

**PERCEPTIONS OF ADULT EDUCATION TEACHERS ABOUT THEIR
WORKING CONDITION IN THE ADULT BASIC EDUCATION AND
TRAINING PROGRAMME IN THE GAUTENG EAST EDUCATION
DISTRICT**

by

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DECLARATION

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Exact wording of the title of the dissertation as appearing on the copies submitted for examination:

Perceptions of adult education teachers about their working condition in the Adult Basic Education and Training programme in the Gauteng East Education District

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

 Recoverable Signature

X 

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SIGNATURE

DEDICATION

This work is devoted with love and respect to my late father, Moses Boy Mabuza. To my mother, Jane Jeluka Thwala. Mum, I love you and may the good Lord bless you abundantly.

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I would like to take this opportunity and pay glory and honour to God for sustaining me through this challenging journey, which was demanding and stressful.

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ABSTRACT

This research presents a qualitative inquiry of the perceptions of the adult education teachers about their working conditions in the Adult Basic Education and Training programme.

A qualitative investigation method was conducted, and a semi-structured interview was employed to collect data. The data from open-ended questions was analysed using a thematic approach.

Findings suggest that the condition of services for adult education teachers was not acceptable and the levels of job satisfaction among teachers in adult education was low.

Some recommendations that arise from the study are that the dilapidated buildings belonging to adult education be revamped and teaching and learning resources be provided. It is also recommended that the employment conditions of adult education teachers be in line with those of mainstream education teachers.

KEY TERMS: adult education, adult education teachers, adult learning centres, adult learners, job satisfaction, literacy, illiteracy, poverty, working conditions.

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LIST OF ABBREVIATIONS AND ACRONYMS

ABET	Adult Basic Education and Training
CMT	Centre Management Team
DHET	Department of Higher Education and Training
EAEA	European Association for the Education of Adults
ELPN	European Literacy Policy Network
GETC	General Education and Training Certificate
JC	Junior Certificate
NGO	Non-Governmental Organisation
PED	Provincial Education Department
SAQA	South African Qualifications Authority
UNESCO	United Nations Education, Scientific, and Cultural Organisation
USA	United States of America

CHAPTER 1: INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

The human resource component of every organisation is crucial to the attainment of organisational goals. Therefore, it behoves management to promote, amongst other things, job satisfaction among their employees. According to Aziri (2011: 78), job gratification demonstrates a mixture of good or bad feelings that employees have regarding their employment. The working conditions also matter in terms of job satisfaction and organisational output. This is because, when the workers are content with their work, the probabilities are that they can contribute immensely to meeting organisational objectives (Sageer, Rafat & Agarwal 2012:32). According to Abbah (2014:1), for the success of any organisation to achieve its aims and objectives it is important to make sure that employees are motivated and remunerated for the work imposed upon employees. In the education sector, ensuring the satisfaction of personnel is necessary for promoting effective teaching and learning.

In 1948, the National Party regime came to power, and during the 1950s and 1960s, this government entrenched its policy of apartheid by means of legislation. During this time, the Bantu Education policy was introduced (Booyse, Roux, Seroto & Wolhuter 2011:215). According to Lemmer and van Wyk (2010:50), some political opponents viewed the policy of Bantu Education as the government's aim that was intended to introduce low-quality kind of education to indigenous people. This implies that the unfavourable policies of the erstwhile apartheid government have rendered a sizeable population of black people illiterate, semi-literate and unskilled. Thus, persons who are tasked with promoting the acquisition of specific knowledge and skills amongst such people should be adequately motivated to achieve the desired end.

According to Statistics South Africa (2011:19), the section of the population comprising adults aged 25 years and above with no formal education was at the top amongst black African women and men at 14,8% and 10,8% respectively, while less than 1% of white women and men had no formal education. The figures represented by Statistics South Africa reveal that education for adult is crucial to addressing the learning needs of adults in South Africa by using motivated adult education teachers.

In general, literacy plays a fundamental role in how people interact with each other and with the world around them. Literacy helps to achieve economic well-being and a sense of self-realisation amongst adults. Horning (2007:76) states that the capacity to comprehend and utilise the information in various categories of written material is an imperative aspect of literacy. The importance of being literate has increased. According to United Nations Education, Scientific, and Cultural Organisation (UNESCO) (2011:13), literacy is an essential obligation and the footing for lifelong learning; it conveys information, creates a sense of self-confidence to individuals, creating an understanding to health issues as well as meaningful contribution in the society. Therefore, education for adult can play a critical role in addressing literacy amongst the adult population. The implication here is that adult education can play a vital role in opening up opportunities to employment and skills development for adults (Jinna & Maikano 2014:36).

Therefore, the implementation of proper adult education rest on the well-being of adult education teachers who play a key role in addressing important issues such as economic, political, and social problems associated to learners in adult education. This implies that adult education teachers are a vital component for the education of adult learners. According to Giannoukos, Besas, Galiropoulos and Hioctour (2015:237), adult education teachers have to guide and to encourage adult learners. The implication is that teachers in adult education have to work towards achieving positive change among adult learners. Thus, teachers in adult education have to assist adult learners to overcome certain false beliefs that they have due to social and political conditioning amongst other things. Adult education teachers are tasked not only with transferring knowledge but also supporting adult learners to search for knowledge themselves. This means that it is the responsibility of teachers in adult education to encourage free participation in solving social, political and economic problems. As such, adult education teachers play a critical role in encouraging adult learners and facilitating the education process.

The majority of adult education teachers in adult learning centres around South Africa and Africa are struggling with real difficulties for example, shortage of classrooms, and shortage of resources as well as poor access to services such as the internet. Furthermore, the majority of adult learning centres do not have libraries, computer centres or laboratories. In addition, adult education teachers are faced with poverty and their salary is insufficient; for example, in Ethiopia (Warkineh, Rogers & Danki 2018:19). Many of these problems are linked to socioeconomic factors and it can have a negative

impact on the delivery of adult education to adult learners. In the light of the discussion made above, the study therefore, seeks to explore the perceptions of adult education teachers about their working condition in the ABET programme in the Gauteng East District of Education.

1.2 BACKGROUND TO THE STUDY

Work gratification amongst workers is a key component in organisational output and organisational development. This is because, when employees are working in favourable conditions, they are likely to contribute significantly to meeting organisational targets. According to Aziri (2011:17), job gratification is regarded as the most focal aspect in relation to competence and success of the organisation. This means that satisfied employees are, happy within their jobs (Parvin & Kabir 2011:113). Therefore, it is imperative that employers should take active steps to increase aspects of job satisfaction, such as salary increases, appraisals, motivation, educational development and benefits to make certain that their employees are happy.

Robbins, Judge, Odenaal and Roodt (2009:74) state that work fulfilment defines a happy mood regarding your employment, emanating from an assessment of characteristics. The implication is that workers who are experiencing work fulfilment are happy at work, while unhappy employees have negative feelings. As such, conditions of service are important elements of job satisfaction, because if workers have negative reactions about their workplace, they might lack the interest and end up searching other employment. Ali, Ali, Ali and Adan (2013:68) state that if the workers are not happy due to condition of services, they may not be committed, they will report sick, absent and they will not be productivity. In that regard, the employer needs to make sure that the working conditions are of good standard to satisfy the employees to enable them to stay with the organisation and to be productive.

In many organisations, working conditions are a central issue. Employers have, therefore, welcomed worker unions, worker forums and human resources specialists to assist in improving the quality of working environment of an organisation. Furthermore, some employers have realised the importance of worker collaboration and therefore the inclusion of workers in decision-making is visible in some organisations. According to Robbins et al. (2009:79), good managers try to make their workforces happier by concentrating on conditions of service. King-McKenzie, Bantwini and Bogon (2013:31)

state that when high morale exists, productivity increases. Teachers in adult education are no different from other workers, they make their conclusion about whether to continue in their current employment grounded on the condition of services. For adult education teachers, the working environment has many challenges that may hinder their morale such as poor working environments in rundown facilities, low salaries, a shortage of benefits and inadequate assistance from the education department. According to Smith and Gillespie (2007:234), dissatisfied teachers (i.e. adult education teachers) are likely to leave teaching in search of other employment. According to King-McKenzie et al. (2013:32), learners' achievement increases under teachers with high morale and decreases under teachers with low morale. In that regard, it remains very significant to boost the morale of teachers in adult education to enable them to assist the adult learners to achieve the learning outcomes.

Teachers in adult education do not exist in a vacuum; they are workers with ambitions and expectations. Adult education teachers are working in adult learning centres around the world to fulfil the educational wishes of adult learners. However, many issues in adult education sector affect adult education teachers in their daily lives. Aitchison and Alidou (2009:44) state that the treatment of adult education teachers varies from one country to another. For example, in Kenya, the majority of teachers in adult education are working on short term contracts (Aichison & Alidou 2009:44). In Bulgaria, adult education teachers are appointed, for a period that is between 1 to 3 years (Zarifis 2009: 173).

The situation of adult education teachers in South Africa is characterised by serious problems. There are major differences between mainstream school education and adult education teachers. For instance, the majority of mainstream school teachers are permanently employed, while the majority of teachers in adult education across the country are employed on one-year employment contracts (Government of South Africa 2008:54). According to Jameson and Hillier (2008:39), teachers in adult education are typically employed in lower positions, lowered to subordinate, at the same time are being loaded with administrative work. The implication is that adult education teachers, due to the lack of job security, do not experience any job satisfaction. In addition, the professionalisation of teachers in adult education has been a problem in many African countries. For instance, some countries in Africa do not have a category of trained adult education teachers (Aitchison & Alidou 2009:45).

However, the delivery of education for adult in South Africa is imperative due mainly to the lack of appropriate job skills for a modern economy among the citizenry of the country. The result of the lack of appropriate job skills and illiteracy is that the majority of South Africans are excluded from contributing as expected in the community, and in the economic activities of the country (Organisation for Economic Co-Operation and Development 2008:65).

The type of learning institutions under examination in this study are public adult learning centres at Ekurhuleni District of Education, in the Gauteng Province of South Africa. These adult learning centres were legislated under the Adult Basic Education and Training Act, 2000 (Act No.51 of 2000). On 1 April 2015, these adult learning centres were moved from the Provincial Education Department to the Department of Higher Education and Training (DHET), and became formally known as Community Learning Centres under the Gauteng Community College. These adult learning centres are governed by the Continuing Education and Training Act, 2006 (Act No. 16 of 2006).

1.3 SIGNIFICANCE OF THE STUDY

- Policy makers will know how adult education teachers view their working conditions, and thus plan accordingly.
- The study will also assist the Department of Higher Education and Training (DHET) to come up with strategies to address the problem of working conditions of adult education teachers in Gauteng East Education District. The DHET will also be able to create a sustainable and effective learning environment that is reliable for adult education and training programmes for adult learners.
- The centre managers will know how adult education teachers view their working conditions, and thus be able to create a favourable working environment.
- Adult education teachers will benefit from the study because they will know about problems facing them and together with the centre managers will be able to create a favourable working environment.
- Adult learners will also benefit from the study because they will know about issues that are hindering their teaching and learning process and provide mutual support to their teachers and the centre managers.

1.4 STATEMENT OF THE PROBLEM

The democratic administration of South Africa has shown its commitment to the eradication of illiteracy in the country through the formulation of policies and the initiation of adult literacy, numeracy and skills development programmes. Such policies have resulted in the designing and implementation of appropriate curricula for adult learners. However, despite many policy intentions and interventions, the situation of adult education in South Africa can only be described as dire (UMALUSI 2008:4). Thus, adult education teachers suffer from low morale and a lack of motivation to implement the curriculum. The poor working conditions and remuneration packages for adult education teachers have the influence on the implementation of effective adult education programmes. The successful application of adult education programmes depends largely on highly motivated personnel who are tasked with promoting the acquisition of desired knowledge and skills among adult learners. Therefore, adult education teachers who are part of the final stage of implementation of the curriculum need to have a high amount of work gratification in order to fulfil the educational needs of adult learners. This means that the existence of relevant and updated material resources are key factors that can enhance the success or effectiveness of skills training programmes at the adult education centres. In the light of the arguments made, this research sought to find a solution to the question: What are the perceptions of adult education teachers in the Gauteng East Education District about their working condition?

1.5 RESEARCH QUESTIONS

This study was informed by the following research questions:

1. What are the conditions of teaching and learning of adult education teachers in Gauteng East Education District?
2. To what extent do the working conditions of adult education teachers in Gauteng East Education District hamper teaching and learning?
3. What are the perceptions of adult education teachers in Gauteng East Education District about their job satisfaction?
4. What impact do your working conditions have on fulfilling the educational needs of adult learners?

5. What can be done to enhance the working conditions of adult education teachers in Gauteng East Education District?
6. What is the socioeconomic status of adult education teachers?

1.6 AIMS AND OBJECTIVES OF THE STUDY

The aim of the research is to examine how adult education teachers in the Gauteng East District of Education perceive their working conditions. The study will, therefore, be employed to understand the perceptions of adult education teachers about their working conditions and make recommendations for improvement thereof.

In order to achieve this aim, the following objectives need to be realised:

1. To highlight the conditions of teaching and learning of adult education teachers in Gaueng East Education District.
2. To indentify the impact on teaching and learning that may be caused by the working conditions of adult education teachers.
3. To determine the perceptions of adult education teachers in Gauteng East Education District about their job satisfaction.
4. To indentify the impact on fulfilling the educational needs of adult leaners that may be caused by the working conditions of adult education teachers.
5. To identify ways of enhancing working conditions from the point of view of the adult education teachers in Gauteng East Education District.
6. To determine the socioeconomic status of adult education teachers in Gauteng East Education District.

1.7 THEORETICAL FRAMEWORK

The researcher adopted the socioeconomic theory for this study. Socioeconomic status can be defined broadly as one's access to financial, social, cultural, and human capital resources (Cowan, Hauser, Kominski, Levin, Lucas, Morgan, Spencer & Chapman 2012:4). Adult education teachers play a critical role in the learning process of adult learners. The socioeconomic status of the adult education teacher is therefore, very important as it directly affects the learning processes. The Socioeconomic theory in the context of this study, is related to economic development, job satisfaction, stability and a range of developmental outcomes for adult education teachers. The Socioeconomic

theory is therefore, relevant to this study because the researcher seeks to understand the impact of poor working conditions of adult education teachers on their socioeconomic status.

The Socioeconomic status describes a position of an individual in terms of access to economic and educational activities, as well as, cultural identity (Cowan, Hauser, Kominski, Levin, Lucas, Morgan, Spencer & Chapman 2012:4). Adult education teachers play a fundamental character in the education of adult learners. Therefore, the socioeconomic status of teachers in adult education is very essential as it affects the adult learning process.

Ryoji (2015:51) states that job satisfaction of teachers in adult education is influence by the socioeconomic perspective in which teachers are entrenched. The contribution of adult education teachers in the education process of adult learners can be seen clearly in learners learning outcomes. For instance, there is a substantial evidence that there is an association between socioeconomic status of teachers and performance, thus implying that high socioeconomic status of teachers might improve teachers' commitment (Werang 2014:438).

Werang (2014:437) states that teachers with a high economic status are capable to dedicate sufficient time to designing and arranging resources and media equipment required for instructional offering and assessing learners' work. On the other hand, teachers with low economic status have difficulties to provide basic needs for their families and they cannot be able to design and arrange resources for instructional offering yet at the same time they are in a position whereby they cannot improve their understanding and abilities for curriculum development (Werang 2014:437). The implication is that adult education teachers with low economic status may be mentally exhausted due to stress because of their inability to deliver for all the essential requirements of their kin. According to Bayat, Louw and Rena (2014:184), the low socioeconomic status of teachers in general can lead to their underperformance and add to the poor performance of the learners. The socioeconomic status of adult education teachers therefore needs to be addressed because it could directly affect the teachers' work morale.

