

ENABLING ADULT LEARNERS TO ACCESS LIFELONG LEARNING IN D15TSHWANE WEST  
ACET CENTRES

By

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Submitted in accordance with the requirements for the degree of MASTER OF EDUCATION  
In CURRICULUM STUDIES  
COLLEGE OF EDUCATION

UNIVERSITY OF SOUTH AFRICA

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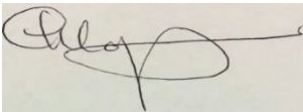
**2021**

DECLARATION

ENABLING ADULT LEARNERS TO ACCESS LIFELONG LEARNING IN D15TSHWANE WEST ACET CENTRES

I declare that this dissertation is my work and that all the sources that I have used or quoted have been indicated and acknowledged using a complete reference.

Carol Naledi Annastacia Mogotsi

A handwritten signature in black ink on a light-colored background. The signature is cursive and appears to read 'Carol Naledi Annastacia Mogotsi'.

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Signature

Date: 05 February 2021

## DEDICATION

This work is dedicated to my husband Nicodemus Ramakoropa (Vicky) Mogotsi, my daughters Tshegofatso and Boipelo, my late mother Salome Mamokete (Ngete) Rametsi who never had a chance to further her tertiary education but instilled the value of education and lifelong learning in me, my sister Kamogelo Welcome Seekane and my little brother Tshiamo Rametsi who supported me against all odds.

To my family and friends with their prayers and encouragement towards my study, without you, it could not have been possible.

Finally, to God the Almighty for walking with me throughout this journey, carrying me through my toughest moment.

## ACKNOWLEDGEMENTS

I would like to express gratitude to the following people who touched my life in different ways and played a pivotal role in my journey to success.

I wish to express my most sincere gratitude to Professor Mpho M Dichaba who played the biggest role as my supervisor, providing guidance and supporting my work despite her demanding role in the ABET and Youth Development space. She supervised me tirelessly and pushed me to work harder. The journey has not been easy, but her perseverance showed her desire to see me achieve my goals, for that I cannot thank you enough.

Gratitude to Professor Reginald, B. Monyai, my co-supervisor my mentor, who never doubted my capabilities in learning. I would be at my lowest wanting to quit but he would always encourage me with the words: "In life, there are people out there hoping to meet someone just like you, those who even want to be just like you". These words kept me sane and made me value myself hence I pushed to the limit. He always made me understand that every setback paves a better future. Thank you for your immeasurable IT skills and unlimited resources. I have nothing to offer but God will repay you on my behalf.

Thank you to the Tshwane West district and DHET for awarding me the opportunity to work at different ACET Centres in D15. Thank you to the respondents who participated selflessly to make all my journeys fruitful I would not have done it without your valuable contributions.

Thank you to my friends who always made it possible for me to reach points A and B safely, your support has gone unnoticed, **Modimo a le etse hantle.**

GOD BLESS YOU.

## ABSTRACT

Lifelong learning is the ongoing, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons. It not only enhances social inclusion, active citizenship, personal development or growth, but also self-sustainability, competitiveness and employability, Baran, Dukova, Pinka (2015). The aim of this study was to enable adult learners to access lifelong learning in Tshwane West D15 ACET centres. This was achieved by exploring the following objectives:

- Explore the factors which influence adult learners to pursue further educational activities.
- Describe barriers to pursuing further educational activity by adult learners.
- Develop intervention strategies to help students who want to pursue further educational activities.

The literature is reviewed by presenting theoretical frameworks and exploring the adult learner's motivation and behaviour pursuing lifelong learning. A qualitative research method was used to explore adult's behaviour and holistic influence towards education, be it in the community, at the work place, in class as well as in the community.

Interviews were employed to gather information and open-ended question helped the researcher to explore the facts.

The findings from data analysis and interpretation revealed several barriers that adult learners are faced to pursue learning in D15 Tshwane West. The following research recommendations emanated from the findings of the study:

- DHET should also give adult centres its own budget, which is to allow centre managers to run the centre budgets, not to apply for resources if they need to procure. It should be managed the same as in Basic education whereby centre managers are finally going to account to all the money spend using necessary tools as per Public Finance Management Act.
- Resources should be procured to promote quality of teaching and learning including employing qualified ACET lecturers in time

- Policies should not be red taped, let DHET be clear of its policies and adhere to them to help lecturers know what is expected of them and to give them confidence to work without fear
- Sanitation is dignity, let DHET work in hand with basic education to ensure that schools are properly maintained, securities are put in place, systems are in order to ensure safety and security of students and everyone at the centre.

## ABBREVIATIONS

ABE	Adult basic education
ABET.....	Adult Basic Education and
Training	
ACET ....	Adult Community Education and
Training	
AET .....	Adult education and training
CERI .....	Centre for Educational Research
and Innovation (CERI).	
CLC	Community learning centre
DHET	Department of Higher Education
and Training	
EU	European Union
HOD	Head of Department
HR	Human Resources
HRR	Human Rights Report
IALS	International Adult Literacy Survey
ICAE	International Council for Adult
Education	
ICT	Information Communication
Technology	
LLL.....	Lifelong learning
LTSM	Learner Teacher Support Material
NDoE	National Department of Education
NGO	Non-governmental organisation
NQF	National Qualification Framework
OECD.....	Organisation for Economic
Cooperation and Development	
OECS	Organisation of Eastern Caribbean
States	
SA .....	South Africa
SADC	South African Development
Community	
SAEP .....	South African Economy Profile
SAPS .....	South African Police Service
TW D15	Tshwane West, District 15
UNESCO	United
Nations Educational, Scientific and Cultural	Organisation

UNISA  
WHO

University of South Africa  
World Health Organisation



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## **CHAPTER ONE**

### **ORIENTATION OF THE STUDY**

#### 1.1 Introduction

This chapter provides a bird's eye-view to the title of the study which is on enabling adult learners to access lifelong learning. It outlines the background to the study, the problem statement, its significance, research questions as well as its objectives. Also, it outlines preliminary literature review and the theoretical framework. The research methodology

used is described and includes the following subsections: research paradigm and approach, research design, sampling, data collection methods and data analysis. Important terms are also defined. Lastly, issues of trustworthiness and ethical considerations are indicated and talked through.

## 1.2 Background to the study

The source of national competitiveness has changed due to transition from an industrial society to a knowledge-based society therefore lifelong learning has since become preferred by many countries. For example, the current generation prefers regular access to information, better knowledge, improved skills, competence, wisdom and access to latest technology. Without a doubt, lifelong learning has played a pivotal role in helping human beings conform to global changes. According to McGiven (2015), education is the foundation on which the future of a country is built. This is partly because it can create human capital and harnesses human potential. Ranjan (2018) further states that “education is not only provided in the form of formal schooling, but also as skills that provide survival in the outer world.”

In order for any country to be independent in the field of education, among other things, it ought to ensure that adult education is realised and is characterised by lifelong learning. Education is a fundamental right to everyone in the world because it promotes the development and broadens knowledge to support cultural values (Elfert, 2015; UNESCO, 2019). It can enable generations to reach positive goals on a global scale.

Many countries including South Africa have made adult education a priority. Educators are encouraged to work together and share ideas in the form of workshops and team-building activities that can help them access life-changing educational, social and cultural activities. Adult education does not only emphasise skills and knowledge, but also promotes values, attitudes, attributes and goals that can lead to a difference.

Adult education is concerned with ensuring that learning is provided to especially individuals who may not have got a chance to receive or complete their studies through the formal education. The platform helps especially adults to realize lifelong learning through offering them an opportunity to succeed

throughskills, participatory training and literacy. In turn, this enables them to cope with the ever-changing world of work that participates in global change. The opportunity to access adult education is most needed in especially countries such as South Africa where formal education is accessed by about 25% of people from wealthy families. This leaves the remaining 75% wondering around the challenges to access education. Source?

In the past years, the South African government split the country's education system into the Department of Basic Education (Grades R to 12) and the tertiary institutions and adult community and training centres (ACET). It was after these changes that lifelong learning programs were introduced in especially the ACET to curb the gap of the inequalities that existed in education. In particular, it was educational support through lifelong learning and skills needed by the population's 75% that are vulnerable and barely reached grade 10, South African Economy Profile (2015).

The technological advancements of the 21<sup>st</sup> century have led to the realisation that learning does not end with acquiring a diploma and that there is no assurance of a lifetime job therefore, education must be viewed as a continuum of lifelong learning. Adult education is an attempt to match individual interests and needs with societal changes. It can enable individuals to grow regardless of their educational experiences or socio-economic backgrounds, age, sex, race, or creed.

Change occurs as an individual grows and develops; many people are forced to adjust to such changes because they have an impact on their salaries, work, school, shelter and other basic living factors. At times the changes are necessary in order for people to adapt, compete and/or survive and these include that which occurs in societies and force individuals to adapt. The only possible way that a person can avoid some of the changes is to empower themselves through attending adult education. This is aimed at evaluating whether there is a demand for adult learners to pursue lifelong learning in Tshwane West, District 15 in order for them to participate in other areas of life and be able to deal with the day to day demands.

### 1.3 Problem Statement

Reasons that explain why adults return to the classroom or lecture hall in search

of better qualifications include financial constraints or social pressures. Also, they seek adult education to meet changes in that could have occurred in the educational landscape. Indeed, it is to be expected that these ever-changing times require that humans enhance their skills every time. Therefore, it is imperative that they improve their level of education or qualifications otherwise, one would be left behind. While undertaking adult education, adults experience many challenges including having to offer parenting responsibilities, pressure to support families, pay medical bills, clothe their children, pay electrical bills, cook and clean all of which have to be done simultaneously along studying. Without a doubt, the transition or juggling between these responsibilities poses a serious challenge for adults. It is against this background that this study was conducted.

#### 1.4 Significance

This study investigated the importance of lifelong learning to adults and outlined the important outcomes of quality, such as literacy and numeracy in adult education. It emphasised that these outcomes could improve the quality of life of some of those who pursue education and could create a poverty-free country. This study explored barriers to lifelong learning, motivation and factors that influence adult learners to pursue learning. The study identified strategies that could assist adult learners deal with barriers to adult learning and made recommendations to encourage lifelong learning especially in selected community learning centres located in the Tshwane West District. The study is further aimed at improving the ability of adult learners to enrol in community learning centres (CLC's) so they could improve their quality of lives, to encourage and motivate adult learners to develop holistically so they can be literate and numerate and able to take care of their families.

#### 1.5 Research Questions

The research questions for the study were designed and aligned with the above objectives. The questions are as follows:

- What are the factors that influence adult learners to pursue further education?
- What are the obstacles or barriers that adult learners face when they pursue



further learning?

- What intervention strategies should be implemented to enable adult learners to pursue their further learning?

## 1.6 Research Aims and Objectives

This study aimed to develop a framework for helping adult learners to pursue their learning. This was achieved by exploring the following objectives:

1.6.1 Identify reasons or motivations which influence adult learners to pursue further learning.

1.6.2 Identify barriers that adult learners face when they pursue further learning.

1.6.3 Suggest intervention strategies to address learners' barriers to learning.

## 1.7 Preliminary Literature Research

This section looks at literature that is related to lifelong learning and human capital, challenges that adult learners face when they further their studies, what motivates them to enrol, and an intervention strategy that encourages adult learners to pursue lifelong learning.

### 1.7.1 Lifelong learning and Human Potential

Lifelong learning as described by Wang, Yuan, Weidlich (2017), is a concept which emphasise personal responsibility and promotes an individuals' initiative to conduct learning. It is a combination of personal and recurrent schooling which includes formal, informal, and non-formal education.

Lifelong learning is imperative as it maximises human potential. Currently, South Africa is experiencing a high rate of unemployment as well as high rates of illiteracy and poverty especially in rural areas. This is partly due to the fact that most adults are not skilled and incompetent to participate in the day-to-day competencies of a highly technological world, Motala (2020). Every society has its own highest good hence different education system(s). In education, skills and knowledge are imparted in order to mould an individual and assist them to discover their full potential.

Lifelong learning helps an adult learner to be responsible for their personal

development, care, and growth, to be able to find a balance between personal autonomy, learning and work community (Tirri, in Monyai 2019). Lifelong learning is one of the aims of the 21<sup>st</sup> century's teachings which are aimed at enhancing lifelong goals and growth. A mindset aimed at ensuring sustainable growth is key to lifelong learning and creative thinking however, it happens when adult learners and educators adopt an open-minded attitude and skills to remain relevant and competitive in this century (Dweck, 2016).

Lifelong learning occurs in many ways and many contexts just as the lives of adults differ. Adult learning can be in any of the following three contexts, that is formal, non-formal and informal learning (Brown, 2017). Many, if not all adult learners engage and participate in literacy classes as motivated by different and multiple goals (Kirk & Suvarierol, 2014).

For many adult students, engaging in literacy classes means learning to write, to read and to calculate with the perspective to succeed in their economic activities (Vella 2002; Comings 2007). The focus in performing learning activities that are supported by their personal goals is the basic needs of their families. It seems that adult learners who are extrinsically motivated explore other different aspects of the learning activities that can help with special outcomes and benefits for themselves and also their families (Redmond, Barrow, Golding, Grima, 2018).

Although many adults seek lessons as a leisure time activity of late, some teachers are hesitant to teach adult students. Teachers often find adults delightful to teach but their retention rate is sometimes quite poor. A great deal of research has been published concerning theories and adult motivation on adult learning. In Wlodkowski argues that "human beings strive for understanding and mastery and tend to be motivated when they are effectively learning something they value." It is to be expected that adults learners want to be successful. In cases where they experience problems that hinder their success, their motivation for learning is negatively affected Wlodkowski (1999) cited in (Gorges, Maehler, Koch, & Offerhaus, 2016).

Education should provide adults with skills that are useful and necessary in their societies and enable them to further their knowledge. Also, it should provide them

with vocational training that will enable them to be self-supportive and to appreciate the culture and moral achievements of humankind. In fact, learners are encouraged and their values nurtured to help them survive conditions within societies, workplace or organizations. Education should be ongoing partly to ensure that South African enhance good social capital. The country needs to provide education that equips people with the necessary skills; it should provide vocational training that will enable them to be self-supportive. The education should promote readiness and participation, self-motivation, and ability to participate. Adults that go through adult education should be creative and be able to renew the knowledge, skills and understanding. If human potential can be fully developed in South Africans, the country would likely experience an exceptional quality of life filled with satisfaction, creativity and fulfilment (Santisi, Lodi, Magnano, Zarbo and Zammitti, 2020). An individual with fully potential is one who is exceptional and outstanding that is, they are the best person they can be in all areas of life (Sabir, 2017). Human potential is integrated with lifelong learning to make a safe and sustained way of living. Lifelong learning has a profound implication in education but also socially, politically, economically and culturally building up our diverse society (Boosman, Bovend'Eerdt, Visser-Meily, Nijboer and Heugten, 2016). Although most members of societies in South Africa have some level of education, they hardly are prepared for the future due to a lack of skills that are needed in the marketplace, thus the importance of quality in education, (Cote and Allahar, 2020). Through lifelong learning, one can acquire knowledge, skills, attitudes, abilities, interests and qualifications.

