there is a common thread that all adult curriculum planners should respond to: the needs, interests, and real-life problems of the adult learners. Mwamwenda (2004:180) advocates that the needs of the learners serve as a source of motivation to the learner. Thus, satisfying and attainment of the learners' needs will motivate learners to participate in learning programmes.

5.4.2 Recommendations to the management of the centre

1. The management team should ensure that the staff has a staffroom where they could meet for short consultations where announcements could be made. Such a staffroom could help facilitators to share their challenges and successes that they have.
2. To look into the time-table and the allocation of time to the various subjects at the centre. It is not motivating to the learners to attend only one subject per day, once a week. It is recommended that level 2 learners attend 2 subjects per day and that would at least allow them to attend each subject at least twice a week.
3. Management should ensure that proper furniture is provided for the learners. As it is so uncomfortable to sit in a very low chair and use a low table as well, so management should make it a priority to order the furniture for the adult learners in order that they are motivated to participate in learning programmes.

5.4.3 Recommendations to the facilitators

1. That the facilitators should discover through consultation what are the prime motives and specific learning needs of each individual learner. What is the aim of the individual learner for attending ABET.

2. Facilitators should assist the learner to establish specific objectives which can be translated into specific behaviour and hence into specified feedback. As Lieberman et al (2006:39) states, the facilitator should: designs and carries out instructional experience so that learners can gain new behaviour, practice if necessary and learn how to use it in an applied situation.
3. Facilitators should ensure that they provide a feedback on the basis of the above mentioned dimension and decision. Their feedback would be the provision of the needs, skills and knowledge that would motivate the learners to participate in learning programmes.
4. They should allow provide the adult learners with a feeling of success and satisfaction as the major reinforcements of learning. Thus learners will be motivated to participate in ABET learning programmes.
5. Facilitators should draw up proper lesson plans. Through lesson planning, the facilitator will be able to outline the aims and the objectives of the lesson and thus he or she will identify specific and general outcomes to be achieved at the end of the lesson.

5.4.4 Recommendations to the learners

- Learners should maintain consistency in class attendance, they should limit their family commitments and take learning as the major priority in their lives. Learners should not be continuously absent from the class because they deprive their facilitator of the duty and the right to exercise continuity.
- During orientation learners should obtain a clear understanding of their subjects. They should understand the relationship and links between the various subjects.
- There should be an understanding of the qualification structure of ABET as laid down by the ANC Education Policy document (1995:16): that there is a single national qualification and accreditation structure for ABET leading to the General Education Certificate. If adult learners have an understanding of

their qualification structure they will be motivated to continue participating in learning programmes for their own benefit.

5.5 The following facilitation methods are recommended to the facilitators:

- As Quan-Baffour (2000:125) puts it there are a variety of effective facilitation methods that can be employed by the facilitator in the learning process. Facilitation methods are dictated by the type of lesson outcomes and the specific needs of the learners. He further says that in most cases, no single method can realise the outcomes of facilitation. This means that ABET facilitators should not rely on one single method of facilitation, for all his or her lessons. He can make use of demonstration, narration, experiments, discussion, and answer questions, and many more. This will help to draw in the interest of the learning towards the learning content. It will also motivate while arousing the interest of the learners to participate in the learning activities.
- It is important that facilitators realise the importance of integrating various media during their instruction, because that will enhance the understanding of the content taught. It will also engage the adult learning in their learning activities. The use of examples, the listening to the tapes, which might be recorded from any relevant source, would enhance learner understanding. This facilitation method will involve the learner in listening to material in addition to what the facilitator has taught, and simultaneously training the listening skills of the learners.
- Sometimes a facilitator could allow learners to watch television. The facilitator can arrange for a video of a certain aspect of the curriculum. In a subject like integrated learning area offered at the adult centre, learners could view business management skills. Dryden & Vos (2005:315) refer to various types of learners. They further say that there are visual learners who are stimulated by colourful settings, posters and mobiles which stimulate learning.
- Facilitators should also consider that music will be effective with the mainly auditory learners. This means that when various facilitation methods are

being used, learners are more likely to be motivated to learn. The combination of listening to a voice on a tape plus making notes as the facilitator speaks in a conversation has more immediacy for adult learners and larger numbers of learners could become involved through actually wanting to understand a particular didactic activity (Dryden & Vos 2005:316).