1.8 RESEARCH DESIGN

This is a phenomenological study. In a phenomenological design the researchers are not required to judge but to gather information on how people make logic out of a specific practice or situation (McMillan & Schumacher 2010:240). A phenomenological study aims to comprehend people's opinions on a specific experience. For example, I conducted research on adult education teachers to understand their perceptions of their working conditions. According to Lin (2013:469), the phenomenological approach permits the investigators to disclose the "essence of things" and provides understanding into social occurrences. I therefore conducted interviews with the participants with the intention of understanding their perspective on the research topic.

1.8.1 Research Methodology

A qualitative inquiry was implemented because it was the appropriate method to address the research question. According to Hancock, Windridge and Ockleford (2007:4) a qualitative inquire endeavours to expand and develop the understanding of how things came to be the way they are in a specific phenomenon. Bryman (2012:714) states that qualitative inquiry focusses on opinions rather than quantity in the procedure of gathering and analysis of data.

I opted for the use of the qualitative research method because it enabled me to relate to the adult education teachers when collection data so that the diverse viewpoints could be captured correctly. I further opted to use qualitative inquiry for a fact that it permitted the respondents to reply by using their own words and these answers were more descriptive than simply straight forward. This implies that qualitative methods seek to discover and define the 'quality' and 'nature' of how individuals behave and how they comprehend a phenomenon (Alshenqeeti 2014:39).

1.8.2 Research Instruments

1.8.2.1 Semi-structured interviews

Semi-structured interviews were preferred as the means of data gathering to confirm that none of the significant issues to be discussed were left out of the discussion. Semi-structured interview will be used because its focus is on particular subjects but shield them in an informal style and they often provide valued evidence (Raworth, Narayan,

Sweetman, Rowlands & Hopkins 2013:3). Furthermore, semi-structured interviews were used because “I will manage to trim down some parts or subjects that are of interest” (Rabionet 2011:564). Semi-structured interviews are highly recommended for the investigation of the experiences and attitudes of participants concerning difficult and penetrating subjects and allow searching for further data and interpretation of responses (Barriball & White 2013:330). For instance, if the participant has difficulty in responding to a question, the investigator may apply clues or hints to encourage the participant to reflect the question further (Irvine, Drew & Sainsbury 2013:97).

1.9 POPULATION, SAMPLE AND SAMPLING TECHNIQUE

1.9.1 Population

According to McMillan and Schumacher (2010:326), a population can be referred as a total group to which a sample can be drawn. Therefore, the entire population for the study comprised 188 adult education teachers from six adult learning centres in the Gauteng East Education District.

1.9.2 Sample

According to Bryman (2012:714), a sample is the segment of the population that is nominated for an inquiry. My focused was on three adult learning centres because of accessibility and time constraints. I then selected six adult education teachers for semi-structured interviews from the three adult learning centres.

1.9.3 Sampling Strategy

The study involved a purposive sampling approach to select a sample for gathering qualitative data. According to Bryman (2012:424), purposive selection is a non-random sample in which researchers' selects particular individuals within the population to use for a specific inquiry. The reason for choosing a non-random selection technique was because it allowed the investigator to emphasis on individuals with specific distinctive who can assist to respond on the research question (Etikan, Musa & Alkassim 2016:2).

1.10 DATA COLLECTION

Semi-structured interviews were focused to the adult education teachers on individual basis. I visited the participants in their adult learning centres to conduct face-to-face

interviews. I used an interview guide so that the discussion remained focused on answering the research question (Appendix F). Each interview took 20-30 minutes and all interviews were audio-recorded to support the handwritten notes taken during the discussions. According to Oltman (2016:5), in qualitative study, note-taking is suggested to complement audio-recording of conversation and to record nonverbal details of the interview.

1.11 DATA ANALYSIS

According to McMillan and Schumacher (2010:367), qualitative information analysis is a technique of grouping information into themes and classifying categories and connections between the themes. Therefore, in this study, I used the narrative approach and the data were analysed using words. During the interview, I had a journal and made ample notes. Subsequently, I pruned the data and thereafter coded and categorised the data into various themes. I then analysed the data according to various themes that were developed by conducting a comparative analysis of concepts identified in the interview transcripts (Bradley, Curry & Devers 2007:1767).

1.12 ETHICAL CONSIDERATIONS

Permission was made to the UNISA Ethics Committee to conduct the research (Appendix A). A letter was sent to the Gauteng Department of Higher Education and Training (Appendix B) requesting consent to undertake the study and was approved (Appendix C). A letter was also sent to the centre managers of Duduza, Kwa-Thema and Tsakane adult learning centres (Appendix D). The invitation letters and consent forms were sent to the selected participants (Appendix E). Pillay (2014:197) states that researchers should demonstrate a suitable respect for individuals when they pursue their informed consent to contribute in the inquiry without employing any pressure on them to do so.

Time and dates were negotiated with the participants to make sure that the study would not interfere with the process of instruction in the selected sites. I will further assure the participants of privacy and obscurity by describing the intent use of the study. According to Pillay (2014:199), to uphold confidentiality, no respondent should be revealed by name in the research.

1.13 DEFINITION OF CONCEPTS

- According to Onyenemezu (2012a:4), adult education is provided to individuals who are considered as adult in the community, it can be provided formal, informal and non-formal to assist individuals to acquire the skill to take part in the society. Adult education is a practice of lifelong learning that affects all individuals and that position them for assuming social responsibilities armed with tools to advance their character in the scope of humane cohesion and experiences (UNESCO, 2006:68). Adult education is a process whereby members of the society involved in learning with each other based on arrangements or activities learned over time (Glassman, Erdem & Bartholomew 2012:273). The study adopted Onyenemezu and UNESCO's definitions.
- According to Gionnoukos et al. (2015:238), adult education teachers are individuals who assist adult learners to solve specific problems, expanding their critical thinking by employing methods in a friendly manner, which inspire the adult learner to complete the education process. According to Reddy and Devi (2012: 230), adult education teachers are volunteers drawn from the community with different levels of education and backgrounds. The following definition applies to this study: adult education teachers are people who teach adult learners at public adult learning centres around South Africa (Ruey 2010:71).
- According to Cooke (2010:209), adult learners are a specific demographic of learners. Henning (2012:10) states that adult learners are people who are autonomous with experience who are ready to unleash their potential for learning. The following definition is adopted in this study: adult learners are people regarded as adult by the community who are developing their learning skill, be it formal or informal education (Sogunro 2015:22).
- Adult learning centres are venues where people learn communally (Brandon & Charlton 2011:170). According to Boeren, Nicaise and Baert (2010:48), adult learning centres are educational institutions that regulating authorities establish for the participation of adults in educational activities. Adult learning centres are referred to as centres for identification, planning, development and implementation of adult education programmes (Wamaungo, Trisnamansyah & Kamil 2010:49). The study adopts the definitions of Boeren et al. and Wamaungo et al..

- Job satisfaction is any grouping of emotional, functional and ecological surrounding that cause an individual to be content with their job (Aziri 2011:78). Job gratification can also be defined as a product of workers observations of how well their work offers those activities that are regarded as essential (Tella, Ayeni & Popoola 2007:4). Work gratification defines how satisfied a worker is with his or her employment (Parvin & Kabir 2011:113). The study adopts all these definitions.
- According to Milana (2012:103), lifelong learning is referred to as a shift from adult education. All arrangements of learning that one obtains after he/she has concluded formal education can be categorised as a process of lifelong learning (Nordin, Embi & Yunus 2010:131). According to Gvaramadze (2007:1), lifelong learning comprises of education for individual dedications such as individual accomplishment and flexibility, communal devotions such as societal attachment, civil commitments and employment opportunities. All these definitions are adopted in the study.
- According to Keefe and Copeland (2011:97), literacy is the mutual obligation of every person in the society; that is to advance meaning-making with all human methods of communication to communicate and have information. Literacy can be described as the skill to read and write proficiently, competently and critically as the requirement for full contribution in a democratic society (Horning, 2007:69). Literacy can also be described as an empowerment to people to become generally focused in their own communities (Teaching Excellence in Adult Literacy 2011:1). The study adopts the definitions by Horning and Teaching Excellence in Adult Literacy.
- Illiteracy relates to persons who are unable to read the basic tasks compulsory to function in the community or people with inadequate skills in writing (Brucki, Mansur, Carthery-Goulart & Nitrini 2011:27). According to Maitez and Fernandez (2010:7), an illiterate person is an individual who faces more difficulties in terms of societal inclusion, including hazardous work, high rates of diseases, nutrition, cleanliness, well-being and education. All these definitions are applicable to this study.
- According to Rector and Sheffield (2011:1), the word “poverty” indicates important material dispossession, failure to deliver to a family with sufficient healthy food, shelter, and clothing. According to Friend and Moench (2013:104), poverty is not just a matter of deprivation, but of inequality, of rights and freedom. Poverty implies that a person is unable to acquire basic human right such as, shelter and education (Adekunle & Oluwatoyin 2013:179). All these definitions are adopted in this study.

- Working conditions can be defined as a set of features demonstrating the collegiality of the workstation that, largely described, the relationship between leaders (i.e. centre managers) and teachers and interactions among teachers (Ladd 2009:237). Working conditions are predominantly noticeable for teachers' career choices: teacher inspiration, management, staff relations and learner behaviour (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff 2011:311). Working condition includes the physical structures of buildings, apparatus, and supplies, that are required for teachers to conduct their duties (Johnson 2006:2). All these definitions are adopted in this study.

1.14 DELIMITATION OF THE STUDY

The delimitations are those features that side-line the possibility and describe the restrictions of your inquiry (Simon 2011:2). The study, therefore, reports on the perceptions of six adult education teachers about their working condition at adult learning centres in the Gauteng East Education District. This study is limited to the field of Adult Education, and only focuses on three townships in the Gauteng East Education District. The townships are Duduza, Kwa-Thema and Tsakane.

1.15 OVERVIEW OF THIS STUDY

This study consists of five chapters, dealing with the following matters.

- Chapter 1: Introduction and overview

Chapter 1 is the orientation to the study and provides the introduction, background to the study, and the statement of the problem. The aims of the study are also stated as well as the significance, theoretical framework, and delimitation of the study. The chapter also contains a brief overview of the methodology employed in the study.

- Chapter 2: Literature review

This chapter discusses the relevant literature related to the study. It reviews literature on the working conditions and job satisfaction of adult education teachers.

- Chapter 3: Research design and research approach

This chapter gives a comprehensive description of the methodology employed in the study. The research approach, research design, sample and sampling procedures, data collection methods, and the method of data analysis are discussed in this chapter.

- Chapter 4: Presentation of results

In this chapter, the results obtained from the field are presented.

- Chapter 5: Discussion, conclusion and recommendations

In this chapter, the results obtained from the field are discussed in line with the stated objectives. The conclusion of the entire study was also presented. The researcher also shares his thoughts on how to enhance the working conditions of adult education teachers in the light of the literature reviewed and findings. A set of recommendations are made based on the findings for policy guidance. It further contains suggestions for future research.

1.16 CHAPTER SUMMARY

In Chapter 1, the researcher presented the intention of the study and described the justification for the study, research objectives and research questions. The researcher indicated the boundaries of the study and indicated the potential meaning of the study to the larger society. The next chapter focuses on the relevant literature review for this study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter concentrates on available literature that emphasizes on key characteristics regarding the working conditions of adult education teachers in different countries of the world, including South Africa. Adult learning is particularly important in South Africa to promote education amongst adult learners. The South African education system had negative implications for Africans during the apartheid era, thus leading to serious education challenges for adult learners. For instance, poor school management, poor access to schools or non-availability of schools, high failure rates, uninviting school environments and serious shortages of teachers were common in the townships schools (Motseke 2012:74). The education problems experienced during the apartheid era led to high rates of illiteracy, particularly among adult black Africans. Hence, there is a need to provide those adults with learning opportunities in an attempt to address the problems of the past. The public adult learning centres, which later became community learning centres are to play an imperative role in addressing illiteracy among adults in South Africa. This implies that adult education teachers have a crucial role to admit redressing the challenges of adult illiteracy in South Africa. Thus, the literature governing the scope of adult education teachers is explored.

The purpose of this inquiry is to scrutinise how adult education teachers in the Gauteng East Education District perceive their working conditions.

2.2 CONTEXT OF ADULT EDUCATION IN SOUTH AFRICA

Adult schooling in South Africa started with the establishment of night schools offering learning opportunities for adults (Aitchison 2003:127). According to Baatjes and Baatjes (2008:2), political parties, non-governmental organisations (NGOs), and churches advocated for the establishment of night schools in the 1940s. These night schools functioned in the evenings, with mainstream schoolteachers and university students offering lessons on a part-time basis (Aitchison 2003:131). According to Maringe and Prew (2014:231), night schools were in a position to offer accredited exit certificates, such as the national Standard 5 (now Grade 7) and ABET Level 4 certificates, the Junior Certificate (JC) (now Grade 10) and the normal matric (now Grade 12) certificate. During

this period, most of the adult learners were workers and people who wanted to acquire literacy skills and basic skills required in the workplace (Maringe & Prew 2014:230).

After the democratic elections in 1994, South Africa was involved in the assignment of changing the structure of education from the one that imitated the inequalities of apartheid to the one that subscribed to democracy (Rakoma & Schulze 2015:163). According to the DHET (2017:5), in 1995, night schools became public adult learning centres and they started to function during the day and in the evening. The Provincial Education Departments (PEDs) launched full-time public adult learning centres and hours of teaching and learning were increased from two hours per day to eight hours per day (DHET 2017:5). On 1 April 2015, the public adult learning centres were converted to community learning centres and were transferred from the PEDs to the DHET (DHET 2015:1).

2.3 ADULT EDUCATION TEACHERS AND THEIR ROLE IN ADULT EDUCATION

2.3.1 The International Situation

In Canada, adult education teachers are people who establish an accessible, expanded and cohesive approach of adult education and skills development that brings education to adult learners (UNESCO 2012:13). In the United States of America (USA), adult education teachers are mentioned as providers of adult education who assist adult learners to participate in the college or university, and thus developing adult learners with possibilities of success (Kenner & Weinerman 2011:88). According to Andersson, Kopsen, Larson and Milana (2013:104), in Denmark and Sweden, teachers in adult education, are persons who provides adult education opportunities, skill development and business opportunities. In Germany, individuals who arrange learning activities, support and assess adult learners are referred to as adult education teachers (Wahlgren 2016:346). According to Crowther and Martin (2010:1), in Scotland, adult education teachers are individuals who provide education or training opportunities to adult learners. In Norway, teachers in adult education are people who teach adult learners in a formal or informal schooling system (Elstad, Christophersen & Turmo 2011:80).

2.3.2 Adult Education in Africa

According to Kabeta and Gebremeskel (2013:49), adult education teachers in Ethiopia are individuals who assist adult learners to read and write. In Kenya, adult education

teachers are individuals who provide learning and skill development to adults (Wanyama 2014:159). In Nigeria, adult education teachers are referred to as the “tutors” or “facilitators” because they have less authoritarian attachment compared to the teachers in the mainstream education system (Onyenemezu 2012b:224). Individuals who teach adult learners in a formal school setting are referred to as adult education teachers in Tanzania (Muneja 2015:60). Community members who assist adult learners with learning opportunities are regarded as adult education teachers in Botswana (Modise 2015:2486). Adult education teachers in Zimbabwe are individuals who teach adults in a schooling system or non-formal setting (Pswarayi & Reeler 2012:8).

2.3.3 Adult Education in South Africa

In the South African situation, adult education teachers are people who teach adult learners at a community adult learning centre (Ruey 2010:71). The adults in South Africa, could not read and write and had no skills required at the workplace due to apartheid policies that denied them schooling opportunities as children (Maringe & Prew 2014:235). Therefore, South Africa’s adult education teachers have been assisting adult learners with communication skill, reading and writing, numeracy skill and business skill (Baatjes & Baatjes 2008:2). Furthermore, adult education teachers in South Africa are responsible for assisting adult learners to acquire technical work-related skills that are required for employment purposes (Baatjes & Baatjes 2008:19). According to Maringe and Prew (2014:237), adult learning centres in South Africa were granted the permission by the PEDs to run Grade 12 classes for people who wished to complete or rewrite subjects for Grade 12 certificate. Now adult learning centres across South Africa are offering the General Education and Training (GETC) and Senior or Grade 12 Certificates (Maxwell 2017:10). This means that adult education teachers in South Africa are now teaching people from ABET Level 1 (same as Grade 3) to Grade 12 certificates (DHET 2015:3).