## 1.7.2 Barriers to lifelong learning

### 1.7.2.1 Situational barriers

Situational barriers refer to external situations that are beyond the control of an individual (Bangerter, Abbott, Heid, Klumpp, & Haitsma, 2016). Falasca (2011), lists loss of vision or hearing, getting married and having children while learning, deaths in the family, changing family roles and job losses due to retrenchments as examples of situational barriers. Mahlangu (2019) defines these barriers as those that can cause an adult learner to drop out of school due to financial challenges. Some of these barriers include where an adult learner is studying and working at the same time; where an adult learner is working and providing for their family and

also forced by an employer to work overtime; an adult is left with little time to attend to their academic activities and barriers from adult learners who are unable to use the modern technology or access technology due to connectivity around their areas.

#### 1.7.2.2 Institutional barriers

Barriers can be found at any adult institution and occur as a result of not drafting or adhering to policies. Under such circumstances, it becomes difficult for adult learners to know the particular guidelines that govern their education. Quality assurance learning plans that are too broad or too vague also hinder progress to learning because adult learners would hardly know the criterion used to progress them (Chen, 2017). When educators resist change needed to adapt to new changes in the curriculum and new methods of teaching, it leads to a barrier to adult learning. In this case, the educators would be passive and teach without preparing properly for lessons and this would hinder the development of a conducive learning environment. When the employer does not provide sufficient workshops for educators to improve their teaching skills, it can cause a decrease in the standard of an institution and in the long-term, learners would shun such institutions. Poor timetabling and clashing of sessions can also be barriers to learning as some sessions would be missed. Timely institutional monitoring of tasks is imperative because if this is not done timely or thoroughly, educators would teach when it pleases them. Lastly, unqualified educators are a barrier to an institution because they likely cause a drop in the standards of the institution because of a lack of understanding where some modules are concerned, resulting in a lack of competency in some modules. It is important that an institution scrutinize the qualifications of every educator through quality assurance and human resources to ensure proper teaching and learning (Mahlangu, 2017).

#### 1.7.2.3 Dispositional barriers

According to Pozdnyakova (2017), dispositional barriers are the internal barriers and they reflect an individuals' attitude towards learning. Barriers include a personal perception that one is too old to learn, anxiety and scepticism about learning and a poor mindset, feeling alienated and isolated from the learning community.

#### 1.7.2.4 Seasonal Employment

This is one of the barriers that have a negative impact on the field of adult education.

The high rates of unemployment that are experienced currently in South Africa is a factor that contribute to some adult learners resorting to seasonal employment and dropping out of school. When learners get temporary employment, they hardly are motivated to attend school. Sometimes the temporary employment lasts for a year, sometimes less than a year, or for a few months depending on the season and the nature of employment, which disturbs their schedules for attending classes, Wenger (2009). In other cases, the children of adult learners get employment in the middle of the year, forcing the adult learners to look after their grandchildren while the parents are at work.

There is high competition amongst these adults for seasonal employment hence adults prefer to drop out of school to seek seasonal employment. Bender and Thoodossi (2018) explain that this type of employment includes contracts that offer flexibility in the job market but causes serious stress to the labourers because they always worry about their future.

## 1.8 Theoretical Frameworks

This study was guided by Malcolm Knowles' Andragogy four principles of Adult Learning which read as follows:

- Adult learners are self-directed, take responsibility for their actions, and resist having information arbitrarily imposed on them.
- Adult learners have an extensive depth of experience, which serves as a critical component in the foundation of their self-identity.
- Adult learners are ready to learn. As most return to college voluntarily, they are likely to actively engage in the learning process.
- Adult learners are task motivated. Adult students returning to college attend with a specific goal and the primary component of their motivational drive tends to be internal cited by (Kenner & Weinerman, 2011).

## 1.9 Research methodology

### 1.9.1 Research paradigm

As alluded by Okeke and Van Wyk (2015:21), a paradigm is a sort of camp to which a researcher belongs to in terms of assumptions, proposition, thinking and approach to research. There are two research paradigms that are widely discussed namely the positivist and the interpretive paradigm. This study is guided by the interpretive research

paradigm because the researcher deals with the way participants think or feel. The researcher employed this paradigm because addresses the world views of lecturers, adult learners and centre managers in the CLCs.

#### 1.9.2 Research approach

To address the critical questions of this study, the researcher opted for a qualitative research approach. Such an approach provides several distinct advantages for a study such as this. The researcher chose this approach because the study was based on adult behaviour towards education and its influence on them holistically i.e., in the community, workplace, in class and the society she or he lives in.

#### 1.9.3 Research design

According to Okeke and Van Wyk (2015:165), a research design is a detailed plan of how you a research is to be conducted, it is a plan of action. In this case this study, the research design is qualitative. Creswell (2013) states that ethnography, phenomenology, ground theory, narrative enquiry based, grounded theory and case study are the aspects of qualitative research since they consist of multiple sources of evidence and relies on real life context. The researcher opted for a case study since they would be interviewing different participants and exploring their views and beliefs. Rule and Vaugh (2011:7) in Okeke and Van Wyk explain that a case study provides a thick description of the case under investigation. In this study, two CLC's that are located in the Tshwane West district were used as a case for this research. The two centres were identified because they are amongst the biggest centres in the district and also had satellite centres under their wings with high enrolment of adult learners.

#### 1.9.4 Population of the study

Population involves a collection of objects, events or individuals with common characteristics that the researcher is interested in studying (White, 2003:12). In 2019, the Tshwane district of the Gauteng Province had 81464 adult learners (Department of Higher Education and Training (DHET), 2019) and 2246 lecturers, (DHET, 2015).

#### 1.9.5 Sample and sampling techniques

This study was carried out in Tshwane West, District 15, which is one of the 17 districts in the Gauteng province. The sample of the study consisted of two center managers (one from each centre), four lecturers (two from each centre), and sixteen adult learners (eight

from each centre). Lecturers or officials were selected as participants on the basis that they had to be involved in the CLCs for at least one full year and would be available to participate in the study. On the other hand, adult learners had to be older than the age of 18, performing duties as adults and also learning at the same time.

#### 1.9.6 Data collection methods

Interviews were used as the main data collection tool. Semi-structured interviews were conducted with centre managers, lecturers, and adult learners. Individual semi-structured interviews were supported with group discussions conducted with sixteen learners.

##### 1.9.6.1 Semi-structured interviews

Interviews were used to gather information and the researcher chose open-ended questions to be able to explore the facts. Individual interviews were conducted with two centre managers, four lectures, and sixteen adult learners according to a predetermined schedule. The duration of each interview was about twenty minutes. Interviews were tape-recorded and the researcher also took notes to ensure the accuracy of the interview responses. Parties taking part were made aware that no remuneration was made for these interviews.

##### 1.9.6.2 Focus group discussions

The research also involved focus group interviews to elicit different processes within a group context. According to Gay and Airasian (2003), qualitative interviews are generally free-flowing and open-ended, with the interviewer probing to clarify the participants' comments.

The researcher used focus group interviews with the participants to gather information on their views and opinions regarding the study in question. There is a perception that some people feel more comfortable expressing themselves to the fullest with pen on paper, rather than in a group interview, but in this case, many participants were willing to give their inputs about their experiences.

#### 1.10 Data Analysis

Data analysis involves shaping data into a form where it can be interpreted in such a way that it at least contributes to an understanding of the research issue (even if it does not wholly answer the research question) and this interpretation is accepted by at least a proportion of the professional audience (Newby, 2010: 459).

Qualitative data analysis was used by adopting the thematic data analysis approach. Data collected from interviews was transcribed verbatim. For this study, certain steps were

followed to show the whole process of data analysis (De Vos, 2005: 338): organising data, data were collected and organised into various notes and labelled according to participants from interviews in order for it to be manageable when analysing data; themes, patterns were generated. The transcripts from interviews were prepared and organised into units of meaning. Units of meaning were compared and grouped with similar units. The group of similar units were used to form categories which were refined and analysed.

All the data collected were transcribed, typed and saved on a computer. The file was encrypted with a password. All hard copies will be saved in a locked filing cabinet for a period of 5 years.

#### 1.11 Issues of trustworthiness

Two concepts were used to assess the strengths and weakness of the research process, namely validity and reliability. Babbie, Mouton and Strydom (2011:122) refer to validity as the extent to which an empirical measure adequately reflects the meaning of the concept under investigation. Reliability refers to the extent to which methods or findings are likely to yield similar results if the study were to be repeated under similar circumstances using similar methods (Kitley and Stogdon, 2014:8) in Mokotedi (2017). The two concepts of validity and reliability were observed through the use of various data collection which in this case were semi-structured interviews and open-ended questionnaires to ensure credibility, transferability, dependability and confirmability. These concepts are discussed in detail in chapter 3.

#### **1.12 Ethical Considerations**

Anderson and Kanuka (2003) state that irrespective of the size, complexity or methodology employed in research, one must always adhere to ethical and moral principles. Anderson and Kanuka (2003) mention the following principles included in the ethical considerations:

- Voluntary informed consent.
- Privacy, confidentiality, and anonymity; and
- Recognising the elements of research risk.

In practice, these principles can conflict with each other and the researcher then needs to carefully balance the importance of the advancement of understandings and knowledge with the need to guard against potential harm to the research participants, e.g., loss of



dignity, self-esteem and privacy (Anderson & Kanuka, 2003). Research studies are built on trust between the researcher and the participants, so researchers have a responsibility to maintain that trust, just as they expect participants to maintain it in the data they provide (Gay & Airasian, 2003). Ismail (2003) argues that as far as honesty is concerned, any researcher would have wasted time by fabricating the findings because that would not be of any help to people who were looking forward to utilising the outcomes of the study field. This alone should testify to the authenticity of the research. The researcher requested Ethical Clearance Certificate at the UNISA's Ethical Clearance office, which was granted, thereby giving the researcher the permission to conduct research at the selected centres. Another request was granted by the DHET and centre managers granted the researcher a permission to conduct research in their centres. The researcher is an outsider and not employed in the centres of study. This in itself ensures that there is no conflict of interest. Participation in this research was voluntary and participants were advised to withdraw at any time should they feel uncomfortable and that there would be no penalty. Participants were also informed about the purpose of the study before the interviews so that their participation would be from an informed position. The researcher requested permission from the participants and the centre manager to conduct a research at the centres. See appendix C, D and E.

### 1.13 Definition of terms

#### 1.13.1. Adult Education

Adult education is a practice in which adults engage in systematic and sustained self-educating activities to gain new knowledge, skills, attitudes, or values, Brown (2017). It is any form of learning that adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfilment as a lifelong learner. It deals with the interests of adult learners and promotes spiritual or artistic abilities. It encompasses political or cultural education and mostly takes place during leisure time or in a vocational context aiming at gaining employment, skills and knowledge (Ruber, Rees & Schmidt-Hertha , 2018).

#### 1.13.2 Adult learning

As alluded by Brown (2017), adult learning is any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfilment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able

and willing to take responsibility for that learning, and that the learning itself should respond to their needs. Adult education occurs daily, any goal-driven adult learns every day, and it can be through communication at work, at home or in the community.

#### 1.13.3 Adult learners

Adult learners have been described as a heterogeneous group motivated, autonomous, independent and self-directed in their goal-oriented learning accompanied by life experience, opinion and perspectives with meaning and relevance to their life sought from educational experiences (Knowles, 1980, 1984; Hiemstra and Sisco, 1990; and Rogers, 2007).

#### 1.13.4 Community learning centres

Community Learning Centres (CLC) serve as community transfer stations of colleges. In other words, they serve as CET learning sites. They play an important role in providing functional literacy, vocational skills, and job skills to disadvantaged youth and children in the community, especially those who are unable to continue learning in the formal education system. According to Suharto, Nurhayati, Hidayat, Fitri, Fasa and Azis (2021: 132), CLC's are local educational institution outside formal educational system, usually organised by local communities to provide diverse learning opportunity.

#### 1.13.5 Adult Community Education and Training

Baatjes and Chaka (2012:5) citing Rogers (1992) define community education as education that embraces the formal as well as the non-formal systems, seeking to mobilise all forms of education, especially the primary and secondary schools, into the service of the whole community (Rogers, 1992). In other words, this is the education that caters for the communities and considers the needs such communities to contextualise its curriculum. Furthermore, Baatjes and Chaka (2012:5) put agree that community education is about encouraging and engaging people throughout life into learning that is based on what they are interested in, and that emerges in relation to problems and issues experienced on a daily basis. Education is developed that is relevant to the participating learners and is responsive to community priorities identified with people rather than for them.

#### 1.13.6 Lifelong Learning

Poquet and de Laat (2020:1) define LLL as a process or a system supporting learning throughout adulthood and work life. Further, they state that that it is a personal process of learning and becoming natural to adults as they transition through life phases.

#### 1.13.7 Barriers to learning

A barrier is an obstacle or circumstance that keeps people or things apart. It prevents communication and bars access to advancement (Landsberg, Kruger, & Swart, 2011). In this study, barriers are those activities that force facilitators, educators and education policymakers to take cognisance of the changing social issues that impact on successful learning and teaching in the country.

#### 1.14. Demarcation of the study into chapters

The study comprises of the following five chapters:

Chapter one provided an overview of the study. This included background, problem statement, significance, research aims and objectives. It further outlined preliminary literature research to give an overview of the study. The research question, the theoretical frameworks as well as the research design, methodology and intended analysis were explained.

Chapter two provides the conceptualisation of key concepts of the study, a theoretical framework for the research and reviews literature that is pertinent to the research topic.

Chapter three describes the research methodology used in the study. It describes the research paradigm the research approach and research design. Also, the research design outlined the population of study, sample and sampling techniques and data collection tools are described. The chapter also covered issues of trustworthiness and ethical considerations.

Chapter four consists of the data presentation, analysis, discussion and the findings. The findings of the research will be presented and interpreted in light of the conceptual framework of the study.

Chapter five consists of the summary, conclusions and recommendations.

## 1.15 Conclusion

This chapter provided the bird's eye-view to the study on enabling adult learners to access lifelong learning. It outlined the background to the study, problem statement, significance of the study, as well as its research questions and objectives. Preliminary literature review and theoretical framework were outlined. Research methodology used was described as well. This included the research approach, the research design, sampling, data collection methods and data analysis. Important terms were also defined. Lastly, issues of trustworthiness and ethical considerations were indicated and talked through. The next chapter will look at the literature review and theoretical framework that guides the study.

# **CHAPTER TWO**

## **LITERATURE REVIEW**

### **2.1 Introduction**

Chapter 1 cited and described literature background on adult learning as well as a brief account of lifelong learning in adult education. In this chapter, a review of literature review on lifelong learning and adult education will be done and this will be in response to the research questions stated in chapter one, namely: What are the factors that influence adult learners to pursue further education? What are the obstacles or barriers that adult learners face when they pursue further learning? What intervention strategies should be implemented to enable adult learners to pursue their further learning?

Also in this chapter, the researcher provides the background and the intentions that the research seeks to explain using relevant literature. According to McMillan and Schumacher (2014), there are two major reasons why a literature review should be conducted. First, it establishes important links between existing knowledge and a research problem that a study would be investigating. Second, it provides very helpful information about the methodology adopted for a study. Creswell (2014) cited by Hu and Yi Chang (2017) explains that a literature review provides readers with a snapshot of the research focus. Lastly, it helps a researcher to improve their knowledge of a research topic, ideas, materials, credibility and the key issues thereof.

In the next sections, the following aspects are discussed: the conceptualisation of the key concepts of the study, lifelong learning and human potential, factors that influence adult learners to pursue further education, as well as benefits and barriers to lifelong learning.