- Conveying instructional messages to learners, teaching and facilitating learners are quite interesting activities. However, facilitators need to know that no single medium can effectively carry an instructional message to the learners. As this research study focuses on effectiveness of facilitation methods, it is recommended that facilitators need to combine two or more educational media during the instructional process in order to satisfy the learning needs of the adult learners.
- It has been observed that in the adult centre at Ekurhuleni facilitators are not making use of a variety of facilitation methods that will motivate adult learners to participate in the learning programmes. Brookfield (2001:133) cites that the characteristics of good adult facilitators could be found in the facilitators who are concerned about their learners, are knowledgeable in their subject relate theory to practice and their field to other fields. From the data collected at the adult centre at Ekurhuleni, it is shown that due to the lack of development workshops for facilitators, they are not knowledgeable about their subjects, also the combination as seen in the time table in integrated learning areas where the learners are expected to learn the combination of different aspects under one topic.
- Brookfield (2001:134) further states that the facilitators should appear confident, are open to different approaches, present an authentic personality in the class, are willing to go beyond class objectives, and are able to create a good atmosphere for learning. The creation of a good atmosphere for learning will motivate adult learners to learn because they will be learning with understanding.

- In literature Athanasou (2008:93) say that the facilitator should like his learners and act intelligently towards them, he must be courteous, good humoured, tactful, articulate, imaginative and adaptable. Most adult learners have prior knowledge, so if the facilitator acts intelligently, he will be in a position of accommodating or Recognition of Prior Knowledge as suggested by McKay (2007:136) as mentioned in chapter two (cf. 2.4).
- There are various techniques that can be used to ensure that adult learners are attracted to learning. Knowles et al (2001:187) refer to advanced organisers, which is a technique for helping learners learn and retrieve information by making it meaningful and familiar. This is accomplished by introducing the basic concepts of the new material from which the learners are able to organise the more specific information that will follow.
- Hilgard and Bower in Knowles (2001:188) support the creation of a basic construct and framework for the learner at the beginning of facilitation is a way to focus and to introduce new content. The organisation of knowledge should be an essential concern of the facilitator so that the direction from simple to complex, that is, from meaningless parts to meaningful wholes is achieved.
- According to Lieberman et al (2006:39) the facilitator in essence designs and carries out the instructional experience so that learners can gain a new behaviour, practice if necessary and learn when to use it in an applied situation. This means that the adult learners must be able to use the knowledge gained in their daily life situation.

5.6 CONCLUSION

This study investigated the effectiveness of facilitation methods to motivate learners to participate in learning programmes. This case study was conducted at Ekurhuleni, where

one adult centre was identified and sampled. A qualitative research approach was chosen for this study as it allowed the researcher to explore a wide array of dimensions of the social world of the respondents. Through this method the researcher was able to gain understanding about the facilitation methods that are used to motivate adult learners to participate in learning programmes.

Interviews and observations were the instruments that were used to collect data for this study. After the collection of data, it was presented, analysed, placed into five categories and interpreted. Lastly the conclusions and the recommendations were drawn so as to assist the sampled adult centre at Ekurhuleni to implement facilitation methods to motivate adult learners to participate in ABET programmes.

APPENDIX A

INTERVIEW SCHEDULE

TOPIC:

EFFECTIVENESS OF FACILITATION METHODS TO MOTIVATE ADULTS TO PARTICIPATE IN LEARNING PROGRAMMES: A CASE STUDY OF AN ADULT CENTRE IN EKURHULENI.

QUESTIONS FOR LEARNERS:

1. How did you become aware of ABET classes, and what persuaded you to register for the classes?
2. For how long have you been attending these classes, and do you find them interesting?
3. What motivates you to attend ABET classes?
4. What skills have you learnt at this adult centre?
5. Is there any new knowledge or experience you have learnt from this centre that you think can help you towards a better future?
6. Besides reading and writing skills, are there any life skills development subjects offered at this centre that can help you manage your life successful (completion of bank forms, understanding a bank statement, etc.)?
7. What can you say to motivate other adults who have not yet seen the importance of attending ABET classes?

APPENDIX B

INTERVIEW SCHEDULE FOR FACILITATORS

TOPIC:

EFFECTIVENESS OF FACILITATION METHODS TO MOTIVATE ADULTS TO PARTICIPATE IN ABET PROGRAMMES: A CASE STUDY OF THE ADULT CENTRE IN EKURHULENI.

QUESTIONS FOR THE FACILITATORS:

1. How do you help in developing strategies to advertise the adult centre to the community?
2. Do you enjoy your profession and the job that you are doing?
3. How many Learning Areas or Fields of Study do you offer at this adult centre?
4. How relevant is the ABET curriculum /syllabus to the adult learners' needs?
5. When discussing the provision of different subjects in this centre, do you consult the learners for their needs and interests?
6. When you facilitate learning do you use a full variety of facilitation methods? If yes, can you explain?
7. Do you experience any drop-out of learners? If yes, how do you motivate such learners to continue participate in ABET learning programmes?

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