2.4 WORKING CONDITIONS OF ADULT EDUCATION TEACHERS

2.4.1 The International Situation

2.4.1.1 Canada and the USA

According to Sun (2010:147), in Canada, adult learning centres have a workplace that provides classroom access for adult education teachers and learners with disabilities, and the classrooms have adequate heating and cooling systems. Sun (2010:147) states

that adult education teachers have access to a resource centre, that consist of resources such as, telephone, photo copy machine, transmission machine, computers, and internet access. Furthermore, adult education teachers have access to facilities such as video conferencing option and libraries to teach adult learners (Irving 2017:211).

In the USA, adult education teachers conduct their adult learning classes at the mainstream schools, workforce centres, community buildings and churches because they have no facilities of their own (Texas Workforce Investment Council 2010:7). However, adult education teachers in the USA have access to technology equipment's for teaching and learning (Milana & McBain 2014:43).

2.4.1.2 Scandinavia

According to the European Association for the Education of Adults (EAEA) (2018:20), adult education teachers in Denmark conduct adult learning classes in facilities such as classrooms and libraries that are conducive for adult learning. Furthermore, adult education teachers in Denmark have access to resources to teach basic skills in reading, writing and mathematics to adult learners (EAEA 2011:7). In Denmark, adult education teachers have adequate facilities and resources for vocational training (Andersen & Kruse 2016:15).

In Norway, adult education teachers conduct classes in proper classrooms with adequate furniture (Elstad et al. 2011:79). According to European Literacy Policy Network (ELPN) (2016:5), in Norway, adult learning centres have information centres and laptop computers for both adult education teachers and learners. Furthermore, adult education teachers in Norway have access to arts and crafts resources for teaching and learning (EAEA 2011:6).

2.4.1.3 The United Kingdom

In Scotland, adult education teachers have access to services such as adult learning centres, community centres and libraries in the community and at the workplace there is also a provision of adult education activities (Tett 2012:8). Furthermore, adult education teachers have access to Information Technology Centres to conduct adult classes (Tett 2012:9). Adult education teachers have access to e-learning tools and computer centres for teaching and learning (Roberts, Swinney & Marjoribanks 2010:1098).

According to Lenehan (2017:284), in England, adult learning centres have adequate facilities such as classrooms and internet places for both adult education teachers and learners. Adult education teachers in England have access to numeracy and literacy resources to teach adult learners (Kuczera, Field & Windisch 2016:30). In addition, they have adequate library resources for teaching and learning (Foster & Bolton 2017:10).

The provision of adult education within the Irish context is through the networking of local vocational schools that provide adequate resources for teaching and learning of adult learners (Mathúna 2017:321). Furthermore, adult education teachers have access to facilities to provide online learning (Ruey 2010:708).

2.4.1.4 Australasia

In New Zealand, adult education teachers conduct adult classes in adult learning centres that are favourable to adult education (Butcher & Street 2009:64). Furthermore, adult learning centres have resources such as laptops, a variety of moveable multimedia apparatus and a centre for audio-visual options for both adult education teachers and learners. In Australia adult education teachers, conduct adult learning classes at the workplace in classrooms that are conducive for teaching and learning for skill development (Tennant & Morris 2001:47).

2.4.1.5 West Central Europe

According to EAEA (2018:26), adult learning centres in Germany, offer online learning platform and networking tool for adult learners. However, lack of buildings and furniture is a challenge facing adult education teachers. According to EAEA (2011:4), adult learning centres in France, have adequate instructional material for immigrants and the adult learning centres have a general competence in vocational training of adult learners. In Italy, adult learning centres are providing e-learning courses, communication skills and vocational education to adult learners (Marescotti 2014:41). However, lack of instructional material for immigrant adult learners is a challenge facing adult education teachers in Italy.

2.4.2 The Situation in Africa

2.4.2.1 Ethiopia

Adult education teachers in Ethiopia conduct their classes in public primary schools in the evenings because adult learning centres have no buildings of their own (Warkineh, et al. 2018:21). According to Warkineh et al. (2018:21) and Kenea (2014:251), adult education teachers have a lack of resources for teaching basic literacy and numeracy skills and agriculture.

2.4.2.2 Kenya

Adult education teachers use buildings that are dilapidated (Wright & Plasterer 2010:47). In addition, classrooms are inadequate and adult education teachers conduct their classes under trees (in Kenya) (Nzinga 2016:31). Adult learning centres have inadequate furniture like tables and chairs (Gabriel, Mwangi, Lewis, Muasya & Vengi 2016:56). Instructional resources for literacy are a huge challenge, not only that but, library resources are also lacking (Wanyama 2014:162).

2.4.2.3 Nigeria

According to Madu and Obiozor (2012:2), adult education teachers are working in dilapidated buildings and the classrooms have no ventilation. Furthermore, adult learners are using chairs and tables that are not appropriate for adult teaching (Madu & Obiozor 2012:2). There is also insufficient provision of modern information technology facilities for adult education teachers (Afolayan 2014: 70). According to Reuben, Odey and Egodi (2012:182), adult learning centres are lacking teaching and learning resources for literacy, numeracy and texts in the mother tongue.

2.4.2.4 Tanzania

Adult education teachers have no facilities for conducting classes in the evenings and are using dilapidated classrooms that are used by the children during the day (Tshabangu & Msarifi 2013:806). Furthermore, classrooms have little furniture and teachers find it difficult to conduct classes because learners have to stand (Tshabangu & Msarifi 2013:806). According to Mlyakado (2012:252), there is huge scarcity of instructional resources such as teacher guides and workbooks for adult learners. The adult learning centres lack technology-based instructional materials such as computer labs, while internet facilities and the network are frequently not available (Nyadara 2012:133).

2.4.2.5 Zambia

Adult education teachers have shortage of buildings to conduct adult learning classes (Hamusunga 2012:4). The provision of adult education is characterised by inadequate instructional materials, for example, mathematical instruments, workbooks in the mother tongue and chalkboards (Sikwibele & Mungoo 2009:9). The late delivery of resources is also a serious challenge facing adult education teachers in Zambia (Sikwibele & Mungoo 2009:9).

2.4.2.6 Zimbabwe

In Zimbabwe, adult education teachers conduct adult learning classes in classrooms that have cracked walls and leaking roofs (Zvavahera 2015:3). Furthermore, they face the challenge of a shortage of classrooms (Kudakwashe & Richard 2011:318). The lack of resources for teaching and learning for adult literacy books is another challenge facing adult education teachers in Zimbabwe (Chisita 2011:7).

2.4.3 The Situation in South Africa

According to Rakoma and Schulze (2015:167) in South Africa, adult education teachers conduct adult learning classes in the evenings in a borrowed space and have no offices. These teachers and learners use primary school facilities after the children have left in the afternoons (Rakoma & Schulze 2015:167). The implication is that adult learning classes are accorded limited hours due to the lack of their own classrooms (DHET 2015:6). According to the Human Sciences Research Council (2017:50), during the winter months and windy periods, classrooms are cold while dust and wind blow into the classrooms. For the Kha Ri Gude (Let us Learn) government-funded mass literacy campaign, adult education teachers were using their houses, private spaces, garages, churches and unoccupied buildings as classes for teaching adult learners (Dichaba & Dhlamini 2013:406). According to Mayombe and Lombard (2016:195), adult learning centres around South Africa have a serious shortage of instructional materials as well as resources for the teaching and learning of agriculture. Mokoena (2015:400) states that adult education teachers in South Africa are lacking computer resource centres or access to the internet. Timaeus, Simelane and Letsoalo (2011:3) point out that many adult learning centres are functioning under challenging circumstances, shortage of basic resources such as clean running water and telephone lines.

2.4.4 Appointment / Contracts of Adult Education Teachers

In Canada, adult education teachers have part-time contracts, which allow them to work for specific hours per week for a period of 12 weeks (Foote, Holtby & Derwing 2011:5; Sun 2010:148). According to Texas Workforce Investment Council (2010:10) in Texas, in the USA, adult education teachers are volunteers who work for four hours per week for a period of ten weeks.

The Department of Education in Denmark is accountable to employ adult education teachers on permanent or temporary basis. Those on temporary employment are contracted to work for a period of four to five months (EAEA 2011:8). In Norway, adult education teachers have a contract to work for a maximum of ten hours a week, for a duration of a year (Elstad et al. 2011:79). In Scotland, The Local Council Youth and Community Services appoints adult education teachers on permanent employment (Galloway 2017:134). In Portugal, adult education teachers have full-time employment with the Ministry of Education (Guimaraes 2009:208). In Germany, each Federal State (Länder) with its Directorate-General is accountable for the appointment of adult education teachers on a temporary basis to work between four to five months, or on a permanent basis (EAEA 2011:5). According to EAEA (2018:62) The General Directorate for lifelong learning in Turkey, appoints adult education teachers on permanent basis.

According to Warkineh et al. (2018:11), in Ethiopia, teachers in adult education have a contract to work for a period of six months. In Kenya, the Teachers Service Commission is responsible for the employment of adult education teachers to work two hours a week for a period of six months (Teachers Service Commission 2014:8). The Federal Education Minister in Nigeria is accountable to employ teachers in adult education to work four hours a day for a period of 12 months (Fareo 2013: 63). In Tanzania and Namibia, according to Maruatona (2012:193), adult education teachers are employed on part-time contracts to work for a duration of 12 months. In Swaziland adult education teachers are employed on part-time agreements, to work few hours a day for a duration of 12 months (Jele 2012:24).

In South Africa, after the sovereign dispensation in 1994, there was a serious need for adult education teachers. Therefore, Grade 12 certificate holders or people with other qualifications were employed by centre managers to teach adult learners (Quan-Baffour 2014:241). Furthermore, South Africa's primary school teachers and young qualified

teachers who had not found posts were appointed as adult education teachers on a part-time basis by centre managers to work between two to four hours a day for a maximum of 16 hours a week for a duration of 12 months (Maringe & Prew 2014:235). Currently, the South Africa's Community College Council is responsible for the appointment of adult education teachers on temporary or permanent basis (DHET 2014:12). For instance, some adult education teachers in South Africa are employed to work between two and seven hours a day and every year their employment contracts are reviewed; while others work for eight hours a day on permanent employment contract (Arko-Achemfour 2014:435; Mokoena 2015:32).

2.4.5 Recruitment of Adult Education Teachers

Centre managers are accountable for the recruitment of adult education teachers in Canada (Sun 2010:144). In Texas, in the USA, the Texas Education Agency is accountable to recruit teachers in adult (Texas Workforce Investment Council 2010:10).

In Denmark, centre managers are accountable for recruiting adult education teachers (Andersen & Kruse 2016:22). The local municipalities are accountable for recruiting adult education teachers in Norway (Elstad et al. 2011:79). In Germany, each Länder has a Directorate-General whose responsibility is to recruit adult education teachers (EAEA 2011:5). In Scotland, the Local Council Youth and Community Services recruit adult education teachers (Galloway 2017:134). According to EAEA (2018:62), the General Directorate for lifelong learning recruits' adult education teachers in Turkey.

According to Warkineh et al. (2018:19), in Ethiopia, adult education teachers start by working as volunteers with the ruling political party, and after few months they are recruited as teachers in adult education. In Kenya, the Department of Education does the recruitment of adult education teachers (Kenya Country Team 2008:33). A recruiting officer with the help from the personnel in the Department of Education is accountable to recruit adult education teachers in Nigeria (Daniel, Sanda & Midala 2014:64). Maruatona (2012:193) states that in Tanzania, Namibia and Swaziland the departments of education recruit primary school teachers to teach adult learners. In Malawi, the public is involved in the recruitment of adult education teachers, because the community directly initiates the idea of establishing a learning centre (Maruatona 2012:193).

In South Africa, centre managers were responsible for the recruitment of adult education teachers and adult education teachers were responsible to recruit the learners. Currently,

the Community College Council is accountable for the recruitment of adult education teachers and other staff members in adult learning centres around South Africa (DHET 2014:12).

2.4.6 Salaries and Benefits of Adult Education Teachers

Buiskool, van Lekerveld and Broek (2009:153) state that salaries of adult education teachers differ from nation to nation. For instance:

In Germany and Turkey, adult education teachers enjoy the same salaries and benefits as their counterparts at the mainstream schools (Jutte, Nicoll, & Olesen 2011:9; EAEA 2018:62). In Scotland, adult education teachers are remunerated based on the national salary scale and they have benefits (Galloway 2017:134). In Egypt, adult education teachers enjoy the same benefits as enjoyed by the mainstream school teachers, such as social insurance, pension insurance and health insurance (Buiskool et al. 2009:155).

In Canada, the salary of adult education teachers is not sufficient, and they have no benefits (Sun 2010:147). This is because adult education teachers in Canada have part-time contracts without benefits (Foote et al. 2011:5). According to Texas Workforce Investment Council (2010:10) in the USA, salaries of adult education teachers is insufficient and adult learning centres are using volunteers who receive a stipend without benefits. According to (EAEA 2011:6), the adult education field in Denmark has financial pressures and the government does not have proper scale to pay adult education teachers.

According to UNESCO (2013:144) in Cape Verde and Suriname, salaries of adult education teachers differ according to the qualifications of the incumbents, but benefits remain the same. Adult education teachers in Ethiopia, Kenya and Swaziland are volunteers who receive a stipend (Warkineh et al. 2018:19; Nyatuka & Ndiku 2015:55; Jele 2012:24). In addition, the stipend of adult education teachers in these countries is insufficient to an extent that it runs out before the end of the month (Gemedda & Tynjala 2015:13). In Nigeria, adult education teachers' salaries are lower than their counterparts at the mainstream schools, and the government is not paying them regularly (Hussain 2013:142). Adult education teachers in Tanzania are poorly paid and adult education teachers feel that they need to subsidise their salaries with extra work (Woods 2007:16).

In South Africa, adult education teachers are contracted to work between two and four hours a day and that results in inadequate salaries because they are employed to work fewer hours (Mokoena 2015:65). According to DHET (2014:5), teachers in adult education in South Africa are working on short term contracts, and therefore are excluded from receiving benefits such as housing subsidies, pensions and bonuses.

2.4.7 Electricity

In Canada, USA, Denmark, Germany, Scotland and Finland, adult learning centres have electricity to conduct their evening classes (Andersen and Kruse 2016; Jutte et al. 2011:9; Keogh 2009:20; Roberts et al. 2010:1098; Sun 2010:147;). However, adult learning centres in Africa have a problem with electricity. For instance, in Ethiopia, adult education teachers seldom have electricity in the evening, and use candlelight to conduct classes (Warkineh et al. 2018:21). In Kenya, adult education teachers conduct adult classes in dilapidated buildings in the dark without electricity (Nzinga 2016:31). In Nigeria, and Tanzania, adult education teachers conduct their classes in the evening in places that have no electricity (Madu & Obiozor 2012:2; Tshabangu & Msafiri 2013:806).

Rakoma and Schulze (2015:167) state that teachers in adult education in rural parts of South Africa conduct their classes in the evening in places where there is no electricity. The adult education teachers in rural parts of South Africa do not always have the availability of electricity, and in winter, classes are cut short because it becomes dark early (Mokoena 2015:35). In urban areas of South Africa, schools and adult learning centres have electricity, but frequent power shortages are a problem (Elbersohn 2014:567).

2.4.8 Qualifications/Training of Adult Education Teachers

Some countries have identified the significance of training and developing adult education teachers. This is because these teachers are facing challenges that involve lesson preparation, lesson delivery, classroom monitoring and identity development (Farrell 2012:437).