## 2.2 Conceptualisation of key concepts of the study

Key concepts of this study included adult education in South Africa, adult learner, and lifelong learning and the benefits of adult learning. Each is discussed in the following sections.

### 2.2.1 Adult education

Courtney (2018), Chisolm (2017) and Brown (2017) argue that adult education is an endeavour in which adults engage in a systematic and continuous self-study to benefit from different outlets of knowledge, experience, disposition or beliefs. Before 1996, South African adult education largely involved teaching literacy and numeracy. Baatjes and Mathe (2003) state that for several decades, the role of adult education as an agent for social change has been prominent and has persuaded civil society and government campaign activities in various countries such as Cuba, Brazil, Nicaragua, Guinea Bissau, Tanzania, and South Africa. The provision of non-formal adult basic education (ABE) in South Africa by non-government organisations (NGOs), especially in the 1970s and 1980s was influenced by tradition. The fundamental tenet of this tradition was that it was oppressive and important to reform socio-economic and political structure that created and perpetuated conditions of injustice.

The Draft Policy Document in Higher Education for Adult Education and Training College Lecturers (DHET, 2014) reveal that ACET redresses the educational development needs of out of school youth and adults, especially those who have been and may still be disadvantaged as a result of past and existing social inequalities relating to class, race, gender, age, and disability.

Brown (2017) defines adult education as an activity in which adults participate in regular

and sustained self-education activities aimed at acquiring new types of knowledge, skills, attitude or values. Any form of adult learning requires fundamental literacy and personal satisfaction as a lifelong learner. It represents a specific theory of learning and teaching that focuses on the premise that adults may and wish to learn, are able and willing to take responsibility for the learning and that learning itself would adapt to their needs. UNESCO (1997) classifies adult education as all aspects of formal education and preparation that meet the basic learning needs of adults including literacy, numeracy, general knowledge and life skills, and the ideals and behaviours they need to succeed, build their skills, live and work with confidence, increase the quality of their lives, make educated choices and continue learning.

The Freedom Charter argues that as an education, in general, adult education is a basic human right that ought to improve knowledge and promote skills and sharpens attitude. It should emancipate an adult learner completely therefore, this form of education is necessary as it can enhance humans' growth and development. This definition affirms the importance of adult education to learners and shows how capacitated and liberated they could be if they pursued further learning.

#### *Adult Education in South Africa*

This section describes adult education in South Africa, first, as offered prior 1994 (Apartheid era) and post 1994 (Democratic era).

Since South Africa attained freedom, changes have been made to re-align, review and/or amend policies, acts, bills, white papers and green papers in order to provide a comprehensive mapping of in particular the South African school system. The reviewed or amended legislation centred on specific issues in the South African education system such as policy governance (Ahmed & Sayed, 2009). Policy reviews focused on the scope and depth of policies in the education sector in South Africa post-1994 including its transformation.

Jansen (1998) suggests that policies can be reviewed or analysed within the social-historical context and should be transformative or should promote change. Barnes (2006) further alludes that transformation and policy conceptualisation and implementation need to be analysed as a symbolic device rather than a substantive process that guides action.

During the apartheid era, policies were largely formulated based on racial segregation and

this resulted in a socio-economic pattern that dictated the allocation and distribution of resources across people from different races (Madigele, 2017). Therefore, amendments had to focus hugely on the unequal education system so as to address the imbalances and inequalities which had been brought about by the apartheid regime of SA.

For example, some of the policies that were imposed under the apartheid South Africa robbed blacks of access to schooling and the opportunity to strive for prosperity. It could be said that they were meant to provide the apartheid capitalist regime with a supply of cheap and unskilled labour. The political economy of adult basic education was dominated by the ruling party whose influence was rooted in the economic system of apartheid capitalism. Black adult illiteracy was an integral part of the concrete forms of dominance and asymmetrical power relationships that functioned to actively silence blacks, Baatjes (2003a).

Weldon and Tibbitts (2017) argue that the apartheid education was created to divide and oppress black people. Further, they allude to the fact that it was deeply skewed towards creating white supremacy and promote black inferiority.

#### 2.2.1.1. Education in South Africa under Apartheid government

Apartheid South Africa had 19 racially and ethnically-divided education departments which included 11 separate education departments for the black population, six in the self-governing territories, four in the independent states which were at the time referred to as the Bantustans (Sanjay & Kanjee, 2013:7). Although the Bantustans 'self-governing', in actual fact, they relied on the white South African economy (Ben, 2014). With regard to education, the government had a central department that administered education for blacks who lived in areas designated for whites while there were three departments for coloureds, whites and Indians. One of the functions of the then department of education was to unevenly distribute the budget to the different sectors of education as part of its norms and standards (Kanjee, 2013).

It is without a doubt that black schools were underfunded, in fact, it was estimated that white learners were 9 times over-privileged than blacks which put them at a better advantage to access quality education OECD (2008).

Overall, the allocation and distribution of resources to blacks and whites were skewed, and blacks fell between the cracks, hence many black children did not acquire sufficient education during the apartheid era. Good education was reserved for the white population and it consisted of quality-built school structures with good facilities of sports, libraries, art

centres and biology and experiment centres. By contrast, black schools did not have such privileges.

The black child's education was not prioritised hence the review of acts, white papers, green papers and policies in 1994 to redress, rebuild and restructure the educational imbalances of the past, OECD (2008). During the period 1994 to 1996, policies of the government were inspired and driven largely by the Reconstruction and Development Programme (RDP). This programme was informed by the principles of social justice and adopted a strong redistributive agenda. ABE as an object of social policy was viewed as integral to other social issues such as housing, water, unemployment and health. In fact, the RDP policy recognised ABE as an integral part of all development projects (ANC, 1994). As part of a redistributive policy, the RDP would play a significant role in the redistribution of life chances to the historically disenfranchised. Implementation initiatives such as the *Ithuteng* Campaign were informed by this redistributive agenda and took on a strong political and revolutionary stance. *Ithuteng* was rooted in the political and social analysis of the living conditions of the marginalised and their deepening problems (poverty, unemployment, hunger, disease and death) and attempted to engage them in the collective awareness of those conditions Baatjes and Mathe (2003).

There had been several changes on policy aimed at transforming schooling including adult education programs. Policy amendments took place from 1994 until 2009 under minister Bhengu (1994-1999), minister Kadar Asmal (1999-2004). and Naledi Pandor (2004-2009). This marked 15 years of education transformation, acts, policy reviews and impacts the three ministers had made to education in SA. It was during the tenure of Professor Kader Asmal that significant changes in South African education were effected. The current Minister of DHET, Dr Blade Nzimande has focused on the ethics and mission of the diverse institution to provide strong programs within the community, industries and businesses to help motivate adult learners and realise their lifelong learning opportunities, South African Government Statement (2015). More of his contributions are explained on 2.2.1.3 below.

#### *2.2.1.2. Adult education in South Africa post-1994 (Democratic era)*

With reference to the post-apartheid era, this research study will focus on the period during which Professor Kader Asmal was minister. It was during his term in office that the country needed a new education curriculum as that which existed had failed. It was during his tenure that the National Curriculum Statement (NCS) was introduced and focused on human rights and social justice and re-introduced the subject of history in education. The minister regarded education as intrinsic to democracy and the right of citizens, both



essential to the realisation of the democratic promise, contributing to the 'shared values on which nation-building would develop and that the fissures and alienation of the past are eradicated' cited in Weldon (2017:9).

Apart from the NSC, the Tirisano project was introduced and focused on achieving the educational goals of the department of education. Furthermore, there were 16 Acts that were introduced and most were amendments to acts that had existed. The CLC Act no 52 of 2000 was one of these acts and aimed to accommodate regulation and provision of basic adult education (Kanjee & Sayed, 2013). The act broadened the scope and adult education was no longer concerned about teaching numeracy and literacy, in fact, CLCs focused on other subject matters that the previous curriculum had not included. The CLC sector was provided with governance and funding to allow all learners to acquire the necessary education. Some of the primary aims were to provide transitional arrangements and to provide matters connected therewith, Umalusi.org, ACET Government Gazette (2000). Skills and development were key in this act so that adult learners could be incorporated into the labour market with their expertise. The act was aimed at providing adult learners with knowledge and developing them to keep up with the required academic standards (ACET Government Gazette, 2000).

By the end of 1998, the DoE had effectively managed to complete, at great financial expense, the key elements of the ACET policy, except for the development of an Adult Basic Education and Training Act, which was only completed in 2000. It was largely concerned with the regulation of public and private adult learning centres and the setting up of governing bodies for them. Also, it managed unregistered literacy or ACET programme, Atchison (2013: 161).

With the above-mentioned changes, it is clear that the South African government aimed to promote equity and equality, to promote lifelong learning by enabling adults to participate in education. Through changes in the education sector, the development of adult learners was enhanced which enabled them to could participate in social activities in their communities, to facilitate learning so that adults could be numerate and literate for them to be competent and confident. The education system aimed at empowering adults from disadvantaged communities by equipping them with the necessary skills. Overall, the changes prepared adult learners for a better life.

Adult Education and Training (AET) was renamed Adult Community Education and Training (ACET) because through the latter, adult learners were equipped with essential skills. Without this foundation of training people and equipping them with skills, communities could not develop further, economies could not achieve sustained and quality growth and individuals could not sustain themselves (DoE: 1995). Adult Education and Training was the general conceptual foundation geared towards lifelong learning and development, comprising knowledge, skills and attitudes required for social, economic, and political participation and transformation applicable to a range of contexts (DoE: 1995). It implies more than just literacy. It was intended to serve a range of social, economic and developmental roles and it was also viewed as fundamental to bring about the dignity and self-esteem of the learner (Ibid).

The continuing implementation of ABE was necessary because it was seen as an agent of social change, a development tool, and would be able to address the socio-economic and political conditions of the country.

With the growth in technological advancement and transfer, the ever-changing definition of literacy and the emergence of lifelong education as an important societal concern, the state committed itself to the universalisation of basic education, which increased the commitment to education beyond simply the ability to read and write (Baatjes & Mathe, 2003).

The South African government overhauled basic education so it could meet demands of technological development and transfer, the ever-changing concept of literacy and the advent of lifelong education. With such changes, the system expanded its contribution to education beyond the capacity to merely read and write. There was awareness of post-literacy as necessity. ABE was enshrined in the Constitution and literacy was included in the definition defined by the Directorate for Adult and Community Education, later renamed the Directorate of ABE (Baatjes & Mathe, 2003). Before 2009, the South African education consisted of only one department namely the Department of Education. In 2009, the education sector was divided into the Department of Basic Education under Minister Angie Motshekga and the Department of Higher Education and Training (DHET) under the leadership of Minister Blade Nzimande. DHET deals with Further Education and Training, ABET (currently known as CLC) and Higher Education and Training (Monyae, 2010).

Under the leadership of Minister Nzimande, the DHET aimed to create a workable model for community education and training in order to build on to the experience of ACET. The CLC's key concept was to expand, access, transform and diversify social cohesion to support adult education. The 3276 ACET centres were merged into 9(nine) Community Education and Training Colleges (CETs), one per province, Government Gazette (2014).

In the Strategic Action Plan for Gauteng Community Education and Training colleges, DHET (2019:14-15) states that Gauteng consists of 47 main CLCs with 267 satellites attached to them. The CLCs spread within the five metropolitans as follows: Ekurhuleni (12), Tshwane (12), Johannesburg (16), Sedibeng (3) and West Rand (4), See the geographical map of Gauteng below:



Figure 1: geographical map of Gauteng (Department of higher education and training: Gauteng CET colleges) {Accessed on 27.12.2021}

### 2.2.3. Adult learner

Merriam and Baumgartner (2020) posit that adult learners are categorised into age groups from the ages of 16 or 18 to old age, and often indicate that adolescents involved in studying are those who understand the distinction between right and wrong. Remik (2015), reinforces this argument by further describing an adult learner as one who sees the need for knowledge so that it would create a difference in his/her life and help bring purpose to life. Nafukho (2006) defines an adult learner as a learner at the age of 18.

Adult learning was intended to allow adult learners to perform roles involving that of a family, cultural, and society. Also, they had to be learning-centred on the physical, emotional, financial, theological, and moral facets of the person as a whole (Arghode,

Brieger & Lean, 2017). Educators need to consider variables that impact the experiences of adult learners, possess a clearer understanding of how to empower adult students to increase their participation in a non-traditional school environment, and apply research-based approaches and tailored, realistic methods to boost student commitment (Idoko, 2018). Adult learners are adults who want to see progress in life and participate in social activities in society and are they are lifelong learners.

#### 2.2.4. Lifelong learning

Haagh (2019), considers lifelong learning as a process that explores the need for development (worker), community (citizen), and culture (human being) to different degrees and periods. For a democratic person, it is connected with the humanistic element. It is important to reshape schooling so that it can help individuals to adapt to the 21st century. Furthermore, Breslin (2016) describes lifelong learning as a path where the formal years play a vital role in an adult learner's life. Breslin (2016) continues to allude to the idea that lifelong learning develops the desire, skill, and trust of a learner to pursue studying to boost job development, leisure, and engage effectively in public space engagement. Lifelong learning contributes to liberation in mental, cultural, and political terms.

In this study, the researcher deemed human capital and humanistic lifelong learning models as appropriate for this study.

##### 2.2.4.1. Lifelong learning models

The afore-mentioned models are critical in the study hence in the next section, they are discussed and their importance in adult education, training and lifelong learning is highlighted. The following models highlight the importance of ACET in both private and public industries.

##### 2.2.4.1.1. Human Capital model of lifelong learning

Human capital is traced back to the 18<sup>th</sup> century but was later propagated by Theodore Schultz in the 1960s when he linked human capital to economics and education, Organization for Economic Cooperation and Development (2007). So, human capital was coined as a combination of an individuals' talent, abilities, skills, and learning which they would have acquired through education and training (OECD, 2007:2).

The human capital model considers schooling as an opportunity that enhances economic

development and productivity for people, businesses, and nations, Regmi (2015). Schultz and Becker (2015) posit that there is a strong link between improvement in human capital, abilities, and expertise that human beings can learn and economic development. They suggested that there was a need to invest in education and make it a stronger economic policy and this was hugely supported by OECD and the Centre for Educational Research and Innovation (CERI).

According to the United Nations Educational, Scientific and Cultural Organization (2014), research on lifelong learning in South Africa and other developing countries had focused mostly on adult literacy. Also, this had focused on the emancipation and development of women's empowerment because of the prevalence of adult literacy among women in Sub Saharan countries (UNESCO, 2014). The United Nations Educational, Scientific and Cultural Organisation focused on the importance of improving literacy given the limited research on the subject. Therefore, their primary function was to exclusively nurture woman's literacy since it is a goal for lifelong learning. Vally (2018) argues that, given the drastic shifts in South African culture following the years of colonisation and apartheid, the importance of lifelong learning remains motivated by its reintegration into the world market and by political and social justice.

Preece as cited in Dosunmu and Adeyemo (2018), considers lifelong learning in African countries including South African as the issue of formal and non-formal learning that fosters and broadens education inclusively to promote growth, development and social change in the society. People can be empowered to overcome challenges through skills imparted through lifelong learning. That way, the skills imparted on them could enable them to boost the economy of a country.

According to the 1993 white paper of the European Union, Organization for Economic Cooperation and Development as cited in Dosunmu and Adeyemo (2018), the most effective approach for stimulating economic development, generating employment, and being the most competitive knowledge-based economy has been lifelong learning. The World Bank has invested in education in order to boost development and sustainable economic growth and has played a key role in influencing intergovernmental institutions to shape the educational policies of especially countries in the Middle East and Africa. The World Bank published a report in 2011 which served as a blueprint for introducing lifelong learning in developed countries as a global education strategy by the year 2020 to allow

them to succeed in the world economy.

The content in the above section defined and discussed the model but to further understand its relevance for this study, the researcher highlighted three major underlying assumptions for which its most important goals are: competitiveness, privatisation, and the formation of human capital.

#### 2.2.4.1.1.1. Competitiveness

Competition between people, economies, and nations is a required prerequisite as it ensures that economies develop and prosper. In particular, competitiveness amongst individuals and countries is accomplished by ensuring human flexibility for studying and career pursuance (Regmi, 2015:136-137). If all educators or lecturers could enrol for higher qualifications, there would be a positive competition because all could be competent and qualify to be subject specialists which would be a bonus for the institutions and curriculum.

In support of the above statement above, Silver, Yang and Lai (2013) allude that lifelong learning retains knowledge and ensures effective and efficient interaction. Countries such as Japan that have quality education prosper and progress. Japan has a literacy rate of 99% and this shows that the Japanese are self-driven and motivated. The country was ranked 3<sup>rd</sup> on numeracy (Program for International Student Association, 2016). In contrast, South Africa was ranked 137 out of 139 countries in numeracy and literacy (World Economic Forum, 2016). By such comparisons, politicians may see the role played by certain countries at both global and supranational levels while at the same time they could get insights that on how they could establish "evidence-based" policies and programs (Pawson 2006). Additionally, countries earning weak scores would benefit from best practices of "stronger performers" to increase their efficiency (OECD 2011). The three requirements are as follows:

- Countries and individuals are required to engage in international tests such as the International Student Evaluation System, the International Adult Competency Assessment Test, and the International Adult Literacy Survey (IALS).
- Developing (ICTs) to harness the learning process achieves competition among individuals and countries. Radio, television, machine, internet, and mobile devices not only promote connectivity and networking between

people living in various places but also help to build a "learner- centric, learner-controlled paradigm of interactive lifelong learning", Koper, Giesbers and Rosmalen (2005: 71).

- Competitiveness amongst individuals and countries is accomplished by ensuring human flexibility for studying and career pursuance, in Regmi (2015: 136,137).

The aforementioned three requirements are important to lifelong learning because they promote education. However, it would not all learners that would be able to access requirement number because some would not know the channels to register to different institutions and therefore it is not easily achievable by all. The second requirement can be accessed by all countries except for most individual learners coming from remote areas who would likely have no access to connectivity and would therefore find it difficult to subscribe to such networks. Also, those in urban areas do experience challenges with connectivity of the network and a high level of cable theft and such would not make requirement two easily accessible.

Most individuals may find it impossible to meet the third requirement because certain CLC centres are not flexible at all; educators are unable to receive workshop funding concerning the topics they are teaching, the Centre Administrators are not managing their expenditures, as a result, they are structured, for instance, if a centre wants to build a security fence they need to firstly submit to the district office which in turn limits their independence.

Many lecturers are unaware of any job prospects in the CLC centres as correspondence is not easily accessible to them and they use their wages to further their studies. Although recommended by the OECS, the third requirement also has its setbacks. Nonetheless, the benefit of requirement three in this model is that it facilitates the free flow of flexible educational systems with various exits and entry points that enable people not only to transfer between institutions and programs but also to relocate from one country to another where they can find better education and jobs (Colardyn & Bjørnavold, 2004). Hence, the development of a National Qualifications Framework (NQF) through which people could know what to learn, what to know and when to learn. The knowledge and abilities of individuals are perceived to be a real and personal asset for which they have complete rights of commercial use for their benefit.

#### 2.2.4.1.1.2. Privatisation

Many developed countries tend to have a strong human capital which translates to growth, effective and productive educational and corporate sectors. The development is mostly based on private participation by the corporate sector by financing some programs and projects to facilitate learning and human development. This model allows governments and the corporate sector to draw or formulate policy frameworks and regulatory processes that balance the activities of the private sector with the national educational priorities (World Bank 2011:9). The human capital model of lifelong learning offers the corporate sector comprehensive support and funding for the administration, finance, and governance of the education system.

The contribution made by the corporate sector is immensely appreciated because it can promote human capital from transnational companies and enterprises (Ngonyama, 2016) which had the know-how but not leading to brain drain in poor countries. For example, the South African government takes students to Cuba to practice medicine, they are expected to come back after completion and plough back into the country since the government used its resources to fund them and further their academic journey.

#### 2.2.4.1.1.3. Human capital formation

The ultimate principle of the lifelong learning model of human capital is its focus on creating skilled and responsible citizens through development in education (Becker and Schultz, 2015). The efficiency of this intervention is seen in the number of scientists, researchers, technicians, managers, and other participants produced based on the degree of intervention that a nation allows in its education. Skilled individuals are the fundamental resource of a global information system in the form of human capital. Lifelong learning supports human growth and helps adult learners to be economically emancipated. In conclusion, focusing on competitiveness, this model rejected the primary aim of acquiring knowledge and wisdom entirely. It viewed "education as a resource for the economy, thereby dismantling educational values of free inquiry such as university autonomy" (Ziguras 2007:103). The concept of human capital views information as a "private asset specifically connected to economic efficiency" (Stiglitz, 1999). However, the contribution of the corporate sector should not only



be to contribute but also control and regulate schooling (Regmi, 2015:137,138). Individuals must be lifetime learners by constantly upgrading their current knowledge and skills (Bjørnavold & Coles, 2007).

#### Humanistic model of lifelong learning

The humanistic lifelong learning model has its roots in the Universal Declaration of Human Rights (United Nations, 1948). In Article 26, the Declaration notes that "everyone has the right to knowledge" and that knowledge should be "guided towards the complete growth of the human personality, strengthen fundamental freedoms and foster empathy, harmony and fellowship among all." The South African Development Community (SADC) and International Council for Adult Education (ICAE) are among the agencies that support this model. For the SADC, "a key objective of lifelong learning is democratic participation, linking individuals and communities to the institutions of social, political and economic participation in both local and global contexts" Aitchison (2003). Whereas the International Council for Adult Education (2013) considers adult and lifetime learning as being strongly connected to social and economic justice, equity, respect for human rights, appreciation of cultural differences, promoting peace and self-determination (ICAE, 2013).

According to Regmi (2015), the humanistic lifelong learning model has three main core principles, which are citizenship and education, building social capital, and compatibility and enhancement. These core principles of the humanistic lifelong learning model are dealt with in the next section.

#### Citizenship and education

Biesta (2011) and Hoppers (2009) mention that lifelong learning should enable learners to become active citizens, citizens who are not merely "human capital" and who only meet the market demands. Rather, they should be able to be active members of society in a position to challenge various forms of oppression and domination. In this case, lifelong learning should create citizens who are competent, independent, creative, and able to compete with the day-to-day challenges of the economy.

##### *2.2.4.2.1. Building social capital*

The aim of lifelong learning in the humanistic model is not to improve competition by creating a professional and knowledgeable workforce, but rather to deepen teamwork, cohesion, and collaboration among the members of a society (Mikelatou & Arvanitis, 2018).

#### *2.2.4.2.2. Compatibility and enhancement*

According to Qinhu, Dongming, Zhiying, and Hao (2016) competence applies to the ability of human beings to lead and to improve their substantive choices. Preece (2009) criticized this humanistic model citing that it does not promote the ideas and contributions of scholars in the non-western countries citing Julius Nyerere and Mahatma Gandhi.

Gandhi's contribution was enabling villagers to rule themselves by resolving the disruptive influence of colonization whereas introduced to schooling a more emancipatory view of "liberation from poverty and dependency, increasing consciousness, creating a passion for improvement" (Kumar, 2015). According to Regmi (2015), the humanistic model seeks to encourage the education of citizenship to allow individuals to be involved participants of their community who can partake in politics and function against different modes of injustice and dominance. In addition, Regmi (2015) aim to create social capital through the promotion of interaction, teamwork, and partnership amongst people.

In the next section, lifelong learning and human potential are discussed which supports the primary models that were discussed previously.

#### *2.2.5 Lifelong learning and Human Potential*

According to Gode and Tatarinceva (2016), human potential reflects how human beings evolved inherent talents that have affected the outcomes of events in which they are involved.

In this statement, human potential includes the skills, knowledge and competency to participate in learning of an adult learner. The continuous participation of an adult in learning is regarded as lifelong learning, therefore the two help in transforming an adult learner to reach his full capability.

South Africa is experiencing a high rate of unemployment, illiteracy and poverty in rural areas. This is due to the fact that most adults are not skilled nor competent enough to participate in the day-to-day competencies of a highly technological world (Msimang & Sekhampu, 2020). In education, skills and knowledge are

imparted so as to mould an individual and assist them discover their full potential.

Lifelong learning is a human right because it adds value and meaning to life. It should be nurtured and provided without any discrimination. Lifelong learning happens in various forms and many settings considering the fact that people's life experiences vary (Matli & Ngoepe, 2019).

Many (if not all) adult learners enrol in and participate in reading classes with specific objectives such as Merriam and Baumgartner (2020), and others are extrinsically driven to continue to engage and participate in learning whose results are perceived as helpful to their potential jobs or other current practices.

While performing learning activities that are supported by their personal goals, adult learners focus on the basic needs of their families. It appears as though extrinsically driven adult learners are pursuing many specific types of learning experiences that would provide them and their communities with unique rewards and advantages because of their achievements (Roth, 2019).

Some instructors remain reluctant to work with adult learners. Teachers also find it fun to instruct adults however their often-low attention span is a hindrance. Significant work has been conducted on the hypotheses of adult learning and motivation. Wlodkowski argues that Humans strive for understanding and mastery and tend to be motivated when they effectively learn something that they value. The adults want learning to be effective. If there is a difficulty with achieving performance or just anticipating performance, they would be detrimentally influenced by their desire to understand (Wlodkowski & Ginsberg, 2017).

Lifelong learning should empower human capabilities, provide adults with useful skills that are necessary to better society, equip adult learners with skills needed to seek further knowledge, and provide adults with competencies and motivation to enable them to be self-supportive adults who can appreciate the culture and moral achievements of humankind (UNESCO, 2019).

In this case, vision, goals, and values are to be instilled in adult learners to help them survive conditions within the society, workplace, or organisation. Lifelong learning should be ongoing; every individual must learn throughout the process of life. Effective learning should be a process of active collaborative learning, students learn best when they are aware of what they want and need to build their human potential.

Educators should provide adult learners with good support to assist adult learners to fully participate in educational activities, this would form a recipe for a strong human potential. Lifelong learning has a profound implication in education and has socially, political, economic, and cultural effects which contribute to the development of diverse society (Msimang & Sekhampu, 2020).

Baporikar (2016) alludes to the fact that through lifelong learning, one may gain information, talents, personalities, experiences, desires, and qualifications. Charungkaitikul and Henschke (2018), see lifelong learning as the most thought about dream for the future, describing the value of technologies and regional approaches to prepare lifelong learning alongside it. The inability to access technology is one of the problems raised that would impede the development of lifelong learning in the 21st century unless the government intervenes.

Across SA, life is fast moving towards dependence on digital or technical development however is moving along with times is a challenge for adult learners from rural areas or disadvantaged communities. The use or dependence on platforms such as Instagram, Skype, Twitter, WhatsApp, Emails, and forums make it hard for most adult learners to keep up with the time due to lack of connectivity. Most adult learners restrict the usage of mobile cell phones to things such as text leaving them reluctant to question the more nuanced use of technology (Wang & Stelson, 2018).

Owing to a lack of technical know-how, the learners are unable to submit assignments electronically. The learners get frustrated as they find it challenging to interact with their instructors and end up dropping out due to lack of motivation (Collins, 2019).

The use and dependence on technology is motivated by different reasons and being aware of it empowers adult learners to deal with day-to-day challenges. For example, each shop has a till, and such tills are computerised, so simple computer knowledge is helpful for every adult. They would be able to read and understand a till slip and hence utilising technologies would ready us for the 4th industrial revolution.

The World Health Organisation is developing plans to create and promote lifelong learning across the world and so they need to scale it up to local governments, companies and colleges. One of the goals of this global transition is to ensure

that future generations can remain economically active. This campaign aspires to build literate and numerate future generations that can successfully utilise the skills learned and engage as lifelong learners worldwide (Doppelt, 2017). The World Health Organisation (WHO) should concentrate on technologies, expertise, and information, rendering lifelong learning a critical component of these facets. Adult learners use call centres and communicate with chatbots or automated machines and follow prompts in the process of acquiring products or services of their choice without human intervention, and if lifelong learning is not nurtured, adult learners will not be able to perform these exercises. The use of the above-mentioned exercise will assist lifelong learners to improve communication skills, thinking skills, information handling skills, to be cooperative, patient, to think critically, to be able to reflect on the information given without the need for repetition and to empower them after having succeeded with learning.

The need to tackle basic global demographics such as ageing, racial, multicultural, religious, and social problems require significant action from all around the planet. The world requires a literate nation that can tackle the factors listed to mitigate relative or utter deprivation, social misery and the collapse of democracy. The main issue is whether the risk can be curbed (Randel, German and Ewing, 2017).

Given that adult learners do not transition to latest developments quickly therefore, getting them to get used to such developments requires time. Furthermore, they find it challenging to transition to modern ways, modern administrators, new regulations, and new strategies but they welcome change as continuous learning to learn, develop and acquire experience (Milana, Holford, Hodge, Waller, and Webb, 2017), in UNESCO (2015).

Once they have a grasp or gained the knowledge, such learners possess the capacity to engage freely in the culture and society without fear, and to adjust to learning. It is the responsibility of governments to liaise with the WHO to make sure that especially adult learners adjust to the massive global learning. There should be skills audits to check the relevance of the current skills compared to other countries.

Other skills needed for educators can be training for interpersonal skills, financial education, problem-solving, and computer skills. It would help them to incorporate

these skills in the working environment in an easier and more manageable manner. The quality of education would enable lifelong learning to be successful and learners to feel comfortable. South Africa has a role to play to improve lifelong learning and assist all adult learners to remain competitive to other countries.

Therefore, the country should put policies, proper structures, and systems into place. The South African labour department must be tasked with checking the performance of other countries and liaising with them to transfer certain skills to South Africans. Training programs should be implemented to develop adult learners to master the skills for personal survival. The country should promote a learning community by cooperating adult learning with results, efforts, knowledge, skills, and talents. Once adult learners engage in lifelong learning, their human potential would be enhanced.

### 2.3 Theoretical background

The section of the literature review highlights the following theories and answers the research questions established in Chapter one.

When discussing adult education and lifelong learning, the following scholars are relevant to my discussion:

- Malcolm Knowles with the principles of adult education
- UNESCO with the four pillars of learning
- Paulo Freire's educational philosophy.

#### 2.3.1 Knowles' principles of adult education

From the discussion on adult learning in the fore-mentioned sections, the researcher would like to introduce the following scholars who propagate adult learning with their theories. The researcher would like to discuss the first theorists who address the aim of the study.

Since adults need to learn independently and understand what they need to learn, Knowles (1988) derived the theory of Andragogy which supports the theory of adult learning and education.