In Canada and the USA, adult education teachers need to be qualified, just as professionals in other education fields (Sun 2010:153). This implies that teachers in adult education have a range of training in fields such as environmental education, engineering, health education and languages (Buiskool et al. 2009:153). The

establishments of advanced education such as universities and colleges undertake the training of adult education teachers (Livingstone & Raykov 2013:17; Texas Workforce Investment Council 2010:4). Therefore, the majority of adult education teachers in Canada and the USA possess the relevant credentials such as certificates, diplomas, honours and master's degrees in adult education (Foote et al. 2011:7).

In Denmark, the majority of teachers in adult education, do not have qualifications in adult education, since there is no specific qualification that is required to teach adult learners (Wahlgren 2010:4). Some adult education teachers in Denmark have acquired qualifications at the University of Aarhus (Wahlgren 2010:4). The majority of adult education teachers in Scotland have experience in social groups, but lack qualifications in adult education. However, some have acquired adult education qualifications at the local universities and colleges (Ackland 2011:60). In Portugal, some adult education teachers have acquired their qualifications in the institutions of higher learning (Guimaraes 2009:209). Furthermore, the high number of these adult education teachers in Portugal have much experience in teaching adult learners but do not possess the qualification in adult education (Boon 2011:273). In Austria, the Co-operative System of Austrian Adult Education, have assisted adult education teachers to acquire their qualification (EAEA 2010:8). This is because the majority of adult education teachers in Austria do not possess qualifications in adult education (Hackl & Friesenbichler 2015:10).

Adult education teachers in Kenya are lacking proper qualifications to teach adult learners; hence, there is higher turnover of staff and volunteer adult education teachers (Nyatuka & Ndiku 2015:55). The few adult education teachers who are qualified are trained by the District Adult Education Officers (Kenya Country Team 2008:33). In Nigeria, there are inadequate numbers of qualified adult education teachers (Hussain 2013:142). In Botswana, Tanzania, and Mozambique, many adult education teachers in the field are not qualified (Maruatona 2012:191). The National University of Lesotho trained the few qualified adult education teachers (Setoi 2012:24). This is because many teachers in adult education field in Lesotho are lacking proper qualifications (Lesotho Working Party of Key Stakeholders 2008:6). According to Shaleyfu (2012:27), in Namibia, most of the adult education teachers practising in the field have inadequate qualifications. Jele (2012:24) confirms that adult education teachers in Swaziland may not have qualifications to teach adult learners but they are qualified in other academic disciplines.

He states that adult education teachers receive some form of induction training from the district officials responsible for adult education.

In South Africa, before 1994, there was no formal qualification for adult education teachers and teachers had different training from other fields (McKay, Romm & Kotze 2006:20). In 2000, the South African Qualifications Authority (SAQA) introduced the Unit Standards for the qualification of adult education teachers in South Africa (McKay et al. 2006:20). Immediately after the introduction of the Unit Standards for the qualification of teachers in adult education, the government introduced a cascade model of training for unqualified adult education teachers (Dichaba & Dhlamini 2013:403). The cascade mode of training allowed the supervisors to train underqualified teachers in adult literacy and numeracy for a period of five days. Consequently, the Department of Education ran workshops to empower these adult education teachers (Maringe & Prew 2014:235). Currently, the majority of teachers in adult education in the country are still underqualified and the few qualified adult education teachers were trained by the national universities (McKay et al. 2006:20).

2.5 JOB SATISFACTION OF ADULT EDUCATION TEACHERS

2.5.1 Definition of Job Satisfaction

Job satisfaction describes how satisfied people are with their employment (Kabir 2011:113). According to Robbins, Judge, Odendaal and Roodt (2009:74), work gratification describes a constructive sentiment about occupation, emanating from an appraisal of its features. Aziri (2011:78) states that work gratification symbolises a grouping of encouraging or undesirable moods that employees have concerning their employment. The implication is that authorities in adult learning centres should make sure that adult education teachers are content with their job because that may produce positive results in the educational development of adult learners.

2.5.2 Factors Influencing Job Satisfaction

2.5.2.1 Remuneration

According to Griffin (2010:58), the amount of pay workers receive is important for job satisfaction. For instance, if people receive proper payment and benefits, the possibility is that people may show some indications of high stages of work fulfilment and it is

possible that employees may be productive (Aziri 2011:84). Hence, considerable pay advancement of the employees contributes to high stages of job satisfaction (Malik, Danish & Munir 2012:6). Considerable evidence indicates that wages and benefits have a significant part in attracting as well as retaining teachers including teachers in adult education (Loeb, Hammond & Luzak 2016:45). This implies that better salaries and benefits have the potential to increase the levels of work fulfilment of workers in general and adult education teachers in particular.

In the Bahamas, England, Germany, Scotland, Egypt and Cape Verde, the stages of work gratification among adult education teachers are high due to salaries that match the countries' minimum wages and salaries of mainstream school teachers (Buiskool et al. 2009:155; Devecchi, Dettori, Doveston, Sedgwick & Jament 2012:176; Galloway 2017:134; Griffin 2010:68; Jutte et al. 2011:9; UNESCO 2013:144). Aspects that improve the levels of work gratification among adult education teachers in these countries are reimbursements such as pension fund, medical aid and housing subsidy (Galloway 2017:17; Jutte et al. 2011:9; UNESCO 2013:144).

In Canada, USA, Denmark, Greece, Ethiopia, Kenya, Nigeria and Tanzania, the levels of job satisfaction among adult education teachers are low due to poor remuneration that does not match with mainstream school teachers (Anastasiou & Papakonstantinou 2014:46; EAEA 2011:6; HakiElimu 2016:7; Hussain 2013:142; Kenea 2014:238; Mabekoje 2009:102; Sun 2010:151; Viel-Ruma, Houchins, Jolivette & Benson 2010:226). Furthermore, adult education teachers in these countries are experiencing low stages of work fulfilment the reason being that they are employed to work fewer hours and they have no benefits (Kramer, Gloeckner & Jacoby 2014:293; Valeo & Faez 2013:13).

According to Iwu, Gwija, Benedict and Tengeh (2013:844), adult education teachers in South Africa are experiencing low levels of job satisfaction because they work fewer hours a day; as a result, they earn insufficient salaries. Additionally, the employment conditions in South Africa exclude teachers in adult education from receiving assistance, for instance, pension fund, medical aid and housing subsidy and that factor has decreased the stages of job gratification amongst teachers in adult education (Mokoena 2015:32). According to Groener (2011:271), adult education teachers in South Africa have no financial funding which has a negative influence on the stages of work gratification.

2.5.2.2 Job stress

Naidoo, Botha and Bischoff (2013:178) state that stress is a universal term applied to the pressures individuals feel in life. Therefore, factors such as poor level of reward, poor resources and funding may course a great deal of stress and result in low stages of work gratification among workers (Mark & Smith 2012:64).

In Denmark, Germany, Scotland and Cape Verde, the stages of job fulfilment amongst adult education teachers are great because adult education teachers in these countries experience less job stress (ELPN 2016:11; Galloway 2017:134; Jutte et al. 2011:9; UNESCO 2013:144). In Canada, USA, Ethiopia, Ghana, Kenya, Nigeria and Zimbabwe, adult education teachers experience job stress because they lack collaborative time with colleagues, and time constraints reduce their levels of job satisfaction (Akomolafe & Ongunmakin 2014:493; Boateng 2012:110; Bouffard & Weissbourd, 2013:63; Crain, Schonert-Reichl & Roeser 2016:64; Jones, Warkineh at al. 2018:19). Furthermore, adult education teachers in these countries are stressed due to inadequate resources for instruction such as learner guides, study guides and mathematical instruments and that has reduced the levels of work gratification among adult education teachers (Chireshe & Shumba 2011:116; Jones at el. 2013:63; Nzinga 2016:31).

In South Africa, adult education teachers experience job stress due to a shortage of running water, poor supply of electricity in the evening, poor supply of resources, and shortage of classrooms in their adult learning centres (Ebersohn 2014:576). These factors may lead to increased job-related stress and lowered job satisfaction. Teachers in adult education in South Africa are experiencing stress owing to the shortage of teaching and learning materials for basic literacy, numeracy and resources in the mother tongue. This shortage of resources reduces their levels of work gratification (Iwu et al. 2013:856). Furthermore, lack of promotion opportunities increases stress and decreased stages of employment gratification among adult education teachers in the country. According to Naidoo et al. (2013:188), lack of job security in adult education sector in South Africa is another aspect that creates job stress among adult education teachers and the consequence for that is the decrease in stages of work gratification.

2.5.2.3 Management style

Management is the capacity of a person to encourage, inspire, and empower people to be productive to be able to achieve organisational outcomes in the organisation (Dickson, Castano, Magomaeva & Hartog 2012:486). According to Sharma and Jain (2013:301), management is a practice conducted by an individual to encourage the employees to achieve a goal and guides the organisation in a way that makes it more organised and productive. Therefore, the most important task for centre managers in adult learning centres is to motivate adult education teachers to work toward the realisation of organisational objectives without infringing on their levels of job satisfaction (Ali & Dahie 2015:84).

In Canada, USA, Denmark, Germany, Scotland, Turkey and Ethiopia, adult education teachers are happy because their centre managers are supportive (Tesfaw 2014:911; Turan & Bektas 2013:162). Furthermore, the reasons for the increase of job gratification among adult education teachers in these countries is that centre managers allow adult education teachers to contribute to the running of the adult learning centres (Kiboss & Jemiryott 2014:505). In Kenya and Nigeria, school leaders (i.e. centre managers) are not actively involved in the management of adult learning centres and this factor has lowered the levels of job satisfaction among adult education teachers (Abdulrasheed & Bello 2015:3; Chemutai 2015:81). Furthermore, centre managers in these countries do not encourage career development for the staff and that has lowered the levels of job satisfaction among adult education teachers (Abdulrasheed & Bello 2015:3; Chemutai 2015:81). In addition, some centre managers in these countries are using an autocratic leadership style; this means that they make all the decisions without involving adult education teachers (Adeyemi & Bolarinwa 2013:193).

According to Mutula (2016:66), in South Africa, adult learning centre managers have strong bonds of relationships with adult education teachers and that has improved the levels of job satisfaction among adult education teachers. Adult learning centre managers around South Africa follow democratic values, in the sense that adult education teachers are involved in decision-making and are respected (Heystek & Terhoven 2015:636).

2.5.2.4 Job security

According to Loi, Ngo, Zhang and Lau (2011:672), employment safekeeping refers to employment stability and job continuity in one institution. Job security implies the absence of job losses (Jandaghi, Mokhles & Bahrami 2011:6856). This indicates that if the employer ensures employees of their long-term employment, they may be committed with high levels of job satisfaction (Akpan 2013:83).

In Germany, Scotland and Turkey, the employers have ensured the job security of adult education teachers, and the levels of job satisfaction are high (EAEA 2018:62; Galloway 2017:134; Jutte et al. 2011:9). The reasons for high stages of work gratification among adult education teachers in these countries is that they are permanently employed (Galloway 2017:134). In Canada, the USA, Denmark, Ethiopia, Kenya and Nigeria, adult education teachers are experiencing low levels of job satisfaction because there is no job security (EAEA 2011:6; Nzinga 2016:31, Onyenemezu 2012:2a; Sun 2010:152; Texas Workforce Investment Council 2010:8; Valeo & Faez 2013:13; Warkineh et al. 2018:11). The reasons for lack of work gratification among adult education teachers in these countries is that their employment depends on the availability of learners; in other words, if there are no learners, there is no employment (Nzinga 2016:31; Sun 2010:152; Waltman, Bergom, Hollenshead, Miller & August 2012:422; Warkineh et al. 2018:11). Economic instability and limited funding in the adult education sector is another reason for job insecurity among adult education teachers in these countries and they have experiences of low levels of job satisfaction (Texas Workforce Investment Council 2010:8; Valeo & Faez 2013:13). Furthermore, the nature of employing adult education teachers in these countries does not provide for job security; hence, there are low stages of job gratification among adult education teachers (Waltman et al. 2012:422).

According to Rakoma and Schulze (2015:168), there is no job security in adult education in South Africa. Consequently, adult education teachers look for better opportunities in the mainstream schools while employed in adult education (Rakoma & Schulze 2015:168). Adult education teachers in this country are contracted to work for one year and this implies that there is absence of job security. Therefore, teachers in adult education are experiencing low levels of job satisfaction (Mongalo 2008:1). The employment of adult education teachers in South Africa depends on the availability of adult learners; for example, if there is a shortage of adult learners, the contracts may not

be renewed, which implies that there is an absence of job security (Aitchison & Harley 2006:106).

2.5.2.5 Job enrichment

According to Rene (2011:30), job enrichment refers to the improvement of the workstation because of varied responsibilities and self-directed work designs. Baral and Bhargava (2010:275) state that job enrichment is about the involvement to assist workers manage the challenging stresses of work and family lives. Job enrichment is important because it offers the opportunity to experience a sense of autonomy and personal responsibility (Erez 2010:390). Therefore, job enrichment can play a substantial role in increasing the levels of employment gratification among the workers in the organisation (Saleem, Shaheen & Saleem 2012:148).

Adult education teachers in Canada, USA, Denmark, Germany, Australia and England have an enabling environment that promotes autonomy (Carpenter, Weber & Schugurensky 2012:154; Centre for Applied Linguistics 2010:12; EAEA 2011:1). For example, they work collaboratively to address individual needs, and that has resulted in the increase of job satisfaction (Black 2010:7; Nuissl 2008:63; Swan & Swain 2010:170). Furthermore, adult education teachers in these countries would have meetings and share ideas to enrich one another and that has increased their levels of job satisfaction (Osmond 2016:17; Swan & Swain 2010:170). In Ethiopia, Kenya and Nigeria, adult education teachers lack professional development that can improve their competence and assist them to adding new information and adopt new practices; the outcome is that, the stages of work gratification are decreasing (Madu & Obiozor 2012:5; Wanyama 2014:162; Warkineh et al. 2018:19).

According to Oswald and de Villiers (2013:8), adult education teachers in South Africa regard themselves as inadequately prepared to cater for the educational needs of all adult learners, particularly learners with diverse educational desires. Due to the lack of job enrichment, adult education teachers in South Africa have no ability and skills to conduct lessons for a diverse class of learners (Donohue & Bornman 2014:9). According to Hansen, Buitendach and Kanengoni (2015:7), adult education teachers in South Africa experience negative feelings because of their working environment and the absence of job enrichment.

2.5.2.6 Promotion/advancement

According to Rast and Tourani (2012:94), job advancement is when employees have the chances for advancement and progress in their organisation. For example, the levels of employment gratification will diminish if individuals assume that they have no profession development prospects.

In Canada, USA, Denmark and Greece, teachers in adult education are promoted to become centre managers, subject specialists and to permanent positions and that has boosted their levels of job satisfaction (EAEA 2011:5; Gkolia, Belias & Koustelios 2014:333; Kosteas 2010:176). Another factor that has increased the stages of job fulfilment among adult education teachers in these countries is due to the incentives that are provided to productive adult education teachers (Kosteas 2010:176; Gkolia et al. 2014:333). In Germany, there are growing financial constraints, which have resulted in the decline of promotion of adult education teachers and they experienced low levels of job satisfaction (Nuissl 2008:63). In Ethiopia, Kenya, Nigeria and Tanzania, educational staff (i.e. adult education teachers) are experiencing low levels of job satisfaction because authorities delay their promotion (HakiElimu 2016:9; Ofojebe & Ezugoh 2010:413; Wright & Plasterer 2010:49). The reasons for the delay of promotions for adult education teachers in these countries is due to corrupt government officials and that has lowered the stages of work gratification among adult education teachers (Ofojebe & Ezugoh 2010:413).

In South Africa, adult education teachers experience low stages of work fulfilment because the mode of promotion of teachers in general might not be clear or lacks credibility (Quan-Baffour & Arko-Achemfour 2014:11). Furthermore, the majority of teachers in South Africa who have lots of experience in teaching are experiencing low levels of work gratification because they do not have any prospects of promotion since the career pathing is not clear (Quan-Baffour & Arko-Achemfour 2014:12). Furthermore, adult education teachers in South Africa are resigning because they are experiencing low levels of job satisfaction because there are no promotion possibilities in adult education sector (HSRC 2017:5).