#### 2.3.2 Knowles' theory of Andragogy

In his theory, Knowles argues that adults learn differently from children, for this

reason, in particular, he developed the word "andragogy" to separate adult learning from ordinary pedagogy, which relies very little on adult schooling throughout their lives. He argues his theory by advancing the following underlying assumptions: These assumptions are the factors that help adult learners to pursue further education. He explains in his theories the effect his study has on adult education. The six concepts of adult learning followed by the sense of inequalities between persons and situations, objectives, and learning purpose is described as follows, (Knowles, 1984: 76-81). The principles of andragogy outlined below are summarised in the figure that follows:



Figure 2: Malcolm Knowles and the six assumptions underlying andragogy (Caruso, 2021)

### 2.3.2.1 The need to know

According to Knowles (1984), in Harris (2015), adults need to know why they should learn something before they can start learning. Gom (2009) considers Knowles' (1984) assumptions that adults know what they need to learn, to be significant (p. 21). Adult learners need only know that they need to learn what the teacher teaches if they want to pass and get promoted. Therefore, adult learning is more self-directed in that people seek to diagnose their own learning goals and priorities, defining opportunities, and executing the strategies, and results in assessment. When individuals continue to add more perspectives to their schooling, this offers an incentive for adult educators to hear from these interactions throughout the instructional cycle. This assumption is important in a learning society.

### *2.3.2.2 Self- concept*

Knowles, Holton, & Swanson (2014) and Merriam and Bierema (2013) posit that adults have a self-concept that they too are responsible for their actions and careers. Once they achieve that self-concept, they establish a profound psychological desire to be accepted by others and viewed as self-directed by others. According to Du Toit-Brits (2018), self-directed learning is a "method in which individuals, with or without the assistance of others, take the lead in identifying their learning needs, formulating learning objectives, defining human and physical capital for learning, choosing and implementing effective learning approaches and assessing learning outcomes" (Knowles 1975: 18).

Knowles further explains that self-directedness as adult learners taking accountability for their behaviour and avoid getting knowledge placed on them unilaterally. When they develop, their conception of themselves shifts from a dependent identity to a self-directed human being. They feel the need to take accountability for their lives and choices and therefore the influence of their learning is crucial to them. Building social capital is one of the models that support the assumption of Knowles's theory of self-concept. This LLL model is not aimed at improving competition by creating a professional and knowledgeable workforce, but rather to deepen teamwork, cohesion, and collaboration amongst the members of a society, Bourdieu Coleman, Fukuyama, and Putnam, (2002). When adult learners work as a team they learn better and faster since they impart knowledge to each other.

Self-assessment, relationship with the mentor, and encouragement are therefore necessary. MacKeracher (2004) agrees with Knowles' (1984) theory that adults learn throughout their lifetime. Adults prefer self-direction and connection in the learning process MacKeracher (2004:25). Self-directed learning focuses on the process by which adults take control of their learning, in particular how they set their own learning goals, locate appropriate resources, decide on which learning methods to use and evaluate their progress, Tuinjman (1995).

Learner adults have no regard for badly designed and performed learning approaches and would judge the validity and/or applicability of any learning



experience to their immediate life experiences and expectations (Knowles, 1984; O'Toole & Essex, 2011).

It is therefore incumbent upon the centre managers and facilitators to ensure that adult learners perceive or judge their learning experience as personally valuable, relevant, and applicable (Botha, 2014). Oliviera and Simoes (2006) found that a strong relationship exists between students' self-confidence and self-directedness, while a weaker, but statistically significant relationship exists between self-directedness and internal control beliefs. The relationship between the academic and the adult learner fosters the cultivation of both motivation and autonomy in the adult student (Garrison (1997); and Taipjutorus, Hansen, & Brown, (2012). For this dissertation, adult learner self-directedness will be described as the capacity to pre-emptively be an active agent in one's own learning and growth (Botha, 2014).

#### *2.3.2.3 Adult learner experience*

Adult learners have extensive life experience which serves as a critical component of the foundation to their self-identity. Have grown and accumulated knowledge, such is used as a reference tool for learning. Although they start school at an older age, they bring ample expertise that can help promote learning, they choose realistic information that would assist in strengthening their abilities, encouraging their research, and enhancing their confidence. Knowles, et al (2014) also imply that the richest tools for learning exist in the adult learners themselves for many forms of learning.

According to Regmi (2015), the humanistic model seeks to encourage the education of citizens to allow individuals to be involved participants of their respective communities, who can partake in politics and function against different modes of injustice and dominance. It aims to create social capital by promoting interaction, teamwork, and partnership amongst people.

#### *2.3.2.4 Readiness to learn*

Adults are eager to learn while feeling a desire to improve or are willing to work more efficiently and more satisfactorily. Many of the biggest achievements in lecture training happened when participants were pushed into preparation until they had a desire for them. The developmental tasks associated with "readiness

to learn" are a rich source of passing from one stage of development to the next. The crucial effects of these assumptions are the importance of correlating learning experiences with certain developmental activities. Knowles, Holton III, and Swanson (2005: 80).

Adult learners do not want to be taught rather to play a part and need to perceive learning as something that can improve them. According to Dalto (2015) "Adult learners want to be in charge of their schooling, or at least play a part in it." They do not only pursue instructions in fields that are important to them but also find more incentives to improve and experience a stronger sense of success as they are interested in recognising training needs. Adult learners want training to be relevant to their daily lives and to be focused on completing specific tasks. It is also important to communicate purpose. If a health and safety program's purpose is unclear or appears to benefit the company only, many workers will not take the subject matter seriously.

Citizenship and education are other models that support readiness to learn. (Biesta 2011; Odora Hoppers 2009) agree that lifelong learning should enable learners to become active citizens, citizens who are not merely "human capital" but who also meet the market demands. Rather, they should be active members society in a position to challenge various forms of oppression and domination. In this case, lifelong learning should create citizens who are competent, independent, creative, and able to compete with the day-to-day challenges of the economy. In this study, the researcher seeks to find reasons that influence adult learners to pursue learning.

#### *2.3.2.5 Orientation to learn*

Adults are inspired to learn to the point that studying helps them accomplish activities or manage the challenges they encounter in their lives. Also, they most effectively amass new knowledge, understandings, skills, values, and attitudes when presented in real-life situations. Students have a self-centred approach to learning; they see learning as gaining knowledge from the subject matter. Learning activities are often structured according to the meaning of the material of the subject matter.

### *2.3.2.6 Motivation to learn*

Adult learners are inspired by activities, attend with a common purpose and the primary component of their motivating force appears to be internal (as cited by Kenner & Weinerman, 2011). According to Smith (2013) adults are inspired by both extrinsic and intrinsic motivators to understand. To the point that they are relatively well pleased, adult learners react to extrinsic motivators-advancement, incentives, and pass on achievements. Nonetheless, the strongest and enduring motivators are endogenous motivators such as the desire for self-esteem, expanded obligations, strength, and accomplishment. Pappas (2013) further explains that adults will not be inspired to learn what we are asking them to learn without perceiving a need to learn. Training exercises informs a learner on where they would gain through their learning. It is especially quality training that help a learner to become better skilled or qualified for a job.

There is no clear solution to the fundamental problem about how adults learn, not a single adult learning theory can clarify everything. However, what we know about adult learners is the diverse environments where learning takes place and the learning cycle, UNESCO (2015). What we do have are a set of principles and explanations that make up the adult learning knowledge base. Andragogy and self-directed learning are two important pieces, Merriam (2007). Andragogy serves as the key to self-directed learning whereas self-directed learning empowers an adult learner to realise his/her full potential without assistance but through intrinsic motivation.

According to Alsaadat (2019), andragogy describe the method of improving adult learners' awareness and skills by active involvement and co-ownership of the program exemplifies a learner-centric approach to teaching and learning. Andragogy recognises the value of creating a supportive learning environment, including preparing adult learning activities and including students in the assessment of teaching and learning, Agyeman and Malherbe, (2018).

Knowles defined andragogy as 'the art and science of helping adults learn', Tight (2002), Bashir and Khan, (2018). They further explain its primary pillars as based on the assumptions that the adult has an independent self-concept that can direct his or her own learning; has accumulated a reservoir of life experiences that is a rich resource for learning, has learning needs closely linked to

changing social roles; is problem-centred and interested in the immediate application of knowledge; and is motivated to learn by internal rather than external factors.

Andragogy has been discussed so in support of the theory, the next section discusses the four pillars of learning to show the connection between the two theories and the emphasis they put on adult learning.

#### 2.4 UNESCO four pillars of learning

Education throughout life is based on four pillars: learning to know, learning to do, learning to live together, and learning to be. The concept of learning throughout life thus emerges as one of the keys to the 21<sup>st</sup> century, Delors (2013). It goes beyond the traditional distinction between initial and continuing education. It meets the challenges posed by a rapidly changing world and the needs for people to return to education to deal with new situations arising in their personal and working lives. That need is still felt and is even becoming stronger. The only way of satisfying it is for each individual to learn how to learn through peer engagement or review.

##### 2.4.1 Learning to live together (collaboration)

In general, education is collaborative hence Delors (2013) emphasise learning to live together because that is how a majority of learners learn. By developing an understanding of others and their history, traditions and spiritual values and, on this basis, creating a new spirit which, guided by the recognition of our growing interdependence and a common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts intelligently and peacefully.

The kind of education that would create and underlay this new spirit does not disregard the other three pillars of education which provide, as it were, the basis for learning to live together. By developing an understanding of other people and an appreciation of interdependence, carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding, and peace and includes appreciation of interdependence.

#### 2.4.2 Learning to know (readiness to learn)

In the past, South African education was based on race and specifically, non-whites were denied quality education hence after attaining democracy, those groups were encouraged to equip themselves by learning, hence there are many adult learners enrolling in CLCs. In addition, given the rapid changes brought about by scientific progress and the new forms of economic and social activity, the emphasis must be on combining a sufficiently broad general education with the possibility of in-depth work on a selected number of subjects. Such a general background provides, so to speak, the passport to lifelong education, in so far as it gives people a taste but also lays the foundation for learning throughout life. This is further achieved by combining a sufficiently broad general knowledge with the opportunity to work in-depth on a small number of subjects. This also means learning to know to benefit from the opportunities that education provides throughout life.

#### 2.4.3 Learning to do (self-directedness/self-sufficiency)

Adult learning should entail the acquisition of competence that enables people to deal with a variety of situations such as working in teams, a feature to which educational methods do not at present pay enough attention (Peters, Andric & Hayes, 2019). In many cases, such competence and skills are more readily acquired if pupils and students have the opportunity to try out and develop their abilities by becoming involved in work integrated learning or social work while they are still in education. Hence, the importance that should be attached to all methods of alternating study with work, to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work (Suminar, Prihatin & Syarif, 2016).

#### 2.4.4 Learning to be (self-concept)

The World of Education Today and Tomorrow, published by UNESCO in 1972, made recommendations that are still very relevant, for in the 21<sup>st</sup> century. Everyone needs to exercise greater independence and judgment combined with a stronger

sense of personal responsibility for the attainment of common goals. The report stresses a further imperative: none of the talents which are hidden like buried treasure in every person must be left untapped. These are, to name but a few: memory, reasoning power, imagination, physical ability, aesthetic sense, the aptitude to communicate with others, and the natural charisma of the group leader, which again goes to prove the need for greater self-knowledge.

The three aspects that ought to be emphasised in the educational process imply a learning society founded on the acquisition, renewal, and use of knowledge. As the development of the 'information society' is increasing the opportunities for access to data and facts, education should enable everyone to gather information and to select, arrange, manage, and use it (Smith, 2018).

While education should constantly adapt to changes in society, it must not fail to pass on the attainments, foundations, and benefits of human experience. Faced with a growing and at the same time increasing quality-minded demand for education, how can educational policies achieve the twin aims of high educational standards and equity? It is therefore better to develop one's personality and be able to act with ever greater autonomy, judgment, and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities, and communication skills (Castaldi, 2017)

Adult lecturers are also concerned by the imperative requirement to update knowledge and skills. Their professional lives should be so arranged as to accommodate the opportunity, or even the obligation, for them to become more proficient in their art and to benefit from periods of experience in various spheres of economic, social, and cultural life. Also crucial are the ability to act with personal autonomy, judgment, and responsibility (Mehendale, 2017). It is evident that there is a connection between it and Knowles' self-concept.

From the previous section, Knowles' Andragogy theory and UNESCO's four pillars were discussed now the focus turns to Freire's social-emancipatory philosophy to support the two primary theories.

## 2.5 Paulo Freire's educational philosophy

Merriam and Caffarella (2007:138-139) citing (McLaren, 2000) that this philosophy is based on a social-cultural approach to transformative learning and was derived when Freire was involved with literacy work in Brazil with the Brazilian farmers in the mid-twentieth century. Freire's approach focuses on personal empowerment and social transformation. Freire emphasises the fact that individuals should be cautious, be aware of the negative forces, deal with them and self-emancipate and promote positive social change. In support of Freire, (Baatjes and Mathe, 2003) furthermore define adult education as an agent for social change.

This social-emancipatory framework is used because if a person who was previously not literate and later becomes literate, the person becomes emancipated. Regarding social transformation especially in the South African context, if one person becomes successful, that translates to the whole village in terms of motivation.

According to Freire (1972) cited in Kumar (2015) the concept of the culture, popularised the role of the community and adult educators to bring social change. Freire (1972) states that the future is not something concealed in a corner, but something that we are constructing in the present. This statement motivates adult learners to work hard to achieve their goals, it gives courage and instils the notion that nothing is gained without efforts.

His philosophy further explains the role of the oppressor and the oppressed in liberating themselves. He alludes to the fact that the great humanistic and historical task of the oppressed is to liberate themselves and their oppressors as well as those who rape and exploit by virtue of power (1972:21).

This explains how an adult learner can liberate themselves from the cycle of poverty through enrolling to further his education and work harder to achieve such goal  
Factors that influence adult learners to pursue further education

In this study, the researcher will discuss some of the factors that influence adult learners to pursue further education including culture, the economy, environmental factors, and technology.

#### 2.6.1 Culture

Culture is described as a society's beliefs, traditions and social habits, Bashir and Khan (2018). Culture is therefore characterised in this study as ways of life that

are learned but affected by the changes in their environment to communicate their voice, feelings, attitudes, behaviour, beliefs, and aspirations as cited by Malindi (2017). Culture is diverse; it is dynamic as it is affected by other societies and environmental shifts. Culture moves from one generation (parents) to the next (children and grandchildren) generations.

According to Ruhose, Thomsen, and Weilage (2019), lifelong learning helps to improve beliefs and practices of culture and facilitates societal stability. A learning environment plays a significant role in the growth of an individual and encourages equality in social capital and ethnicity. Kolb as quoted in Kaur (2018), explains that a healthy culture in which you respect shared beliefs and priorities leads to lifelong learning. A professional culture that values, expresses common goals and ongoing conversations affects schooling and produces beneficial outcomes, successful practice, and success in life. A good attitude assists lifelong learners in being able to interact with different cultures without fear and they can respect and understand them. Adult learners were influenced both extrinsically and intrinsically by society, hence their motivation to pursue learning.

According to Bond and Lun, (2017) social stability is encouraged when a committed lifelong learner respects cultural and religious conviction. If an adult learner inculcates a good mindset, lifetime learning happens. When interacting with other people, a lifetime learner should appreciate the value of honouring every society. Therefore, mixing with different cultures promotes lifelong learning. In the olden days, some African traditions did not encourage women to pursue jobs but to remain at home and take care of the household (Bay, 2019). Specifically, women were to clean and cook, look after children while their husbands are employed to support them.

Howie and Tauchert (2019) allude to the fact that, in the 21st century, culture is not focused on pressuring women but on empowering women to help them find their voice. Adult learners knew that they had to go back to school to pursue their studies to achieve their maximum potential. For instance, women were not supposed to work, only males were regarded as breadwinners, as a result, they were the ones who could work and also access learning. Fielding (2011) as cited by Dichaba and Dosunmu (2019), explain that gender differences resulted



in inequitable access to education and hindered the availability of opportunities to African women. However, Ranjan (2018) perceives adult education as a requirement to improve cultural tolerance.

## 2.6.2 Economy

Economy seeks to focus on structural developments that put strong new demands on schooling in all nations, including population-age demands, expanded cultural pluralism and social diversity, and the growth of the knowledge-based economy (El Sayed & Ali, 2020). Lifelong learning is seen as crucial for the realisation of the so-called knowledge economy. There are, indeed, several different conceptions and concepts within lifelong learning, similar to how information systems have several different versions. Lifelong learning contributes to enhanced intellectual resources and efficiency of labour, and that is the main contributor to economic growth (Banks, 2008), cited by (Levchenko, Horpynchenko, & Tsarenko, 2018).

Many learners want to see themselves participating on par with their peers, they want to see themselves drive expensive cars and live in better houses and taking care of their families, they do not want to be left behind while their peers are progressing in life.

A country such as Japan is progressive because the literacy rate is 99% (World bank, 2015). The economy of South Africa is not growing faster because of the illiteracy rate which affects the economy. Only 59% has received upper secondary education as the highest level of education, this is above the G20 average of 32% and the OECD average of 38%, OECD (2019:2).

Wahler, Buchholz, Jensen, and Unfried (2014) found that adult education, especially high-school vocational education, reduced the probability of homelessness and increased the chances of jobs in Denmark. Midtsundstad (2019) reported that adult education in Italy has decreased unemployment. On the other hand (Csanádi & Csizmadý, 2014) reported that structured adult education in Hungary has shortened unemployment rates.

Training is also important to adult learners so that they can pursue good employment and be actively involved in the global economy. Income and education play a key part in lifelong learning. It provides people with motivation and financial freedom.

### 2.6.3 Environmental Factors

According to Dale and Knuppel (2014) environmental factors involve schooling, teaching, workers, technology, co-workers, and administration help. These influence what and how knowledge is transferred in teaching and learning. The environment determines how seriously an individual views the importance of learning. It can boost learning prospects or hinder the chances of advancing as a lifelong learner. A favourable learning environment produces a positive attitude and desire to pursue further knowledge. Sufficient tools, instructor encouragement, good reviews and strong collaboration will enhance learning capacity.

Adult learners who feel welcomed at their learning institutions are likely to forget their challenges and concentrate on learning because the environment would be conducive. The smartphone and wireless electronic learning ecosystem have been increasingly essential to improve awareness and efficiency for organisations and learning channels, Lai (2017). Technology plays a crucial position in this 21<sup>st</sup> century and it promotes formal or informal online education. In this way, technology always encourages environmentally sustainable lifelong learning.

### 2.6.4 Technology

Learning in the 21<sup>st</sup> century has changed the way knowledge is delivered. The ubiquity of the internet and the way current workforces operate globally has introduced learning environments that go from conventional classroom teaching to virtual classrooms and include learners from different cultural backgrounds (Ikendinachi, Misra & Assibong, 2019). Furthermore, the digital age and information society require a certain mindset and strong logical and analytical thinking capability from its learners (Khan, 2016).

According to Sung, Chang and Liu (2016), the exponential growth in smartphone and wireless technologies has culminated in an improvement in the usage of mobile

apps for schooling purposes and therefore has opened up further learning opportunities. Ryan (2016) also claims that technology is perfect for literacy and that exposure to information is convenient for adult learners. Technology delivers a hybrid learning atmosphere in which popular elements are supplemented by web-based technologies in the absence of the traditional classroom and presents incentives for out-of-class learning independent of time, location, and speed. In this respect, lifelong learning is available without restriction anywhere communication occurs, be it at college, at home, at night or work during lunch.

A good example is the world's experience of the Covid-19 pandemic where uninterrupted learning was achieved through using social network platforms such as Zoom, Microsoft teams, Skype, WhatsApp, Facebook, Twitter, and Instagram. Lifelong learning is ongoing, without the need for face-to-face interaction. Drawing from personal experience as an educator at a learning centre, we managed to continue teaching and learning using technology.

The usage of emerging technologies is essential for learning and South Africa is keen to adapt to this as shown by the change from hard-copy books to tables in public schools in the Gauteng province. Further, the use of e-learning platforms is increasing, grade 10-12 learners use smart boards and tablets, and it is critical for other sectors of education to keep up with times and extend lifelong learning to classes, students, and staff support so that they can stay competitive. So why should adult learners be an exception?

Factors influencing the pursuit of learning were discussed in the previous section. This section discusses barriers to learn.

## 2.7 Barriers to lifelong learning

Obstacles or barriers can be something that stands in the way of those involved in literacy and adult education, Smith (2010) quoted in Alsaadat, (2019), they can involve a lack of enthusiasm, interpersonal obstacles and other contextual variables such as access to resources and a lack of help.

Cross (1981:98) as cited by Rosmaar and Saar (2017) categorises barriers as situational, dispositional, institutional, and cultural. In the next section, these barriers to lifelong learning are dealt with.

### 2.7.1 Situational barriers

Felix (2020) describes situational barriers as being linked at a given time to one's circumstances in existence. Situational barriers are known as individual-related hurdles, such as family commitments that create time restrictions or a lack of help from employers (Hovdhaugen & Opheim, 2018).

According to Mahlangu (2019), students may drop out of school because of certain employers who might discourage them from learning, such as requiring them to work overtime to maximize their productiveness. This leaves adult learners with little training room. Therefore, the lack of time for adult participation poses a barrier to learning. More of such situational barriers hinder learning therefore adults are unable to access education. Socioeconomic status can also discourage adults from engaging effectively or efficiently in learning. Another example is the usage of technology or digital connectivity and the internet which may obstruct the connection to learning particularly for students who do not have the necessary infrastructure. For instance, a learner from a rural area with a suitable mobile phone and laptop would likely fail as there would be no further cable installation due to robbery and destruction and no network coverage towers. Some adult learners experience financial difficulty and fail to deal with it; others tend to have poor attendance due to family issues. In this regard, when needs are not met, adults find it difficult to access learning, Gibney, Moran, and Shannon (2018).

Other students' unemployment makes the situation at home more stressful and it is difficult for adult learners to cope. They come to learning centres without food and without a doubt, learning on an empty stomach is a challenge. Other situations include adult learners who are married and must be present parents and spouses at home, there is limited time to study and they are overwhelmed, hindering learning as a result. Situational barriers focus more on the lack of financial support, time, and money. This challenge occurs around an individual's life situation, adults are unable to accomplish their learning goals and aspirations due to their social commitments which are at times out of their control. Other challenges include the care of older people, language gaps from adults who cannot read and write, poor health, and lack of family or social help (Findsen & Formosa, 2016).

### 2.7.2 Institutional barriers

Institutional barriers refer to the procedures and practices which discourage adults from participating in learning (Cross, 1981:27). This barrier is widely interpreted as being generated by conditions in the workforce or by which policies, shortage of appropriate services or providing services at an inappropriate time or place, (Hovdhaugen & Opheim, 2018).

Institutional barriers arise when support systems, procedures, and curriculum are poorly aligned with the needs of learners.

It is a basic right of adult learners to receive quality education without hindrances. The institutional barriers to learning may affect the choice to enrol. The conventional style represents, within set hours, on-campus instruction, in which learners must adopt a tightly organized program. Adult learners have no flexibility over the way they organize their learning cycle. A lifetime learning style includes more accessible access paths, variable research hours, e.g., assisted by electronic or hybrid learning options for higher education (Boeren, 2017). According to Nisbeth and Shucksmith (2017), an adult learner's ability to pursue meaningful learning relies on timing. If time is not handled correctly, so learning is wasted.

Providers who demand extremely large enrolment rates or offer their courses at out-of-reach prices often build their obstacles. Shifting the focus to educational services, it should be kept in mind that several lifetime learning programs, covering non-formal instruction, generally take place inside the workforce. Boeren (2017). Certain courses are not offered in some institutions and this makes it difficult for adult learners to go for their second choices. A shortage of human capital, lecturers in this regard, leaves adult learners stuck because they must head to classes with no lecturers available to teach the courses. Timetabling is often a challenge because if done incorrectly, certain learners would not excel in completing those sessions during the single year. After all, if not, they would perform poorly on that topic for the following year (Friskawati & Sobarna, 2020).

There is neither formal training nor structured preparations for the CLC educators and they might be trained for anything from a few days to months. Of the CLC educators who had some CLC teaching experience, the majority had only been on short courses involving one-day workshops, cited by Metsing, (2018) in

Dichaba (2013).

CLC necessitates radically specific systematic education methods for teaching and learning. Therefore, it should be planned to be precise and based on learning objectives McKay and Romm, (2019) in Dichaba (2013). Because of this situation, CLC educators need to be as efficient, competent, and precise as possible in their teaching. They need simple concepts to direct them in choosing methods of training that will assist adult learners in achieving their objectives. The quality of adult literacy and basic education primarily depends on the facilitators and their efficacy depends on the preparation they undergo (Rasheed, Kamsin, & Abdullah, 2020). Sustainable development priority four envisaged ensures and guarantees an increase in the number of adults and youths with technical and vocational expertise appropriate for jobs and entrepreneurship by 2030 (Elfert, 2019).

### 2.7.3 Dispositional barriers

Dispositional barriers vary from the other two forms of barriers because they are not extrinsic obstacles, but instead related to 'attitudes and self-perceptions of oneself because of a learner', Cross (1981) cited in Hovdhaugen and Opheim, (2018). Felix (2019), states that adult learners often provide the following reasons: "I could not afford it," "too distracted," "too lazy," "I did not know what programs were available," "I consider it too immature," "I felt too old to practice" or "I do not need instruction". Self-perceived ideas of 'too old to know' still existed in some adult learners' mindset. The above submission indicates the ability that a human mind has on an individual, your positive beliefs and perceptions will yield positive goals for your future. How individuals perceive themselves influences their lifelong learning goals.

Psychological feelings such as anxiety and loss of confidence discouraged older adults from enrolling in school. Lavrijsen and Nicaise (2015) mention that labels have been assigned to the mental context that affects the individual's willingness to engage effectively in learning, such as attitudes towards learning, learning temperament, learning goals, or preparation to study, with some researchers attempting to classify their core constituents, such as commitment, satisfaction, self-efficacy, and collaboration. Low self-perception and attitude towards learning, lead to demotivation, and lack of trust (Saar & Rosmaar, 2017). Cross (1981: 98), alludes to the fact that dispositional barriers are difficult to measure

as they are linked to attitudes and perceptions about an individual.

For instance, an adult learner who is literate and numerate can handle their finances properly; they can be able to confront the members in the social club if they feel money is improperly administered as compared to an adult learner who is not literate; they would have low self-esteem, be afraid to raise his/her concern because he/she does not know about finances. This lack of confidence would compromise them.

#### 2.7.4 Cultural barriers

Culture is a learned and shared pattern of behaviour amongst humans interacting with each other (Bashir & Khan, 2018). Adults like to share their experience and knowledge, they learn from different cultural backgrounds; have different needs and expectations as well as strengths and weaknesses when it comes to learning, Malindi (2017).

Shorty (2018) explains that academic achievement relies on other factors other than race and ethnicity. Women get married early in certain parts of the world and societies because of the traditional perception that they are unworthy of obtaining knowledge. While the practice of education has recently been widely embraced as an ideal model for education, the acceptance of educational practices has not translated into reality in most mainstream classrooms (Engelbrecht, Nel, & Tlale, 2015).

Schooling is about belonging, being nurturing, and all learners being educated, regardless of their differences in ability, culture, gender, language, class, and ethnicity. Thus, an open classroom is regarded as a space that reflects and promotes learning for a multitude of learners, where deficiency perceptions of distinction and deterministic perceptions on skill are dismissed, and involvement forms the interactions and personalities of all persons participating in classroom practices (Kozleski, Artiles and Waitoller, 2014).

#### 2.8 Benefits of Adult Learning

The previous section discussed barriers to adult learning; this section addresses the benefits thereof. The benefits of adult education include social capital, work-related experiences, fitness and earnings (Ruhose, Thomsen, and Weilage, 2019).

Chisholm (2017) concurred and further alludes that driven by what one needs or

wants to learn, the available opportunities, and how one learns, adult learning is affected by demographics, globalisation, and technology. Learning happens in many ways and contexts just as all adults' lives differ. While Ranjan (2018), perceives it as a need of society to refine or recharge already existing information, knowledge, and skills.

According to Ranjan (2018), adult education is seen as a lifelong learning process that does not impose any age bar or condition to learn and it broadens the view of knowledge. The knowledge and skills include parenting skills, agricultural skills in a form of gardening at home, the use of indigenous plants to make household medicine, cultural education and values for example, especially in rural areas where there is vast land available for agricultural activities. All these bring about a life centred and self-directed adult learner. This learner likely becomes a lifelong learner since this form of learning is based on practical life fulfilling skills.

Adult education is providing a theoretical framework for lifelong learning. The traditional theories of learning, both behaviourist and cognitive explain in terms of instruction and facilitation of lifelong learning. The adults can generate awareness in terms of guidelines that are required to assume new roles. Resourced adults, facilitators, or information managers are required to impart knowledge and information among adults, this was cited in a study done by Kapur, (2019).

According to Milana, Holford, Hodge, Waller, and Webb, (2017), citing in UNESCO (2015), countries should ensure that they are in line with the current rapid changes of the economy and they are forced to realign themselves with the right to adult education. UNESCO (2015) recommendations further indicated the following aims of adult learning: fostering intrinsic and extrinsic development and helping an adult learner achieve holistic growth, empowering adult learners to actively engage with confidence in a global society, to enable adult learners with skills they need to exercise and improve themselves. Furthermore, Millana and Nesbit (2015: xi) posit that adult education is aimed at creating a poverty-free adult who can take part in social activities within society. It seeks to rid adults of poverty, inequality, and social injustice. It nurtures patience and supports an adult in becoming a lifelong learner.

There is a need to expand the understanding of the role of an adult learner or lifelong learning in boosting economic development and social stability and



migration, in addressing economic and social deprivation and injustice, and in improving human and social capital. Implicit recognition of informal or non-formal learning and evaluation of the previous experience academic technology advances the exponential growth of accessible distance and e-learning.

Creation of important policy research and understanding of competing positions among various types of factors, engaged in policy formulation and execution enhanced participation of transnational bodies (e.g., UNESCO, OECD, World Bank, European Union (EU). Demand for greater global and regional collaboration and rivalry between sectors and institutions of education. Demand for fully organised, open, effective, and transparent education programs and procedures, and calls for better cooperation between the various educational and administrative sectors, Millana, Nesbit (2015: xi).