2.7 CHAPTER SUMMARY

The literature has indicated that the situation of adult education teachers differs from country to country. While adult education teachers in developed countries generally experience acceptable working conditions, the situation in many African countries is very different. Adult education teachers in many African countries, including South Africa, are facing different challenges, including shortage of teaching and learning materials, working in uninviting places, insufficient salaries, lack of benefits and unavailability of electricity. Poor working conditions have decreased the levels of job satisfaction among adult education teachers in many countries across Africa, including South Africa. This is because adult education teachers in the African continent are experiencing job stress and job insecurity; they have no job enrichment or opportunities for promotion. However, adult education teachers in many African countries, including South Africa, experience good working relations with centre managers, thus providing them with some level of job satisfaction. The next chapter describes the research design that guided this study.

CHAPTER 3: RESEARCH DESIGN AND RESEARCH APPROACH

3.1 INTRODUCTION

This chapter focuses on the investigation method and research design implemented in the study, as well as the research population, sampling, selection approach, information gathering, data analysis and ethical issues. The phenomenological design and qualitative approach were found to be suitable to address the research problem.

3.2 RESEARCH DESIGN

3.2.1 Phenomenological Design

According to Van Manen (2016:9), the purpose of phenomenology is to gain more understanding of an experience or meaning of a specific circumstance. Kafle (2011:190) states that in phenomenology, the purpose of the inquiry is to comprehend the experiences of individuals, while concentrating on discovering what the participants understand, rather than accuracy. This means that the fundamental purpose of a phenomenological inquiry is to examine in what way people understand their situations (Pietkiewicz & Smith 2014:8). The implication of these authors' descriptions is that the researchers are to make sure that they do not interfere with what was said by the participants, but they have to take the description of the participants as it comes from them.

As such, the researcher needs to put aside the collections of knowledge, beliefs, standards and experience about the topic under investigation, in order to focus on what was said by the participants. According to Bevan (2014:139), by conducting the phenomenological study, the investigator has to remain realistic to the accounts of situations of the individuals who are involved in the inquiry.

3.2.2 Qualitative Approach

This investigation employed the qualitative method in order to explore the perceptions of adult education teachers about their working condition. According to Grosseohme (2014:109), qualitative study is an organised approach of gathering data and clarification of written material resulting from communication or discussion between the investigator and participants. Pietkiewicz and Smith (2014:7) state that qualitative investigators are

mostly anxious to understand the implication (e.g., how people develop logic of the situation, how they experience a phenomenon and what significance they attribute to phenomena). Therefore, qualitative study sanctions the investigator to investigate the respondents to achieve the research objectives. Qualitative study is an explanatory and realistic method of studying individuals, circumstances, occurrences and methods in their normal surroundings to articulate the meaning that individuals attribute to their involvements (Yilmaz 2013:312).

The researcher has employed qualitative inquiry in the study because this method allows the participants to outline their feelings about the situation and accepts the investigator to have a detailed discussion with the participants. As confirmed by Bryman (2012:14), qualitative research generally stresses the use of words instead of numbers, in the process of assembling and data analysis.

However, qualitative approach has its own weaknesses, for instance time consuming during interviewing process, no objectively verifiable result, skilful requirement for interviewers and intensive category process (Choy 2014:101). To overcome these shortcomings the researcher produced in -depth and illustrative information in order to understand the various dimensions of the problem under analysis (Queiros, Faria & Almeida 2017:369).

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population is regarded as an overall group of people that is needed by the researcher to conduct a study. According to Robinson (2014:26), a population is the totality of people or subjects from which cases may reasonably be sampled in a research study. In support, McMillan and Schumacher (2010:129) states that a population is a collection of components, whether people, or proceedings, that follow a particular criterion and to which we intent to generalise the outcomes of the study.

The population under investigation was adult education teachers in Gauteng East Education District. Gauteng East Education District consist of six adult learning centres with 188 adult education teachers.

3.3.2 Sampling

A sample refers to those participants selected for a study and it ought to be descriptive of the target population (Tavakol & Sanders 2014:840). McMillan and Schumacher (2010:490) affirm that a selection is the collection of items from whom information are gathered often descriptive of a particular population. This is a phenomenological study. Thus, representative sample proportions for phenomenological research variety from 1 to 10 people (Starks & Trinidad 2007:1375).

Thus, in the first instance, the researcher selected three out of six adult learning centres in Gauteng East Education District. Duduza, Kwa-Thema and Tsakane, because of their accessibility.

After choosing the three adult learning centres, six adult education teachers were selected to contribute in the study. The criteria for inclusion:

- Individuals who teach at adult learning centres with more than five years of teaching involvement with at least a diploma in adult education;
- Three females and three males' adult education teachers; and
- Two adult education teachers from each adult learning centres.

3.3.2.1 Sampling technique

A purposive selection method was applied to select adult education teachers who were regarded as appropriate to respond to the research question. Purposive sampling method is a systematic approach of ensuring that specific groupings of cases are selected in the study (Robinson 2014:32). The purpose of selecting purposive selection is to ascertain and select individuals with a series of knowledge and opinions so that the research questions would be answered (Avis & Reardon 2008:9). In addition, purposive sampling was employed to confirm that the selected participants reflected a varied group in relation to age, gender, background and involvement in teaching adult learners.

According to Teddlie and Yu (2007:80), the initial category of purposive sampling approach includes two objectives:

- Sampling to discover cases that are demonstrative or distinctive of a specific category of case on an element of interest; and

- Sampling to accomplish comparability through diverse categories of cases on an element of interest.

With purposive selection, the sample is carefully chosen on the basis of the accessibility of the investigator and the participants are chosen for the reason that they are found at a common site (Acharya, Prakash, Saxena & Nigam 2013:332). This means that the researcher had to use purposive sampling technique to be able to have access to participants and to save time because all the participants were accessible.

3.4 DATA COLLECTION

According to McMillan and Schumacher (2010:486), gathering of information is the technique of collecting and determining evidence from the participants, in a systematic logical process that allows the participant to respond on the stated probed question. According to Chaleunvong (2009:3), collection of data is the system used to gather data about particular elements of research (e.g., individuals, items, situations) and about the setting in which they emerge. Chaleunvong (2009:3) states that in the gathering of information, investigators must be organised and if the gathering of information are unsystematically, it will be challenging to answer the research question in a decisive approach.

Semi-structured interviews were utilised to put together information in this inquiry. With semi-structured interviews, there is no principle that investigators required to observe during the process of the discussion, which is the ability of upholding informal discussion between the researcher and the participants (Mojtahed, Baptista-Nunes, Tiago-Martins & Peng 2014:88). The implication here is that a semi-structured interview is a conversational process in which the investigator does not rigorously subscribe to a formal list of questions (Rowley 2012:262).

A semi-structured interview is arranged in advance at a particular time and it is prepared around a set of prearranged questions (Whiting 2008:36). This implies that the semi-structured interview is intended to establish solutions from individuals concerning a specific experience or occurrence and participants are free to reply as they think, however the researchers may evaluation the answers (McIntosh & Morse 2015:1).

Semi-structured interviews were preferred as the approach of information gathering for the reason that they permitted the researcher to have a comprehensive discussion with

the participants. Subsequently, the investigator was able to capture the partakers' voices and interpreted their experience. This is confirmed by Qu and Dumay (2011:247) who state that semi-structured interviews have the potential to address the major perspectives of the participants in order to produce contextual accounts.

Before the interviews, the researcher disseminated a short introduction around the inquiry subject and the intention of the study to the participants (Appendix E). This means that, each respondent was requested to approve their participation by signing an agreement form, addressing voluntary participation. The researcher approached the respondents in their adult learning centres to undertake the interviews. A recorder was used, and notes were taken. The interview lasted approximately 20-30 minutes and were directed in English. The interviews were conducted in a form of a conversation between the researcher and the respondents. As such, direct quotations were used to explain the experiences, opinions, feelings, and knowledge of the participants.

3.5 DATA ANALYSIS

According to Leech and Onwuegbuzie (2007:562), one of the utmost significant phases in the qualitative research approach is data analysis. McMillan and Schumacher (2010:367) maintains that analysis of information in a qualitative study is an approach of arranging data into themes and categorising patterns and connections among the themes. This means that data analysis is a continuous technique that commences in the initial phase of gathering information and continues during the process of the study. Hancock, Ockleford and Windridge (2009:24) states that information analysis in an inquiry includes grouping together the volume of data gathered and presenting the outcomes in a process that connects the most significant characteristics.

This investigation used a thematic approach as a means of analysing qualitative data. The approach of McMillan and Schumacher (2010) was followed. This approach includes data organisation, data transcription, data coding, forming themes, discovering patterns, and techniques of pattern seeking. Each step is explained below.

Step 1: Data organisation

According to McMillan and Schumacher (2010:369), an important initial phase in analysis is to organise the bulk of data so that coding is conducted. This means that the researcher

had to separate the data and organise it into workable units. Each category is then divided into subcategories, as the data are analysed (McMillan & Schumacher 2010:370).

Step 2: Data transcription

McMillan and Schumacher (2010:370) state that recording of data is the way of capturing notes and other evidence and translating them into an arrangement that will enable analysis. This means that the researcher had to transcribe the interviews into written form to be able to conduct thematic analysis. This was done in a careful and a focussed process. Thereafter, the researcher rehearses all the records to be familiar with the content.

Step 3: Data coding

According to McMillan and Schumacher (2010:370), data coding commences by classifying trivial parts of information that stand alone. After identifying the small pieces of data or segments, the researcher started to analyse all the segments, codes were created, and each segment was labelled by its code. A code is a term or expression that is utilised to give significance to the category (McMillan & Schumacher 2010:371). After doing so, the researcher grouped the data into smaller meaningful parts, each group was labelled with a descriptive title or code, and similar codes were grouped together. For each distinct code, the researcher had to collate together all occurrences of text where that code appeared in the dataset.

Step 4: Forming themes

According to McMillan and Schumacher (2010:376), groupings (or subjects) are objects consisted of categorised topics and subtopics. This means that related codes were grouped together to form the themes, which were branded to make meaning of the codes. The focus was about arranging the distinct codes into possible themes and organising all the related coded data within the recognised themes. The data was then analysed by establishing groupings or themes that were utilised to define the significance of similarly coded data. When the researcher is involved in establishing groupings, a recursive process takes place, which includes the recurring presentation of a grouping to fit codes and data fragments.

Step 5: Discovering patterns

At this stage, the researcher makes general statements about connections among groupings by discovering patterns. According to McMillan and Schumacher (2010:378), a pattern is a connection among groupings. Therefore, the researcher defined and named the themes. All of the themes had memorable labels that had meaning to each category.

Step 6: Producing a report

During this concluding phase of data analysis, the researcher produces a report. The report production included selecting instances from the records to demonstrate the themes. These references obviously recognised subjects within the theme and presented pertinent examples of the argument being made. Recurring views, connected with information-seeking behaviour, and keywords in setting were recognised as themes, which means that the more regularly a concept occurred in a text, the more possible it was regarded a theme.

3.6 CREDIBILITY, CONFIRMABILITY AND TRANSFERABILITY

In conducting qualitative research, the researcher is confronted with many methodological issues; paramount among them are the issues of credibility or trustworthiness, confirmability, and transferability. In this section the researcher explains how credibility or trustworthiness, confirmability, and transferability were ensured in the study.

3.6.1 Credibility or Trustworthiness

In qualitative research, researchers are interested in reporting on the lived experiences of research participants from their own interpretations. This means that there must ideally be a synergy between what is expressed by the participants and what is reported by the researcher. The need to ensure such synergy brings the issue of credibility into the domain of qualitative research. According to Jensen (2008:138) “credibility can be defined as the methodological procedures and sources used to establish a high level of harmony between the participants’ expressions and the researchers’ interpretations of them”.

Therefore, the researcher ensured credibility through, prolonged and varied field experience, and member checks.

3.6.2 Prolonged and varied field experience

In order for the researcher to get a good picture of the worldview of the research participants, the former must be actively engaged in the day-to-day activities of the latter. In order to achieve this, the researcher must have a prolonged stay in the field. Gaining trust amongst research participants is crucial to the success of the data collection process. Therefore, the researcher had to gain the trust of the participants in the study. This meant that the researcher had to visit the research site on several occasions prior to the commencement of the study in order for the participants to be familiar with him. In the same vein, by visiting the research site on several occasions the researcher was able to observe a wide variety of behaviours and events which helped the researcher to gain a better insight into the problem under investigation. Onwuegbuzie and Leech (2007, cited in Anney, 2014:276) state the researchers' extended time in the field improves the trust of the respondents and provides a greater understanding of participants' culture and context.

3.6.3 Member Checks

In any research endeavour, it is important for the researcher to check the authenticity of the information gained from the participants. This can be achieved through cross-checking information gained from the participants. According to Birt, Scott, Cavers, Campbell and Walter (2016:1802) the potential for researcher bias might be reduced by actively involving the research participants in checking and confirming the results. In this study, the researcher, after the interviews participants, had to read the data collected to the participants for them to confirm or reject aspects of the information collected. This was done immediately after data had been collected from the participants in order to ensure the credibility of the data generated from the participants.

3.6.4 Transferability

Transferability refers to degree to which the results of qualitative research can be transferred to other contexts with other respondents (Anney 2014:277). The implication here is that, in order to promote transferability of a study's findings, the researcher must ensure that the sample selected for the study are those members of the population who are closely linked to the phenomenon under study. In line with the suggestion, this study employed the purposive sampling technique to select participants who were closely linked to the phenomenon under investigation and possessed the relevant information necessary to understand the research problem. Again, the researcher provided a "thick

description” of the phenomenon under study in order to enable a better understanding of the research problem. This was done by providing an in-depth account of the views of the participants.

3.6.5 Confirmability

Confirmability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers (Anney 2014:279). The researcher interpreted the participants expressions through coding or meaning-making process. In this coding process, the researcher was looking for the information that was consistent and similar. The researcher was then able to make statements about the context under study. An independent reviewer (one of the professors in the department of ABET and Youth Development, UNISA) was requested to verify the research process and interpretations of the data as consistent on both the literature and methodological levels. The independent reviewer’s comments were then incorporated into the final report.

3.7 ETHICAL ISSUES

It was articulated to the participants that by taking part in this research, their names would be protected (Appendix E). As mentioned by Qu and Dummay (2011:253), the common ethical principle with respect to the participants is to impose no harm.

Informed consent: According to Pillay (2014:196), researchers demonstrate proper respect for individuals when they pursue their informed permission to contribute in a study without employing any pressure on them to do so. As such, consent letters were written to all participants who were contributing in the research (Appendix E).

Confidentiality: The participants had information that only the investigator and the supervisor would have access to the data generated in the study. This is confirmed by Kaiser (2009:4), namely, that to assure someone of privacy means that what has been deliberated will not be reproduce, or at least, not without consent.

Anonymity: According to Pillay (2014:196), to maintain anonymity, there should be no mention of names in the study. Therefore, the investigator informed the respondents that the conversation between them and the researcher would be audio-recorded, but their names would not be recorded and that instead of using their actual names, pseudonyms would be used in the study.

3.8 CHAPTER SUMMARY

This section provided the design for the inquiry and the approach applied in this research. The discussion also addressed the research population and selection and justified the use of a purposive sampling method. Semi-structured interviews were discussed. Ethical deliberations related to the qualitative research were emphasised. The findings of the study are deliberated in the next chapter.

CHAPTER 4: PRESENTATION OF RESULTS

4.1 INTRODUCTION

This section analyses information that was collected from the fieldwork and presents its findings. The gathering of information was completed by means of detailed conversations, where the investigator required to explore, with participants, their perceptions about their working condition in the ABET programme. The researcher had appointments with adult education teachers in their adult learning centres to have a conversation with them regarding the topic of interest. Each interview took 20–30 minutes and a tape-recorder was utilised to capture all the conversations to support the handwritten notes taken by the researcher.

4.2 METHOD OF ANALYSIS

The descriptive narrative technique was utilised to analyse the information that was gathered for qualitative purpose. The descriptive approach relies on the written or spoken words of participants. In the descriptive method, the investigator aims to generate rich and profound description of a situation through perceptions, while concentrating on revealing evidence rather than accuracy (Kafle 2011:190). The researcher has to remain honest to the interpretations of experience of the individuals interviewed and has to accept that this was how the participants deliberated on their experience, which upholds a necessary level of rationality (Bevan 2014:139). Therefore, the detailed notes that the researcher took during the interviews were grouped together and given specific names, and then categorised into certain topics and subtopics. McMillan and Schumacher (2010:376) state that groupings (categories) are objects consisted of categorised topics and subtopics.

For the intention of this research, information analysis was done under the following themes and subthemes:

4.3 FINDINGS

4.3.1 Demographic Information

The data on the profiles of the various participants was gathered and the following were found:

- **Gender**

Of the six participants, three were women and the other three were men. There was equal representation between the female and male adult education teachers who contributed in this study.

- **Age**

Of the six participants, one was within the ages of 30 and 39 years old, four were within 40 and 49 years old and one participant was over 50 years old. Most of the participants were over 40 years of age. The implication here is that the participants were mature and responsible adults.

- **Language**

Of the six participants, two were IsiNdebele speaking, one was Setswana speaking, two were IsiZulu speaking and the last one was IsiXhosa speaking. This means that all the participants were South Africans, since all their mother tongues were official languages in this country.

- **Qualifications**

Of the six participants, two had an Honours Degree in Adult Education, two had an Advanced Certificate in Education and the last two participants had a Diploma in Adult Education. The indication here is that all the adult education teachers participated in the study were properly qualified to teach adult learners since the qualifications they held were relevant for the adult education sector.

- **Teaching experience**

Of the six participants, one had 19 years of involvement in adult teaching, two had 15 years of involvement in adult teaching, one had 14 years of contribution in adult teaching and the last two had 12 years of contribution in adult education. Each one of the selected participants had more than 10 years of involvement in adult education, thus implying a vast experience of transferring instruction to adult learners.

- **Employment Process**

Of the six participants, two indicated that prior to their appointment, interviews were conducted, and the other four mentioned that there were no interviews conducted prior to their appointment. The implication here is that there were inconsistencies in the appointment of the adult education teachers, since some were interviewed, while others were not subjected to the interview process.

- **Status of employment (Permanent or Contract)**

Of the six participants, two were permanent and the other four were temporary employees. The indication here is that, the majority of the participants were temporarily employed.

- **Provision of benefits (Medical aid, pension and house subsidy)**

Of the six participants, two received support from the government for instance, health assistance, pension, bonus and housing subsidy, whereas the other four had no benefits. The implication here is that the majority of participants had no provision of benefits.

- **Working hours per day**

Of the six interviewees, two declared that they were employed to work eight hours, the other two were employed to work six hours and the last two participants were employed to work four hours per day. The implication here is that participants had different working hours or different conditions of employment.

- **Starting time of classes**

Of the six participants, three indicated that classes commenced at nine o'clock in the morning and ended at four o'clock in the afternoon at the main centre, and the other three participants working at satellite campuses indicated that classes commenced at 4 o'clock in the afternoon and ended at 8 o'clock in the evenings. The implication here is that working hours of the participants were different, which may have had a negative impact on the remuneration of those who worked for fewer hours.

4.3.2 Results of Open-Ended Questions

With regard to the open-ended questions, the following themes emerged:

4.3.2.1 Working conditions of adult education teachers

Data were collected on the operational circumstances of adult education teachers and the following were found:

- **Working environment**

All six participants indicated that they perceived their working environment as not favourable for effective instructional offering.

Participant A said: *“It is challenging to cope; the conditions are bad.”*

Participant E said: *“It is difficult to work in this condition.”*

The implication here is that adult education teachers participated in the study perceived their working environment as not favourable for effective instructional offering.

- **Availability of facilities (Classrooms and toilets)**

Of the six participants, two indicated that, classrooms were dilapidated with broken windows; two cited that toilets were not working and the other two indicated that their classrooms and toilets were good.

Participant E said: *“My classroom is broken, and it is cold in winter. My classroom has broken windows, during rainy session the rain would come inside the classroom”.*

Participant C said: *“Our toilets are not working. We share toilets with the learners and some male learners are using females’ toilets.”*

The situation here depicts that in some adult learning centres, participants were expected to work in dilapidated classrooms and toilets were not working.

- **Availability of classrooms**

All six participants indicated that classrooms were not sufficient.

Participant C said: *“We have a shortage of classrooms. For instance, in some cases we group ABET level two and three learners in one class”.*

Participant A said: *“Our classrooms are not enough. We have 5 classrooms to accommodate ABET level 1-4 and these learners are more than 400 in total”.*

The situation here indicates that adult education teachers had a serious shortage of classrooms.

- **Work allocation of adult education teachers**

Of the six participants, four indicated that their centre managers were allocating the work unfairly and the other two cited that the allocation of work was equal and fair to all adult education teachers in their adult learning centre.

Participant B said: *“My centre manager distributes the work based on favouritism. Some of the teachers are teaching more classes yet some are teaching few classes. In particular her friends have fewer classes to teach and those who are not in her circle are teaching more classes”.*

Participant F said: *“At our centre, the work is distributed equally, and I am happy.”*

The situation here depicts that in some of the adult learning centres visited, the distribution of work was not fair and in some adult learning centres, the work was fairly distributed.

- **Safety and security**

Of the six participants, four suggested that safety was lacking, and the other two indicated that safety was not a problem in their adult learning centres.

Participant C said: *“Some learners are carrying weapons and we don’t even know the reason”.*

Participant E said: *“Some learners were fighting inside the school premises.”*

The picture here depicts that some adult learning centres had a problem with safety and security.

- **Break-ins**

Of the six participants, four indicated that burglary was a problem and the other two indicated that they had no problem of burglary at their adult learning centres.

Participants A said: *“We had several break-ins at our centre. Photo copy machines, laptop and computer were stolen”.*

Participants B said: *“We had a break-in at the office of our centre manager and the case of burglary was reported to the local police station.”*

The implication here depicts that some of the adult learning centres visited had a problem of burglary.

- **Adult education teachers and the DHET**

All six participants indicated that the DHET was treating them unfairly.

Participant E said: *“I am very unhappy with how I am treated. The DHET is not interested in the plight of the adult teacher and the DHET is not willing to enhance our working condition.”*

Participant D said: *“We are not treated as professionals.”*

The picture here depicts that adult education teachers were not satisfied with the way in which the DHET was treating them.

- **The principal**

Of the six interviewees, four concluded that the principal neglected them and the other two stated that the principal was too busy to cater for their needs.

Participant F said: *“The principal does not care about us. The principal has never visited our centre since his appointment”*

Participant D said: *“The principal is too busy, and he even forgets about us.”*

The implication here is that the participants in the study felt that the principal neglected them.

- **Centre managers**

Of the six participants, four indicated that their centre managers were not helpful and the other two indicated that their centre managers were helpful.

Participant A said: *“There is no help that I receive from the centre manager. Every time when we communicate our grievances to the centre manager, she refers us to the principal”.*

Participant D said: *“My centre manager doesn’t listen to us. Our centre manager rejects positive suggestions and inputs from the teachers, aimed at enhancing our working conditions”.*

The situation here depicts that some participants in the study perceived their centre managers as unhelpful, yet others were perceived as helpful.

- **Centre Management Team (CMT)**

All six participants indicated that their CMT's were not willing to assist them.

Participant F said: *"The CMT is afraid of the centre manager. Our CMT cannot take any independent discussion, all their discussions are dominated by the centre manager"*.

Participant C said: *"The CMT is not helpful and there are just tokens"*.

The situation here depicts that adult education teachers perceived their CMT's as unhelpful.

- **Continuing as adult education teacher**

Of the six participants, four indicated that they were searching for better employment, and the other two stated that they would continue working in the adult education sector.

Participant B said: *"I am looking for better employment. I am currently studying for B ed degree so that I can seek employment at the mainstream schools, because there is no development in adult education"*.

Participant F said: *"I have nowhere to go; I am too old." But if I was still young I would consider for a better employment opportunity, this sector is no good"*.

The implication here is that some participants visited would like to leave the profession while some would continue working.

4.3.2.2 Teaching and learning environment

The data on the operational situation of adult education teachers was collected and the focus was based on the inside classroom environment. The following were found:

- **Overcrowding**

Of the six participants, four indicated that classes were overcrowded especially ABET level 4 and Grade 12 classes; and the other two indicated that their classes were not overcrowded.

Participant A said: *"I have more than 50 learners in my English ABET level 4 class. It is very difficult to cater for the educational needs of the learners on one on one basis and very difficult even to move around the classroom because there this no space to move around"*.

Participant B said: *“My Grade 12 Maths class has more than 70 learners.” I can not attend the individual learners or even to mark their work books.*

This situation here implies that some adult learning centres visited had a serious problem of overcrowding.

- **Learner accommodation**

Of the six participants, four indicated that desks were structured in rows to accommodate more learners and the other two indicated that they had no problems with learner accommodation in their classes.

Participant D said: *“Desks are structured in rows to accommodate more learners.”*

Participant E said: *“Lecturing method is used to structure the desks”.*

This situation here implies that some of the adult learning centres visited had a serious problem of learner accommodation in classes.

- **Classroom situation**

All six participants indicated that during summer, session classes were very hot and in winter session, classrooms were very cold.

Participant C said: *“Classrooms are very hot in summer.”*

Participant F said: *“Classrooms have no ventilation.”*

The situation here indicates that adult education centres visited had no air conditioners.

- **Discipline of adult learners (cell phones)**

Of the six participants, four indicated that learners were using their cell phones in the classroom and the other two had no problem with learners using their cell phones in the class.

Participant D said: *“Learners are using their cell phones in the classroom and it’s difficult to control the situation.”*

Participant F said: *“My learners like using their cell phones.”*

The situation here describes that the majority of learners in adult learning centres visited were using their cell phones in the classroom.

- **Discipline of learners (talking during lessons)**

Of the six participants, four indicated that learners were talking during lessons while the other two cited that they had no problems with learners talking during lessons.

Participant D said: *“My learners are talking instead of doing their work.”*

Participant A said: *“Learners likes chatting in the class.”*

The situation here indicates that in some of the adult learning centres visited learners were talking during the period of instructional offering.

- **Theft in the classroom**

Of the six participants, four indicated that they had experiences of theft in the classroom and the other two cited that they had no experience of theft.

Participant B said: *“I have reports of theft in my class. Some of my learners have reported missing cell phones, wallets and other belongings”.*

Participant F said: *“My cell phone was stolen in the classroom and some teachers have reports of missing items as well”.*

This means that participants viewed theft as a problem in their classrooms.

- **Availability of furniture (chairs and tables)**

Of the six participants, three indicated that they had shortages of chairs and tables in their classrooms; one indicated that some chairs and tables were broken, and the other participant stated that she had enough chairs and tables in her classroom.

Participant E said: *“Some learners have no seats and they have to stand. Sometimes learners are fighting for chairs and tables”.*

Participant D said: *“Learners have to come early to get a seat.”*

The scenario here indicates that most of the adult education centres visited had serious shortages of furniture.

- **Shortage of resources**

All six participants indicated that shortage of chalk, books and charts was a problem.

Participant A said: *“Sometimes I conduct classes without chalks for a month or two and at the other hand the majority of my learners are coming from poor families and they cannot afford to buy books”.*

Participant B said: *“Shortage of chalk is a problem.”*

Participant D said: *“I have no textbooks to teach my learners.”*

Participant C said: *“To run a class without a textbook is difficult.”*

Participant F said: *“I don’t use any charts in my teaching.”*

Participant E said: *“We are not allowed to hang charts on the walls.”*

The situation here depicts that adult learning centres visited had a serious shortage of resources.

4.3.2.3 Hindrances to teaching and learning

The information on the hindrance on instructional offering of adult learners was collected and the following were found:

- **Motivation**

All six participants alluded that working conditions had demotivated learners.

Participant C said: *“Learners are demotivated.”*

Participant E said: *“Learners does not show any motivation.”*

The implication here indicates that the situation in adult education centres visited may have an impact on the demotivation of learners.

- **Learner performance**

All six participants indicated that working conditions had an impact on learner performance.

Participant C said: *“Learner performance is lacking, and the majority of the learners are repeating their grades in particular ABET level 4 and grade 12 learners”.*

Participant A said: *“My maths class performs badly.”*

The situation here depicts that working condition of adult education teachers visited may have an influence on the performance of the learners.

- **Late coming**

All six participants indicated that late coming of learners was a problem.

Participant B said: *“Learners are coming late. Some of the learners are working and would arrive late to attend classes, yet some learners are demotivated to attend classes they come late intentionally”.*

Participant F said: *“Late coming is a problem.”*

The situation here indicates that late coming of learners in adult learning centres visited was a problem.

- **Attendance**

All six participants indicated that learners were not attending regularly.

Participant E said: *“My learners are not attending classes.” I think most of the learners are not motivated to attend classes”*

Participant D said: *“Attendance is bad in my class.”*

The implication here indicates that learner attendance in adult learning centres visited was poor.

- **Drop out of learners**

All six participants indicated that drop out of learners was a problem.

Participant A said: *“Learners are dropping out of classes. I started with 75 learners but now I have 50 learners. I think, the learners who will write the examination at the end of the year will be about 30 learners”.*

Participant C said: *“Drop out of learners is a problem.”*

The implication here indicates that adult learning centres visited had a problem of learner drop out.

4.3.2.4 Perceptions of adult education teachers on job satisfaction

The data on the perceptions of adult education teachers on job gratification was collected and the following were found:

- **Job satisfaction and the status of employment**

Of the six participants, four indicated that they were not satisfied with their status of employment, and the other two indicated that they were satisfied with their employment status.

Participant F said: *“I would like to be employed permanently. I don’t understand the criteria that is used to employ people on permanent basis. So far, I know that if you are a crony to the centre manager you may be employed on permanent basis”.*

Participant E said: *“Working for so many years without permanency is disgusting.” I have more than 15 years teaching adult learners, but people who came after me are now employed on permanent condition”.*

Participant D said: *“I like the fact that I am permanent.”*

The situation here depicts that in adult learning centres visited adult education teachers working on temporary basis were not satisfied and those in permanent positions were satisfied.

- **Job satisfaction and payments**

All six interviewees described that they were not happy regarding their payments.

Participant A said: *“I have honours degree in education but rated as level one teacher. My payment is not adequate compare to teachers with honours degree at the mainstream schools”.*

Participant D said: *“Our payment is not equivalent to our counterparts at the mainstream schools.”*

The situation here depicts that interviewees in this research were not content regarding their salaries and that salaries of teachers in South Africa were different from one education sector to the other.

- **Job satisfaction and benefits**

Of the six participants, four depicted that they were not content with their contract because they had no benefits, and the other two indicated that they were satisfied because they had benefits.

Participant C said: *"I am not content because I have no benefits. I am always worried, I will have nothing when I go on pension because I have no pension fund for so many years that I have spent in this sector. It is so disgusting".*

Participant A said: "At least I have benefits and that brings some form of satisfaction."

The implication here is that participants without benefits were not satisfied while those with benefits were satisfied with their work.

- **Job satisfaction and working hours**

Of the six interviewees, four described that they were not content regarding their working hours and the other two were satisfied.

Participant E said: *"Less working hours less payment. I am only employed to work four hours a day and I am earning less payment. I would wish if I was employed on full time basis".*

Participant F said: *"My pay is not sufficient because of the hours that I am working. It is also, not fair because I am not allowed to have another employment whilst employed as adult education teacher".*

Participant D said: *"I am on eight hours and satisfied."*

The implication here is that participants employed to work eight hours a day were satisfied and those working lesser hours were not satisfied.