Drawing from the discussion, it is evident that adult education is transformative, liberatory and shows that it is imperative to continue engaging in adult education. It further clarifies that through lifelong learning, adult learners will reach their full maturity and participate freely without fear. The demand and day to day challenges will never hamper the future of an adult learner because he/she had acquired necessary survival skills. These skills would further benefit an adult learner throughout their lives. Adult education skills provide adult learners with the necessary ammunition to be competitive in the environment and help create participatory and transformative citizenship, Banks (2017).

## 2.9 Conclusion

This section discussed the conceptualisation of key concepts of the study such as lifelong learning and human potential, factors that influence adult learners to pursue further education, benefits and barriers to lifelong learning. Andragogy as a theory, UNESCO's four pillars, and Freire's emancipatory philosophy show how they relate in enhancing adult learning. They help motivate adult learners so that they can liberate themselves from the chains of poverty through learning for life. Furthermore, the relationship between the learning models and theories were discussed and a demonstrated how they can enhance adult learning as well as how they are applied in the study. In the next chapter the research methodology is discussed and data collections tools.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

In the previous chapter, literature on lifelong learning and adult education was reviewed in response to the research questions as stated in chapter one. This chapter addressed the research methodology used in the study. The chapter focused on the qualitative approach employed, interpretative paradigm, case study, data collection methods, population, sampling and data analysis technique that were used. The study further concludes with ethical consideration, issues of trustworthiness and the limitations of the study.

The research design and methodology allowed the researcher to gather data to answer the following research questions:

What are factors that adult learners face when pursuing further education? What are the obstacles or barriers that adult learners are faced with when they pursue further education? What intervention strategies should be implemented in order to enable adult learners to pursue their educational activities?

#### 3.2 RESEARCH PARADIGM

In educational research, the term paradigm is used to describe a researcher's 'worldview' (Mackenzie & Knipe, 2006) cited by Kivunja and Kuyini (2017:33). This worldview is the perspective, or thinking, or school of thought, or set of shared beliefs, that informs the meaning or interpretation of research data (Kivunja & Kuyini, 2017:33).

Additionally, Newby (2010:44) refers to a paradigm as an idea that any specific point in time, all those working in a particular area, field or subject adopt common ways of working and looking at issues. In research, there are various paradigms such as positivist, which is based on the rationalistic, empirical and aligned with quantitative methods. Interpretivist paradigm which is the choice of paradigm for this study and because it is aligned with qualitative and this approach represent a

learning process in which we build an understanding of the world out of our experiences of functioning in that world and examining the lives, actions and statements of people (Gray, 2014:24).

There are three schools of thoughts in the interpretive paradigm namely phenomenology, ethnography and symbolic interaction, which are briefly described below:

3.2.1 Phenomenology - Gray (2014:24) posits that phenomenology states that human beings attach meanings to human beings, ideas, actions based on their interaction and experiences with these constructs or meanings.

3.2.2 Ethnography - Ethnography focuses more on culture and human experiences of life in the world.

3.2.3 Symbolic interaction - Symbolic interaction focuses on practices and lived realities of people as well as human interactions and is mediated through the process of meaning-making and interpretation.

In this study, the participants are all the above and were chosen because the study intended to explore, describe and analyse their lived experiences and beliefs. The researcher employed this paradigm because it addresses the world views of lecturers, adult learners and centre managers in the CLCs. Further, the selected participants shared the same characteristics that would enable the researcher to answer the research questions.

### 3.3 RESEARCH APPROACH

This chapter discussed the research design that was followed to collect and interpret the data that were necessary to respond to the research question that is guiding the study. However, there exist three types of research approaches namely: qualitative, quantitative and mixed method. Quantitative focused on true experimental design and quasi experimental design, mixed methods focused on exploratory sequential, transformation, embedded explanatory sequential and convergent whereas qualitative focused on grounded theory, phenomenology narrative research, ethnography and case study Okeke and Van Wyk (2015). The study gels well with qualitative design since it focuses on understanding day to day experiences, motivations and challenges adult learners, lectures and centre managers might encounter. This study employed a qualitative research design for

its empirical investigation. Creswell (2014:14) describes this approach as a design of inquiry coming from philosophy and psychology, in which the researcher describes the lived experiences of individuals concerning the phenomenon, as described by the participants. Furthermore, this approach enabled the researcher to understand the world through the eyes of the participants as they explained the issue Pierce (2008), Bless, Higson-Smith, & Sithole, (2015). The researcher's choice of a qualitative research approach was influenced by the following characteristics. (Creswell, 2014: 185-186): natural settings, researcher as a key instrument, multiple sources of data, inductive data analysis, reflexivity, holistic account, emergent design and participants' meanings.

- Natural settings:

The researcher collected data in the field at the various sites (community learning centres in Tshwane district (D15) where participants (adult learners, lecturers and centre managers) experience the problem under study.

- Researcher as a key instrument:

The researcher was the primary data collector through semi-structured interviews and focus group interviews.

- Multiple sources of data:

The researcher gathered multiple forms of data by using interviews in which she reviewed the data and organised it into themes that were discussed in chapter 4.

- Inductive data analysis:

The researcher employed this type of analysis because it gave me the chance to work back and forth between themes and the database until the researcher had established a comprehensive set of themes.

- Reflexivity:

As a researcher, I reflected in my background, my attitude towards the study then I created the meaning of all data collected.

- Holistic account:

The researcher brought a holistic approach after analysing data about the study.

- Emergent design:

The researcher did not get involved with a defined and predetermined method in this qualitative research, since she worked with individuals and as a result, the methodology varied throughout the research, such as changing questions that were asked.

- Participants' meanings:

The advancement of qualitative research is not intended to promote the ideas and significance of the researchers or the ideas from the review of the literature, but rather to discover the meaning of the research question that the participants have. The study was carried out with an open mind that wanted to know what the participants were thinking about their perceptions and not what the researcher felt.

For the sake of the study, the researcher chose a qualitative approach rather than quantitative because, in quantitative research, researchers want to use their data to make statistical inferences about their target populations and are focused on testing preconceived hypotheses (Charmaz, 2006:101). However, in this qualitative study, the researcher studied participants' perceptions, experiences, attitudes, the way people live and my interaction with them in their setting.

### 3.4 RESEARCH DESIGN

A phenomenological approach was followed in the case study that is described as an inquiry that attempts to understand people's perceptions, perspectives and understanding of a particular situation (De Vos, 2005:264).

Additionally, Creswell (2014:14) describes the phenomenological case study as a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by the participants; this description culminates in the essence of the experiences of several individuals who have all experienced the phenomenon.

Atkins and Wallace (2012:108) citing (Yin, 2003:13) define a case study as an empirical investigation into a contemporary phenomenon in a real-life context, particularly when the boundaries between phenomenon and context are not apparent. They go further to say that it provides a means for the researcher to capture or interrogate the real world, be that a situation, an organisation or a set of

relationships; in all its complexity, in a way that quantitative approaches cannot do (Atkins & Wallace 2012:108). Multiple cases were employed because the study was conducted at more than one centre.

Considering the above definition of a case study by Atkins and Wallace (2012:108), this approach was deemed appropriate to employ because it was the best approach to answer the main research question of this research. The researcher personally engaged and closely questioned lecturers, adult learners and centre managers involved in adult education and have first-hand experience.

There are three types of case studies namely, intrinsic (descriptive) which is aimed at giving a better understanding], explorative (which is aimed at the researcher to explore the phenomenon under study without giving outcome) and finally, the exploratory which is aimed at the researcher to explain casual relationships (Yin, 2009).

This study was explorative and intrinsic because it gives rich information and uses a limited number of participants (Creswell, 2013:14). As alluded by Okeke and Van Wyk (2015:171), case study investigates phenomenon within its real-life context, it relies on evidence, it is used when boundaries between the phenomena and context are not clearly evident. The researcher in this case study used real information provided by the participants to address the research questions. The researcher explored the case study and generated information provided by the participants in order to give informed findings of the research.

### 3.5 POPULATION OF STUDY

Population is defined as all members of any well-defined class of people, events or objects (2007). Okeke and Van Wyk (2015:226) defined population as a group of person, or items from which the samples are taken to be measured. The Tshwane District of the Gauteng Province had 81464 adult learners, Department of Higher Education and Training DHET (2019) and 2246 lecturers, DHET (2015). The researcher was unable to interview all the participants listed, as a result sampling from two main CLCs were identified.

### 3.6 SAMPLE AND SAMPLING

According to Okeke and Van Wyk (2015), sampling is a set of respondents or

participants selected from a large population to conduct a survey.

As seen by Martens (2010), sampling refers to the method used to select a given number of people or things from a population. He further alludes that one's samples influence the quality of one's data and inferences that one can make from it. Adult learners were sampled because of their huge enrolment in CLCs so they can give a reliable and informed knowledge to support the study.

The participants of this research study were selected using purposive sampling. Purposive sampling in qualitative inquiry refers to a sample that is composed of elements that contain the most characteristics, representative or typical attributes of the population (De Vos 2002: 207). This type of sample is based on the judgement of the researcher. The researcher sought out participants with characteristics according to the needs of the developing analysis and emerging theory. Thus, purposive sampling involves the intentional seeking out of research participants who were able to yield information-rich data on a topic.

Participants for this research were limited to the CLCs in Tshwane district. Tshwane district had 81464 adult learners enrolled in 2019 (DHET, 2019:20) and 2246 lectures, DHET (2015). Two main centres were selected because they have high enrolment of learners who could provide rich and valuable information.

The total population was 22 participants for the study. Purposive sampling was adopted for the selection of the participants of individual interviews. This involves the selection of the samples based on a specific purpose which will enable the researcher to answer the research question. Two centre managers and four lecturers were selected based on their experience in teaching and learning in adult education and at their centres. The researcher hopes that the more experience they have in their centres, the more information relating to this study could be provided. Sixteen learners, eight from each centre were selected for focus group discussions.

Snowball sampling technique was used to select learners for focus group discussions. De Vos (2002: 208) snowballing involves approaching a single case that is involved in the phenomenon to be investigated, to gain information from other similar persons. Learners were selected on the basis of their availability and interest in the discussions. The researcher initially selected learners who were available and showed interest in the study. Later the learners assisted to recruit other co-

learners to help complete the target number for the study.

### 3.7 DATA COLLECTION METHODS

For this study, the case study relied on semi-structured and focus group discussions. McMillan and Schumacher (2014:6) state that semi-structured interviews make use of questions that allow for individual, open-ended responses. Open-ended questions were considered during the individual interviews conducted because their nature provides the interviewees with freedom during the interview however the questions ensured that the research questions were answered. This method allowed the researcher to ask to follow up questions based on the responses of the participants. This enabled the emergent of new ideas that enriched data. The collected data was coded through a process of grouping responses into categories that brought together similar ideas, concepts of themes one will discover. After coding is completed, data were grouped into categories that will allow for comparison of what different participants said, what themes were discussed and how concepts were discussed and understood.

The participants were asked if they could be audio-recorded during the interviews and they agreed. Each interview took 45 minutes and the interviews were conducted at the CLCs identified for the convenience of the participants.

Two centres were selected as the main centres for this study. Two centre managers (One from each main centre), four adult educators (i.e., Two from each centre) and sixteen adult learners from the two centres (i.e., eight learners from each main centres).

#### 3.7.1 Semi-structured interviews

Semi-structured interviews were conducted with the participants: adult learners, adult lecturers and the centre managers. The participants were asked if the interviews could be recorded using an audio recorder. The interview guide was sent to the interviewees. The researcher required 45 minutes with all the participants from the interviews. This data collection tool was chosen because according to Atkins and Wallace (2012:86), interviews allow a researcher to engage with research participants individually face to face and gives the researcher an opportunity for dialogue; to probe and clarify and check that they have understood



correctly what is being said. In addition, semi-structured interviews are generally those interviews that have structured questions but they still give the interviewee a chance to elaborate hence McMillian and McMillian (2014:222), posit that semi-structured questions have no choices from which the respondent selects an answer, rather, the question is phrased to allow for individual responses, and it is an open-ended question, but it is specific in its intent.

Drawing from the facts mentioned above, the researcher sees this data collection tool as appropriate for the collection of data.

### 3.7.2 Focus group

Kumar (2014) alludes that the focus group interview is where the researcher explores the perceptions, experiences, and understanding of a group of people who have some experience in common about a situation or event. The researcher interviewed focus groups of about eight learners and preferred the small size of discussion groups as it was manageable.

The focus group interviews were used to triangulate the individual interviews, which were conducted with adult learners to gather information, view, and explore their experiences regarding their challenges in accessing lifelong learning in adult education and to understand their attitudes, inputs, and opinions towards pursuing adult education. The participants were gathered in one room or setting and each one of them could give their input when the questions were asked. Participants were not answering at once but each learner was given a chance to explore and explain her/his feelings regarding the problem at hand.

Furthermore, Kruger and Casey (2000) citing (De Vos, 2012) posit that focus group interviews are important and necessary because they look for a range of ideas or feelings that people have about something to try to understand the differences between groups or categories of people. Also, they uncover factors that influence opinions, behaviour, or motivation, discover ideas emerging in a group, discover pilot test ideas, materials, plans or policies and find information to help shed light on data that is already collected.

As alluded to in the above statement, the focus group interview helped the researcher gather valuable information to help the researcher collaborate information from different learners to meaningful facts through to their multiple responses regarding the topic. It will also assist participants who are shy disclose

their challenges and speak freely as they are encouraged by other participants who are actively engaged. A focus group can encourage passive participants to divulge their dynamic emotional thoughts that can help a researcher to have a fuller understanding of the situation.

### 3.8 DATA ANALYSIS

De Vos (2005:333) says that all data that were gathered before or after collection should be analysed or else would be worthless thus a need for data analysis. Data analysis can be described as a process of bringing order, structure and meaning to the mass collected data (De Vos, 2005: 333). Marshall & Rossman (2011) agree by mentioning that data analysis refers to procedures and processes used to bring structure and categorisation to the data collected, so that meaning can be derived for the study. McMillan and Schumacher (2014:395) emphasised this definition by positing that data analysis is a relatively systematic process of coding, categorising and interpreting data to provide explanations of a single phenomenon of interest. This is in line with the definition of De Vos, Strydom Fouche and Delpont (2011:335) that data analysis is a method of categorising, ordering, manipulating and summarising data to attain answers to a specific research question.

Rautenbach (2020) identifies six methods of qualitative data analysis, which include qualitative content analysis, narrative analysis, discourse analysis, thematic analysis, grounded theory and interpretive phenomenological analysis. The researcher found the thematic data analysis to be the most suitable for this study.

In this study, an inductive analysis approach was used. Creswell (2014:186) inductive analysis allows the researcher could work back and forth between the themes and database until a comprehensive set of themes is realised Each participant's responses were organised separately and later compared with the other information received from other participants.

### 3.9 LIMITATIONS OF THE STUDY

Only two CLCs were selected in Tshwane district from the twelve CLCs that were available. Further, other lecturers were reluctant to participate in this study fearing that the information they may provide could likely lead to them being victimized by

the centre managers. The lecturers were assured that their names would not be revealed and the information they provide was only used for the study. Some of the adult learners were unable to present themselves well in English but understood the questions. The researcher allowed them to code switch and use the language they understand better, and in the case of the study, they were using Setswana as they code switch. The researcher was able to translate exactly their facts to English without changing the meaning of the context. Some adult learners participated on the first round but later quit due to transport challenges, since they were 8, the researcher was unable to reach those using public transport in time, therefore, they had to excuse themselves to catch the bus because of time. The centre manager allowed the researcher to find more participants so that the research can proceed. This exercise was not done at the same day, the researcher had to schedule time to go to the centres to sample more participants. The cost of transport was expensive for the researchers because the researcher had to reschedule due to in availability of other participants.