- **Job satisfaction/ teaching and learning resources**

All six participants indicated that shortages of instructional resources were the most dissatisfying factor.

Participant F said: *"I am not effective because of shortage of resources. Sometimes I go to the class not knowing what to do because I don't have teaching and learning resources".*

Participant E said: *"Shortage of material is a problem and I am not satisfied."*

The implication here is that participants in the study were dissatisfied regarding the insufficient of teaching and learning resources.

- **Job satisfaction and conditions of services**

All six interviewees described that they were not content with their condition of services because it was not favourable for effective instructional offering.

Participant B said: *“I am not satisfied with my condition of services. The conditions of service is not favourable for effective teaching and learning delivery”*.

Participant C said: *“Our condition of services is tormenting.”*

The situation here depicts that condition of services in adult learning centres visited were not conducive to effective teaching. As a result, adult education teachers were not satisfied.

- **Job satisfaction and travelling costs**

Of the six interviewees, three specified that they were not content while the other three were satisfied with the travelling costs.

Participant D said: *“Transport is very expensive for me. I use four taxis a day to travel from one satellite to the next. At the end of the day I have to use R 60 for transport that is too much, in fact I feel like I am working to pay the transport”*.

Participant C said: *“At least I don’t pay the transport; I stay next to my place of work.”*

The implication here is that participants residing near their place of work had no problem while those staying far from work had a problem with transport.

4.3.2.5 Impact on fulfilling educational needs of learners

The information on the influence on working conditions of adult education teachers in fulfilling the learning desires of adult learners were collected and the following were found:

- **Educational needs of learners**

All six participants indicated that it was difficult to fulfil educational needs of adult learners.

Participant A said: *“Our working environment cannot address educational needs of*

learners. Shortage of teaching and learning materials is a huge problem to fulfil the education needs of the learners”.

Participant C said: *“In this condition, it is difficult to address learner educational needs.”*

The implication here depicts that it was difficult for participants to fulfil the educational needs of adult learners.

- **Shortage of teaching and learning materials**

All six participants indicated that the scarcity of instructional resources had an impact on fulfilling the educational needs of adult learners.

Participant D said: *“I cannot fulfil learner needs because of the scarcity of materials.”*

Participant F said: *“Teaching resource is fundamental in fulfilling educational needs of learners.”*

The implication here indicates that scarcity of instructional resources in adult learning centres visited had an impact on meeting the educational needs of adult learners.

- **Reading and writing**

Of the six participants, three indicated that learners cannot read and write and the other three indicated that learners had difficulties with spelling.

Participant F said: *“My learners cannot read and write. I have no materials to teach the learners on reading”.*

Participant D said: *“Learners have difficulties of spelling.”*

The implication here is that adult education teachers had difficulties assisting adult learners to read and write and to deal with spelling.

- **Attaining certificates**

Of the six participants, two stated that it was difficult for Grade 12 learners to attain certificates; another two participants cited that it was difficult for learners to attain ABET level 4 certificates and the other two indicated that it was difficult for ABET level 1, 2 and 3 learners to attain the certificates.

Participant C said: *“It is difficult for my ABET level 4 learners to achieve certificates.”*

Participant A said: *“The majority of learners are not getting certificate.”*

The implication here is that it was difficult for the participants to assist the learners to attain their certificates.

4.3.2.6 Enhancing the working conditions of adult education teachers

Data on enhancing the working conditions of adult education teachers were collected and the following were found:

- **New buildings and revamping dilapidated buildings**

Of the six participants, four indicated that more buildings were required and the other two indicated that dilapidated buildings should be revamped.

Participant A said: *“We need to have a building of our own. If we can have a building of our own, we can solve the issue of overcrowding”.*

Participant B said: *“The department should reconstruct the broken buildings.”*

The implication here is that adult education teachers required a dedicated building and dilapidated buildings should be upgraded.

- **Disbanding the CMT**

Of the six participants, four indicated that the CMT’s should be disbanded and the other two indicated that the CMT’s should represent adult education teachers in the management meetings.

Participant C said: *“The CMT must be dissolved because it is not working.”*

Participant F said: *“The CMT is an ineffective structure.”*

The implication here indicates that participants required that the CMT’s be disbanded because they were not representing adult education teachers on managerial meetings.

- **Visits by the principal**

All six participants indicated that the principal should visit their adult learning centres on regular basis.

Participant E said: *“It is important that the principal visit us. I think a frequent visit by the*

principal to our centre can enhance our working environment because we will be able to communicate with the principal regarding the condition of services and come up with solutions”.

Participant F said: *“I would like to see my principal on regular basis.”*

The implication here is that the participants viewed visits by the principal as important.

- **Adequate teaching and learning materials**

All six participants indicated that adequate teaching and learning material was required.

Participant C said: *“We need to have sufficient teaching and learning materials. More texts books and other resources can enhance our working environment.”*

Participant B said: *“Instructional material is required to enhance our teaching and learning.”*

The situation here is that teachers in adult education who participated in the study required more teaching and learning materials.

- **Permanent employment**

All six participants pointed out that permanent employment of all adult education teachers could enhance their working conditions.

Participant E said: *“All I need is permanent employment. Permanent employment can motivate me to be more productive”.*

Participant F said: *“All adult education teachers should be permanently employed.”*

The implication here is that participants viewed permanent employment as one of the solutions to enhancing the conditions of services of teachers in adult education.

- **Better salaries**

All six participants indicated that better salaries could enhance their working condition.

Participant B said: *“Better salaries can enhance our working conditions. Our salaries should be the same with the salaries of our counterparts at the mainstream schools”.*

Participant C said: *“Monetary funds can better my work.”*

The implication here is that teachers in adult learning centres visited were not happy with their current salaries.

- **Safety and security measures.**

Of the six participants, three indicated that their centre managers should hire security personnel; two participants indicated that people who were not learners should not be allowed on the premises. The last participant indicated that adult learning centres should collaborate with the community and police to combat crime at the adult learning centres.

Participant B said: *“A security officer is required at our centre.”*

Participant C said: *“Our centre needs to work with the police to fight crime.”*

The situation here shows that safety and security was a huge problem.

4.3.2.7 The socioeconomic status of adult education teachers

Data on the socioeconomic status of adult education teachers were collected, and the following were found:

- **Adult education teachers and the community**

All six participants indicated that the community respects them as teachers.

Participant A said: *“The community respects me as a teacher. The community knows and understand about adult education and therefore they respect adult education teachers”.*

Participant E said: *“The community knows about adult education teachers.”*

The implication here is that adult education teachers were respected in the community.

- **Affordability (basic needs)**

Of the six participants, four indicated that they can afford basic needs and the other two indicated that living is very difficult as adult education teacher.

Participant D said: *“I can afford basic needs”.*

Participant F said: *“Living is too difficult. I can not afford to buy myself a car on loan because of my employment status”.*

The implication here is that some adult education teachers can afford basic needs while it was difficult for others.

- **Buying power**

Of the six participants, four indicated they had no buying power and the other two cited that they had a power to purchase.

Participant F said: *“I don’t buy on credits because of my employment status. Every time when I need to buy something, I need to save money of which it is very difficult”.*

Participant C said: *“I’m temporally employed and cannot buy a bound house on loan. I am very old but still staying with my parents because I don’t afford a house and I am not even allowed to acquire a house loan”.*

The picture here portrays that the majority of the interviewees in the investigation were excluded from buying on credit and obtaining loans.

4.3 CHAPTER SUMMARY

In this section, the analysis and outcomes were outlined. The results show that teachers in adult education had relevant qualifications to teach adult learners. Furthermore, the outcomes demonstrate that the atmosphere of offering services for teachers in adult education were not acceptable. Classes for adult education teachers were overcrowded and there was a lack of furniture and instructional resources. Safety and security were found to be lacking, with both adult education teachers and learners being targeted for criminal activities. The results show that participants experienced low levels of job satisfaction because of elements such as low salaries, lack of benefits, employment conditions and shortage of resources. The results revealed that better salaries, permanent employment, and conducive working conditions can enhance the job fulfilment of adult education teachers. Lastly, the outcomes discovered that socioeconomic status of teachers in adult education was positive, in the sense that the community recognised adult education teachers and they could make a living. However, it was established that the majority of adult education teachers did not have buying power because of their employment status. In the next chapter, the discussion, conclusion and recommendations of the study are discussed.

CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This section summarises the outcomes of the research from both the literature and empirical research are discussed in the chapter. Then the conclusion are drawn and recommendations are made.

5.2 SUMMARISED FINDINGS OF THE RESEARCH

5.2.1 Findings from the Literature Study

In the literature review, issues such as facilities, resources, recruitment of adult education teachers, appointment of adult education teachers, salaries and benefits of adult education teachers, availability of electricity, qualifications and job satisfaction were highlighted.

5.2.1.1. Facilities and resources

Adult education teachers in countries of Australasia, Europe and North America had adequate facilities such as classrooms, libraries, e-learning tools, computer centres and the availability of electricity. In countries of Africa, adult education teachers conducted adult learning classes in dilapidated buildings and lacked facilities and teaching resources such as electricity, libraries and computer centres.

5.2.1.2 Recruitment and appointment of adult education teachers

In most Australasian, European, North American and African countries, the recruitment and appointment of the adult education teachers were the responsibility of the government, through the respective Ministries of Education. Only in a few countries was the responsibility that of the local municipality and communities.

5.2.1.3 Salaries and benefits of adult education teachers

In most Australasian and European countries, adult education teachers enjoyed the same salaries and benefits as their counterparts at the mainstream schools, whereas the majority of the adult education teachers in African and North American countries earned insufficient salaries without any benefits.

5.2.1.4 Qualifications

The literature reveals that adult education teachers in many African, Australasian, European and North American countries lacked qualifications in adult education but held qualifications in other disciplines.

5.2.1.5 Adult education teachers' job satisfaction

The literature reveals that adult education teachers in countries of Austrasia, Europe and North America experienced less job stress, had high levels of job security, an enabling working environment and good chances of promotion. The implication here is that the stages of work fulfilment amongst the adult education teachers in these countries were high.

In countries of Africa, the adult education teachers experienced a great deal of stress due to the poor conditions of services, the lack of job security, autocratic management and a lack of promotion opportunities. The implication is that the levels of job enjoyment amongst the adult education teachers in the African countries was low.

5.2.2 Findings from Empirical Study

5.2.2.1 Demographic information

The gender of the participants balanced, and the majority of the interviewees were older than 40 years of age. The interviewees were South Africans and qualified in adult education and had more than 10 years of involvement in adult education. The employment status of the majority of the participants was temporary without any benefits.

5.2.2.2 Working conditions of adult education teachers

The results revealed that some classes were dilapidated with broken windows, and toilets were not working. Safety and security were lacking and there were acts of criminality.

5.2.2.3 Teaching and learning environment

The results discovered that classrooms were overcrowded, and adult education teachers could not accommodate all the learners in a classroom. In winter, classrooms were cold, and in summer, they were hot. There was a shortage of furniture and teaching resources.

Some learners were ill-disciplined and were using their cell phones or talking during the lesson presentations.

5.2.2.4 Limitations on teaching and learning

The outcomes discovered that the learners came late to classes and they did not attend regularly. The dropout rate among learners was high, while the academic performance of the learners was low.

5.2.2.5 Perceptions of adult education teachers on job satisfaction

The outcomes discovered that the majority of the interviewees were not fulfilled with their status of employment, salary, benefits or their working hours. The participants were also not satisfied with the shortage of teaching resources and the poor condition of services.

5.2.2.6 Impact on fulfilling the educational needs of the learners

The results presented that it was difficult for the interviewees to fulfil the educational needs of the adult learners due to the poor condition of services. For instance, ABET level 1–4 learners could not read and write, making it difficult for the learners to obtain certificates.

5.2.2.7 Enhancing the working conditions of adult education teachers

The empirical findings indicated that more buildings were required, and the dilapidated buildings should to be revamped. The results showed that the disbanding of the CMT's was required and that the principal should visit the adult education teachers on regular basis. Adequate teaching resources were required. Permanent employment with better salaries was required. Security personnel were required for safety and security purposes.

5.2.2.8 Socioeconomic status of adult education teachers

The outcomes from the empirical research suggested that the community knew and respected the adult education teachers. The results indicated that the participants could meet their basic needs. However, the outcomes revealed that the majority of the participants could not buy on credit or qualify for long-term loans because of their temporary employment status.

5.3 DISCUSSIONS

The results have shown vast differences in job satisfaction between the Australian, European, North American and African countries. Whereas the majority of the adult education teachers in the Australasian, European and North American countries showed high levels of job fulfilment, the majority of the adult education teachers in the African countries showed very low levels of work gratification. The high levels of work fulfilment were complemented by high levels of performance and dedication to the job (Kumari 2011:11), while low levels of job satisfaction were accompanied by stress, anxiety and depression (Collie, Shapka & Perry 2012:1197). This implies that the adult education teachers in Africa were generally not dedicated to their work. Africa is known for high cases of illiteracy (Kamwangamalu 2013:331), and there is, therefore, a great need for education. However, the low job satisfaction levels may have a negative impact on attempts to reduce illiteracy in the African countries.

In this study, the shortage of resources appeared to be one of the aspects contributing to low levels of work gratification among the adult education teachers. There was a serious shortage of resources such as textbooks, learner workbooks, chinks, chalkboards, pen and papers. This aspect was also found in Warkineh et al. (2018:21), adult education teachers in Ethiopia, are struggling with resources for basic literacy and numeracy skills. The adult learners came from poor backgrounds and might not have been able to provide the resources that were not available from the centres. This implies that the adult education teachers had to proceed without such resources, thus making their lesson presentations less effective and difficult to understand by the adult learners. This situation may be frustrating for the adult learners, who hoped to use the education acquired at the centre to enhance their lives and their prospects of finding employment or better employment.

It also appeared that the lack of libraries, computers and photocopying machines (Wanyama 2014:162), had negatively affected the adult education teachers in terms of their lesson presentations. This situation implies that it might have been difficult for the adult education teachers and learners to use additional resources and to make photocopies of notes for their learners, thus also making it challenging for the adult learners to achieve the learning outcomes. Furthermore, this situation could be

demoralising to the adult learners, who might be demotivated from attending adult learning classes, and even drop out of classes.

The other problem was the unavailability of electricity. Some of the adult learning classes operated from the afternoons to evenings, which meant that electricity was very important. The unavailability of electricity during the evenings implied that it was difficult for the adult education teachers to conduct their classes in the evenings (Nzinga 2016:31). Therefore, adult learners were accorded limited time for learning. This implies that the adult learners could not attend the adult classes after work because of the unavailability of electricity in their classrooms.

The conditions of employment for the adult education teachers also contributed to low levels of job gratification. The majority of the adult education teachers were temporarily employed, implying that these teachers were excluded from obtaining benefits such as pension, medical aid and accumulative leave, despite their many years of service. It was also found in the literature that part-time employment of adult education teachers is problematic in Africa for instance, in Tanzania and Kenya (Maruatona 2012:193). Consequently, these teachers were not able to buy on credit or did not qualify for long-term loans for cars and houses. The implication of temporary employment is that teachers in adult education might have been searching for a better and more stable employment. This situation could negatively affect the adult learners because they might be left without a teacher for a certain period before finding a replacement. The adult learners might also find it demanding to adjust to the teaching technique of the new teacher. This implies that teachers in adult education were less motivated and experienced low levels of work fulfilment.

It also appeared that overcrowding was a problem. This situation implies that the adult education teachers could not form small groups of learners, despite the fact that it is imperative to allow the learners to work in small groups because some of the learners may learn from other learners. It also appeared that this situation made it challenging for the adult education teachers to monitor the learners on an individual basis. Overcrowding might also lead to problems such as learners talking to each other, and learners using their cell phones during the lesson presentation as was indicated during the interviews.

The other problem was the lack of safety and security. This implies that the premises were accessible to everybody. Therefore, people who were not learners might come and

disrupt the classes. This situation might be demoralising and frustrating because the adult education teachers might be afraid to attend classes due to fear for their safety. The absence of the adult education teachers could have a negative impact on the attendance of adult learners. The lack of security led to the prevalence of criminal activities. The adult education teachers and learners were worried about losing their belongings such as cell phones, bags and cars. Therefore, the focus of the adult education teachers and learners might have shifted from learning to safeguarding their belongings. This implies that criminal activities had a negative impact on instructional offering in the adult learning centres visited.

5.4 LIMITATIONS OF THE STUDY

The main boundaries of this research were that the sample consisted of six adult education teachers; therefore, the findings cannot be generalised due to the small sample.

Other limitations of this research were that the inquiry was undertaken in a single adult education district, consequently the findings cannot be broadening to other districts. A further limitation was that the study was not a representative of the other six adult learning centres in Gauteng East Education District. The views of interviewees who contributed in the research cannot be generalised to reflect views of adult education teachers at other adult learning centres.

Regardless of the above, the study however conveyed some valued and profound information and opinions into the condition of services of adult education teachers. This study can be used to evaluate other areas in the Gauteng East Education District.

It was difficult to find some of the participants and, in some cases, the investigator was required to reschedule the appointments. Some of the adult education teachers did not want to contribute in the inquiry.

Some venues were very noisy to conduct the interviews, but due to the shortage of venues, the noisy venues had to be used.

5.5 CONCLUSION

This chapter dealt with the summaries of the findings from the literature and from the fieldwork. It also dealt with the discussion and the recommendations. In this study, the

lack of resources, poor facilities for adult education teachers appeared to be the major problem facing adult education teachers. The level of job satisfaction was very low, implying that the adult education teachers were generally unhappy with their employment.

5.6 RECOMMENDATIONS

Based on the outcomes of this research, it is therefore suggested that:

- The dilapidated buildings belonging to adult education be revamped.
- The instructional materials be provided.
- The employment conditions of adult education teachers be in line with those of mainstream education teachers.
- The issue of safety and security be addressed.

5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

This research examined the perceptions of adult education teachers about their working condition in the ABET programme in Gauteng East Education District, South Africa. It is proposed that the research should be prolonged to gather data from other education district to determine the perspective of adult education teachers on the topic. Besides, this study did not investigate the adult education centre managers and the principal whether or not these variables have a significant influence on the job gratification of adult education teachers. Therefore, the study can be extended to investigate the centre managers and the principal about the topic.

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APPENDIX A: PERMISSION FROM UNISA ETHICS COMMITTEE TO CONDUCT RESEARCH



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/04/12

Ref: 2017/04/12/33581320/9/MC
Name: Mr RV Mabuza
Student: 33581320

Dear Mr Mabuza,

Decision: Ethics Approval from 2017/04/12 to 2019/04/12

Researcher:

Name: Mr RV Mabuza
Email: emabuzr@unisa.ac.za
Telephone: 0124812935

Supervisor:

Name: Prof MJ Motseke
Email: motsemj@unisa.ac.za
Telephone: 0124812867

Title of research:
Perceptions of adult teachers about their working conditions in the ABET programme in the Gauteng East District

Qualification: M Ed in Adult Basic Education and Training

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/04/12 to 2019/04/12.

The low risk application was reviewed by the Ethics Review Committee on 2017/04/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.



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The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No field work activities may continue after the expiry date 2019/04/12. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 2017/04/12/33531320/9/MC should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

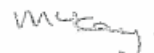
Kind regards,



Dr M Claassens

CHAIRPERSON: CEDU RERC

mcdtc@netactive.co.za



Prof V McKay

EXECUTIVE DEAN

Approved - decision template – updated 16 Feb 2017

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APPENDIX B: LETTER TO THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING REQUESTING PERMISSION TO CONDUCT THE STUDY

Date: 12 January 2018

**The Principal
Community Education and Training College
Cell no, 0823858042
Email: wee.c@dhet.gov.za**

Dear **Mr. C Wee**

I, **Raymond Vusi Mabuza** am doing a study under the supervision of **MJ Motseke**, a **professor** in the **Department of ABET and Youth Development** towards Master's Degree at the University of South Africa. We are inviting you to contribute in a study entitled: **PERCEPTIONS OF ADULT EDUCATION TEACHERS ABOUT THEIR WORKING CONDITION IN THE ABET PROGRAMME IN THE GAUTENG EAST EDUCATION DISTRICT.**

The purpose of the research is to investigate how Adult Education Teachers in the Gauteng East Education District perceive their working condition. The study will identify the success and challenges encountered by Adult Education Teachers and suggest possible strategies for improvement. Participation by Adult Education Teachers in the study will be voluntary. Teachers will participate outside the working hours in order to avoid any disruptions of their schedules.

The study is qualitative in nature and it will utilise interviews. It will focus on three Adult Learning Centres which are Duduza, Kwa - Thema, and Tsakane in Gauteng East Education District. Participants of this study will be six Adult Education Teachers in Gauteng East Education District.

These Adult Learning Centres were preferred due to their geographical advantage. They are evenly spread across the area of Ekurhuleni Metro. These three centres are within accessible radius of 60km from the home of the researcher (Tsakane Township) which is reasonable in terms of travelling costs and time constraint. The purposive selection technique will be utilised to sample six Adult Education Teachers, and three Adult Learning Centres.

Data in the study will be collected through the use of semi-structured interviews and analysed qualitatively by means of descriptive narrative approach, through coding and categorising data into various themes. The study will have many benefits. It will inform policy on how Adult Education Teachers view their working condition, and thus plan accordingly. There are no risks anticipated in the study since the consent of the participants will be sought before it starts.

The summary of the findings of the study will be submitted to the three Adult Learning Centres for them to discuss the findings, whether the findings resemble what was discussed with the participants. A final copy of the thesis will be given to the Gauteng Department of Higher Education and Training.

There will be no reimbursement or any incentives for participation in the research.

Yours sincerely

Raymond Vusi Mabuza
STUDENT



APPENDIX C: LETTER FROM THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING GRANTING PERMISSION TO CONDUCT THE STUDY



higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



GAUTENG
Community Education and Training
CET COLLEGE

To: Mr Raymond Mabuza Student: UNISA
From: Mr Clifford Wee Principal: Gauteng CET College

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT
COMMUNITY LEARNING CENTRE IN GAUTENG EAST EDUCATION
DISTRICT

Dear Mr Mabuza

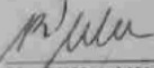
The above matter and your e-mail dated the 12 January 2018 refers.

We wish to indicate as follows:

- The request to conduct research in our institutions of learning is hereby granted.
- We hope and trust that your efforts would contribute towards the development of our sector.
- You are requested to liaise with Ms. Thandiwe Sebolai on 011 494 9040/1 regarding the Community Learning sites to be visited and the dates, so that we can notify the Centre Managers of your intention to visit their institutions as well as the purpose thereof.

We trust that you will find the above in order. However, should you wish to discuss anything further to do with this matter please feel free to contact us.

Yours faithfully,


Mr Clifford Wee

Date: 19/01/2018

Gauteng Community Education and Training College

Head Office: Block B, 2nd Floor, Greenwood Office Park, 100 Midway Parkway, Germiston, 1401
Tel: 011 494 9040/1
Email: Vice-O@ghet.gbe.zg

APPENDIX D: LETTER TO CENTRE MANAGERS

PERMISSION LETTER TO CONDUCT RESEARCH FROM DUDUZA ADULT LEARNING CENTRE.

11164 Madonsela Street
Tsakane
1550
Date: 12 January 2019

The Centre Manager
4214 Mokoia Street
Duduza
1496

Request for permission to conduct research from Duduza Adult Learning Centre.

Dear Mrs Sibanyoni

I am Raymond Vusi Mabuza, an Med student at UNISA in the Department of Adult Education and Training and Youth Development under the supervision of Prof Masilonyana J Motseke. I kindly request permission to conduct a study entitled: **Perceptions of adult education teachers about their working condition in the ABET programme in the Gauteng East Education District.** The study will be conducted in the Gauteng East District, in Duduza, Kwa-Thema and Tsakane Adult Learning Centres. The researcher in this research will emphasis on three adult learning centres as a result of accessibility and financial constraints. There will be no incentives for participating in the study and there are no risks anticipated in this study.

The objective of the research is to examine how adult education teachers in the Gauteng East Education District perceive their working condition. Participation by teachers in this study will be voluntary. Teachers will participate outside the working hours in order to prevent any disruptions of their schedules.

The benefits of the study are that, policymakers, will know how adult education teachers view their working condition, and thus plan accordingly. There are no risks anticipated.

A copy of this dissertation will be submitted to the Department of Higher Education and Training - Gauteng, Duduza, Kwa-Thema and Tsakane Adult Learning Centres.

Yours sincerely

.....

RAYMOND VUSI MABUZA

PERMISSION LETTER TO CONDUCT RESEARCH FROM KWA-THEMA ADULT LEARNING CENTRE.

11164 Madonsela Street
Tsakane
1550
Date: 12 January 2019

The Centre Manager
1488 Sam Ngema Drive
Kwa-Thema
1563

Request for permission to conduct research from Kwa-Thema Adult Learning Centre.

Dear Mr. Moluku

I am Raymond Vusi Mabuza, an Med student at UNISA in the Department of Adult Education and Training and Youth Development under the supervision of Prof Masilonyana J Motseke. I kindly request permission to conduct a study entitled: **Perceptions of adult education teachers about their working condition in the ABET programme in the Gauteng East Education District.** The study will be conducted in the Gauteng East District, in Duduza, Kwa-Thema and Tsakane Adult Learning Centres. The researcher in this research will emphasis on three adult learning centres as a result of accessibility and financial constraints. There will be no incentives for participating in the study and there are no risks anticipated in this study.

The objective of the research is to examine how adult education teachers in the Gauteng East Education District perceive their working condition. Participation by teachers in this study will be voluntary. Teachers will participate outside the working hours in order to prevent any disruptions of their schedules.

The benefits of the study are that, policymakers, will know how adult education teachers view their working condition, and thus plan accordingly. There are no risks anticipated.

A copy of this dissertation will be submitted to the Department of Higher Education and Training - Gauteng, Duduza, Kwa-Thema and Tsakane Adult Learning Centres.

Yours sincerely

.....
RAYMOND VUSI MABUZA

PERMISSION LETTER TO CONDUCT RESEARCH FROM TSAKANE ADULT LEARNING CENTRE.

11164 Madonsela Street
Tsakane
1550
Date: 12 January 2019

The Centre Manager
1980 Gaika Street
Tsakane
1550

Request for permission to conduct research from Tsakane Adult Learning Centre.

Dear Mrs Diphoko

I am Raymond Vusi Mabuza, an Med student at UNISA in the Department of Adult Education and Training and Youth Development under the supervision of Prof Masilonyana J Motseke. I kindly request permission to conduct a study entitled: **Perceptions of adult education teachers about their working condition in the ABET programme in the Gauteng East Education District.** The study will be conducted in the Gauteng East District, in Duduza, Kwa-Thema and Tsakane Adult Learning Centres. The researcher in this research will emphasis on three adult learning centres as a result of accessibility and financial constraints. There will be no incentives for participating in the study and there are no risks anticipated in this study.

The objective of the research is to examine how adult education teachers in the Gauteng East Education District perceive their working condition. Participation by teachers in this study will be voluntary. Teachers will participate outside the working hours in order to prevent any disruptions of their schedules.

The benefits of the study are that, policymakers, will know how adult education teachers view their working condition, and thus plan accordingly. There are no risks anticipated.

A copy of this dissertation will be submitted to the Department of Higher Education and Training - Gauteng, Duduza, Kwa-Thema and Tsakane Adult Learning Centres.

Yours sincerely

.....

RAYMOND VUSI MABUZA

APPENDIX E: LETTER OF INFORMATION TO PARTICIPANTS AND INFORMED CONSENT

INVITATION TO PARTICIPATE IN THE STUDY

Title: **Perceptions of adult education teachers about their working condition in the ABET programme in the Gauteng East Education District.**

I am Raymond Vusi Mabuza, an Med student at UNISA in the Department of Adult Education and Training and Youth Development under the supervision of Prof Masilonyana J Motseke. I am kindly appealing to you to contribute in a study entitled: **Perceptions of adult education teachers about their working condition in the ABET programme in the Gauteng East Education District.**

The objective of the research is to explore how adult education teachers in the Gauteng East Education District perceive their working condition. Participation by teachers in this study will be voluntary and under no obligation to consent to participate. Teachers will participate outside the working hours in order to prevent any disruptions to their schedules.

The research questions of this study are as follows;

- What are the conditions of teaching and learning of adult education teachers in Gauteng East Education District?
- To what extent do the working conditions of adult education teachers in Gauteng East Education District hamper teaching and learning?
- What are the perceptions of adult education teachers in Gauteng East Education District about their job satisfaction?
- What impact do your working conditions have on fulfilling the educational needs of adult learners?
- What can be done to enhance the working conditions of adult education teachers in Gauteng East Education District?
- What is the socioeconomic status of adult education teachers?

Face to face interview will take 20 – 30 minutes.

If you choose to contribute in the study, you will be given this information sheet to keep and also be asked to sign a written consent form. Also be informed that you are free to

withdraw from participating at any time and without giving a reason. Please also note that your name will not be recorded anywhere and you will not be held accountable for findings that will be generated from this study. Beside the researcher, other relevant people who will have access to the data include the transcriber and editor of this study. Other people who may have access to the data will sign a confidentiality agreement with the researcher. You are selected to participate in the study because you are regarded as a suitable candidate to address the research question. The benefit from participating in the study is that policy makers will know how adult education teachers view their working condition, and thus plan accordingly. There will be no individual benefits in monetary form or reward for participating in the research study.

A copy of the dissertation will be available at the provincial office. The findings will be accessible for the period of five years.

Thank you

Raymond Vusi Mabuza

Signature.....

CONSENT TO PARTICIPATE IN THIS STUDY

I,..... confirm that the researcher asking for my consent to participate in this study has informed me about the nature, procedures, anticipated risks and potential benefits of taking part in this study. I had enough time to ask questions and I am prepared to take part in this study. I've read and understood the study as explained in the information sheet. I understand that my participation is strictly voluntary and I can withdraw from participation at any time without penalties. I am aware that the findings of the study can be processed into a research report, conference proceeding or journal publication; however, my participation will be kept confidential. I agreed to the recording of the interviews conducted with me.

.....

Participants Signature

.....

Date

APPENDIX F: INTERVIEW GUIDE

- What are the conditions of teaching and learning of adult education teachers in Gauteng East Education District?
- To what extent do the working conditions of adult education teachers in Gauteng East Education District hamper teaching and learning?
- What are the perceptions of adult education teachers in Gauteng East Education District about their job satisfaction?
- What impact do your working conditions have on fulfilling the educational needs of adult learners?
- What can be done to enhance the working conditions of adult education teachers in Gauteng East Education District?
- What is the socioeconomic status of adult education teachers?

APPENDIX G: LETTER OF PROFESSIONAL EDITING

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Fax: 086 627 7756 Email: jaybee@telkomsa.net

Website: www.jaybe9.wixsite.com/bluediamondsediting

4 September 2019

Declaration of professional edit

**PERCEPTIONS OF ADULT EDUCATION TEACHERS ABOUT THEIR WORKING CONDITION IN THE ADULT
BASIC EDUCATION AND TRAINING PROGRAMME IN THE GAUTENG EAST EDUCATION DISTRICT**

by

RAYMOND VUSI MABUZA

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency, referencing style and formatting of headings, captions and Tables of Contents. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 100 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to my edit.

Sincerely,

A handwritten signature in black ink, reading 'Jacqui Baumgardt'.

Dr Jacqui Baumgardt
D. Ed. Education Management

Professional
EDITORS
Guild

Jacqui Baumgardt
Full Member

Editor PEGboard
KwaZulu-Natal Branch: Mentor Coordinator

Membership number: BAU001
Membership year: March 2019 to February 2020

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