### 3.10 ISSUES OF TRUSTWORTHINESS

Trustworthiness in the study was important in evaluating its worth or soundness. In qualitative research, validity or trustworthiness was achieved through credibility, transferability, dependability and conformability. The significance of trustworthiness was that it cemented the credibility of findings of a study while providing checks and balances to maintain acceptable standards of scientific inquiry (Bowen, 2005:214).

#### 3.10.1 Credibility

Credibility was the criterion for evaluating the truth value or internal validity of qualitative research (Hammarberg, Kirkman, and de Lacey, 2016:500). The researcher spent time with the participants to allow them to establish a good rapport. This helped to build trust and in this way, false responses were eliminated and credibility of responses increased. The researcher also ensured that interpretation was grounded within the data collected and reflected in the text. This assisted in maintaining the quality of the research process as well as the integrity of the researcher.

#### 3.10.2 Transferability

Transferability refers to the generalisability of inquiry (Nowell et al., 2017:3). The researcher used purposive sampling, which assisted in identifying people who were

involved in adult learning. The use of centre managers as part of the sample groups ensured generalisability of data because they support and develop all the lecturers and learners in the district, so their experience with adult education was important in the study because it ensured transferability of findings.

### 3.10.3 Dependability

Hammarberg et al. (2016:500) mention that dependability is the criterion for assessing reliability. This does not mean that the same result would necessarily be found in other contexts but that, given the same data, other researchers would find similar patterns. The researcher conducted member checks to verify with the participants if the data transcribed represent what they said about the phenomenon of study. The researcher also kept a personal diary throughout the study and notes of important events in the process. This approach helped the researcher to keep raw data and have a point of reference when the need arose.

### 3.10.4 Conformability

Tobin & Begley (2004) cited in Nowell et.al. (2017:3) states that confirmability is concerned with establishing that the researcher's interpretations and findings are clearly derived from the data, requiring the researcher to demonstrate how conclusions and interpretations have been reached. In this study, the researcher triangulated through the use of different data collection tools, such as interviews and documents analysis. The scope of the sample groups was also widened within and beyond the centres. This was inclusive of lecturers, Centre managers and adult learners (see section 4.8).

## 3.11 ETHICAL CONSIDERATIONS

The term ethics is understood to refer to values and principles by which a determination of what is the right and wrong thing to do, is made (Okeke & van Wyk, 2015:115). The following ethical values and principles were followed as guidelines to emphasise the importance of ethical considerations:

### 3.11.1 Consent

The researcher identified the participants in the study and made sure that the participants are informed of the study and what was researched. Participants were allowed to exercise their rights and choose whether to participate in the research project (Okeke & van Wyk, 2015:117). Furthermore, Atkins and Wallace (2012:32)

refer to informed consent as a possible demonstration of respect for individuals' autonomy to be able to make a more objective personal decision about the implications of participating and in some cases, about withdrawing from the study if they come to feel that they no longer wish to participate. In this case, informed consent forms were sent to the participants to fill in and sign that they understood the contents of the form and agreed to participate (see appendix C). The participants were assured that their participation in this research was strictly for the purpose of the study, nothing else.

### 3.11.2 Anonymity and confidentiality

Anonymity refers to the researcher's undertaking to ensure that the participants' identities are protected throughout the research (Okeke & van Wyk, 2015:124). The identities of the participants may include their names, the names of institutions they work for, their addresses, the names and nicknames of their relatives (ibid). Furthermore, anonymity also included the protection of the research site.

Confidentiality of information refers to both oral and written information shared by the individual with the researcher (Okeke & van Wyk, 2015:124). Data collected were kept confidential and that the findings were presented in ways that ensure that participants cannot be identified, hence the researcher made use of pseudonyms.

The researcher requested a UNISA ethical clearance certificate and a letter of permission from the DHET, which were granted before collection of data took place.

### 3.12 CONCLUSION

This chapter addressed the research methodology used in the study. The chapter focused on the qualitative approach employed, interpretative paradigm, case study, data collection methods, population, sampling and data analysis technique that were used. The presentation of data, analysis and findings of the research was presented in Chapter 4.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND FINDINGS

In the previous chapter, the researcher presented the research approach that was used to address the purpose of the study and the research questions. Also, the chapter discussed the research methods involved and the data collection

instruments, and how the participants were sampled in the research.

This chapter analyses and interprets the responses given by the participants during their interviews and providing findings of the research. The questions were based on the interview whose questions were based on the research questions in chapter one.

McMillan and Schumacher (2010), defined qualitative data analysis “as a range of processes and procedures whereby we move from one qualitative data that have been collected into some form of explanation, understanding or interpretation of people and situations we were investigating.” Webster (2015) further supports it as a careful study of something learnt about its parts, what they do and how they are related. (De Vos, Strydom, Fouche & Delport, 2005), explain that the researcher must make sense of what has been gathered and compile the data in a structured and meaningful way, as qualitative research can often result in data that may seem to be chaotic, ambiguous and laborious. Data analysis occurs alongside data collection.

Gay (1992) defines findings as conclusions reached after examination or investigation; or statements containing an authoritative decision or conclusion, which are the results of an investigation. Gays assertion mirrors Budas’s (2013) opinion of findings as to the information that someone has discovered or learned because of their study, work and so on.

Sixteen participants from focus group A and B took part in the interviews and their responses were analysed from interview question one until question eight. Each participant was given a chance to respond to all the eight questions, but it was done in a form of a discussion and mother tongue was acceptable to make them participate freely.

Data is analysed according to the participant’s responses and later interpreted by the researcher in the findings (see section 3.4).

Below are the interview questions, interpretation, analysis and findings which were gathered from the participants.

Table 4.1 Biographical information of the centre managers.

This table below depicts the years of experience of the centre managers with their experience in the centres, they could provide valuable information on the various

learning challenges learners experienced over the years. See Table 4.1 below

Community learning centres	Centre managers sampled	Years of experience
Centre A	1	13
Centre B	1	37

In the analysis, working environment and quality of teaching and learning are infused together because they correlate that one is a by-product of another, progress, support and policies are also infused.

4.1.1 Individual interviews with the centre managers. The following questions were asked to the centre manager interviewed:

- Describe your experience at your centre as manager
- What motivate you to work there?
- What are your beliefs in regard to quality in teaching and learning?
- How does support from your district help you to run the centre?
- Describe the progress experienced under your leadership.
- How do the ACET policies assist in managing the centre?

The six interview questions were clustered together to answer the research question one stated in chapter One.

The following themes emerged from the questions asked to the centre managers.

#### 4.1.1.2 Theme 1: Working and learning environment

The working and learning environment should be set up in such a way that it is conducive to both learners and educators. There should be sufficient resources such as the necessary technology, electricity and other resources which will enhance education. A conducive working and learning environment can constitute quality in teaching and learning. According to Dale and Knuppel (2014), environmental considerations involve schooling, teaching, workers, technology, co-worker, and administration help. These influence what and how knowledge is transferred in teaching and learning. The environment determines how seriously an

individual views the importance of learning. Further, probing how do you make the environment for learners conducive?

Centre manager A

*“Effective and good lecturers demonstrate the correct way to solve a problem. Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly. How much adult learners learn, depends on how much background knowledge they have, that is why*

*teaching facts is so important. A quiet classroom is generally needed for effective learning. My role as a teacher is to facilitate the students’ inquiry.*

*Furthermore, I have to learn to be firm in decision making, be able to manage 116 staff members and a centre that comprises of a main centre and 7 satellites. I regard myself as a primary leader who should lead by example. I am positive, enthusiastic and I make sure I am hands-on with the day-to-day activities in the centre. I have improved in my listening skills as I need to listen to what my constituency is saying.”*

*“Working as a centre manager has brought great experience to me. I make sure that I am available to lecturers, parents, students and community members. I ensure a disciplined student body and that teaching and learning is at the highest standard. As the centre manager, I support the lectures in achieving their goals. My leadership and coaching were done to a satisfactory standard. I was the convener of the majorettes and fully involved in extracurricular and co-curricular activities, I ensured that the staff training and mentoring programmes are developed, implemented and evaluated. I encouraged the unqualified and underqualified lectures to improve their qualifications while also providing professional leadership within the centre.”*

Centre manager B:

*“I believe that quality in teaching and learning is a priority for large members of young adults. It is important to provide quality teaching and learning because some of the young adults will have difficulty finding a place in regular schools because of their age. In addition, these young adults, need instruction in basic skills e.g., welding, bricklaying, joinery, construction*



*carpentry, computer literacy, sewing, embroidery and entrepreneurial skills, which will enable them to support themselves and if they so wish, to progress to more sophisticated training.*

*Quality in teaching and learning has also helped the police officers and prison warders who did not have matric as they joined the government more than 25 years ago. The ACET education was provided, which helped them positive contributions in the community as beneficiaries of a higher standard of education.”*

As alluded by Freire (1972), he emphasise that individuals should be conscientized and be aware of negative forces and deal with such in order to self-emancipate and promote positive social change. This is his believe on personal empowerment and social transformation.

Drawing from the responses from the participants in the two centres, they strive to create a conducive teaching and learning environment in these centres because the working and learning environment should be in such a way that learners and educators are accommodated. The centres managers strived for betterment of the environment for going out of their way to support both learners and lecturers.

A conducive learning environment is a priority for effective teaching and learning hence, it has to be a priority, there should be security, safety and sufficient resources that will enable effective teaching and learning. Centre managers strive for social transformation.

#### Theme 1.2: Qualifications/Training

Centre manager A:

*“I have learned to be decisive and communicate well with the lecturers and learners because they both rely on me during demanding situations. I am a lifelong learner myself, currently completing my Bed Hons with UNISA. I assisted the lecturers to provide an integrated basic education consisting of literacy, numeracy and practical skills for young adults. The aim is to enable them to become independent members of society and enable them to take part in social activities and contribute to the upliftment of the society in which they live. I aim to contribute to the alleviation of unemployment in the area, as well as to uphold a high standard of education in our community. As a centre manager, I worked together with the lecturers to produce good results for our centre. I have ensured that discipline is maintained try my*

*utmost to lead by example.”*

Centre manager B:

*“I received a vast experience working at the ABET centre B. I started in 1996 after graduating Bachelor of Arts in education from the University of Limpopo. At the time we were only teaching adults to read and write and also teaching pre- matric dropouts to study and acquire a matric certificate.*

*The centres managers allude to the fact that they have the necessary qualifications and experience to be centre managers and think with their qualifications they will be able to bring about change in these centres.”*

The centre managers had the necessary teaching qualifications and based on their experience, they understood the pros and cons of education. Training gives confidence and creates self-efficacy in the educators which would help them to be effective and efficient. Training should be a continuous process rather than a two or three-day training programme, while continuous in-service training remains crucial and improves the morale of educators.

The field of teaching truly requires a particular level of education because it is a specialised field, given that learners are different and behave differently therefore an educator needs to understand their needs.

Soguro (2015) further alludes that presenting motivating factors for adult learners promotes lifelong learning. Among the motivating factors he mentioned, he emphasised that effective management practices improve lifelong learning.

Drawing from the researcher's experience, the education field requires passion, understanding, empathy and tolerance so that one becomes motivated to teach. The centre managers are motivated especially by the fact that they become fulfilled when seeing their learners progressing. Education is a lifelong skill, so the researcher believes that it is motivation enough. In addition, the qualifications and training of centre managers is a motivation and these can also lead to effective management of the centres.

Theme 2: Motivation

Knowles, Holton and Swanson (2005) alluded that motivation is not tangible but is

a positive relationship that exists between motivations of adult teaching. All the Centre managers brought a tremendous change to their different centres because of their self-motivation. They showed the need to change and that change brought good prospects to the centres. Adult learners' lives were improved through their support, guidance and motivation. Furthermore, Wlodkowski (2008), defines motivation as an important condition for learning, when it is low, the learning potential diminishes, and when it is high the opposite effect is evident.

Centre manager A:

*"I have experienced the birth and implementation of skills in the centre and, as a result, the entire process was close to my heart and made a good impact. In addition, I get motivated by the fact that I know where this sector comes from in terms of its development to where it is today. I joined my centre in February 2008 and I have seen our work evolving into helping machinery that improves the lives of the previously disadvantaged people around Winterveldt, people who are now getting a quality education and developing skills. It is such things that keep me motivated to work hard and make a difference in the lives of the previously disadvantaged people."*

Centre manager B:

*"I did not allow the redeployment casualty to deter me from providing quality and skills to the centre. In 1997, when the Minister of education was S Bhengu, the government realised that there was an abundance of teachers in the country. They then close the colleges and redeploy educators to areas where teachers were needed. As a result, I was the casualty of that change because I became unemployed. There was an oversupply of teachers therefore we did not have schools to work for. The department of education decided to employ us at CLCs as contract workers. Every February our contracts would be extended for a year. It was very frustrating to work at the centre then, but because teaching jobs were scarce, I had no choice but to work at a centre.*

*As years passed, I fell in love with the centre and even when posts were opened in the mainstream I decided to stay and work at Centre B. I was used to my learners and the centre was more functional, which made me happy because I was uplifting the community I grew up in. All adult learners were*

*fond of me and even older learners who were unable to read and write acquired the skill with my help. It motivated me a lot and I told myself that this is the stream I was going to focus on. In the year 2000 I was permanently absorbed and have not looked back since. I am glad because since my permanent employment at the centre, I have made a huge difference to my community, I have produced accountants and nurses and this keeps me motivated to work hard every day.”*

According to Smith (2013) adults are inspired by both extrinsic and intrinsic motivators to understand. Centre managers brought huge change to their centres because they had the inner drive to do so. Centre managers are motivated of the fact that they have produced qualified adult learners and that's give them job satisfaction.

Additionally, the centre managers alluded to their qualifications as the other motivating factors to be the leaders in their respective centres. Their long service of work supports their competence in their work because they were able to deal with different challenges from lecturers and learners throughout the years.

### Theme 3: Support, progress and policies

Policies are those guidelines that govern or direct the centres on how to function to achieve their desired results. The DHET, through the policies, provides guidelines on how centre managers should perform their duties, create enabling environment that will assist the learners to perform to their optimal. These policies provide support for centres for effective and efficient teaching and learning. They provide support for the centres on how to implement the curricula.

#### Centre manager A:

*“District officials whom we currently call regional officials are of assistance to the centre as they assist me with monitoring and support. They monitor the curriculum and support lecturers in possible ways. They recommend content workshops and other related workshops that are intended to empower lecturers towards good and strengthened curriculum delivery. The ABET Centre changed from ABET to ACET and now they are named Community Learning Centres with satellites, under the umbrella body of the Gauteng Community College, which is also governed by the college council and the head, thereof is the principal. At district level, CLCs are looked after*

*by the SES (Senior Educational Specialist) who specialises in the curriculum content. The SES reports to the Deputy Director Curriculum at the college. We, as centre managers are responsible for other units i.e., finance, procurement, infrastructure and report to the college principal. However, we are not particularly allocated a budget, we need to apply to the college principal when we need to procure material.”*

Centre manager B:

*“They are assisting me in making sure that the institution runs smoothly and effectively. Policy and procedures are the most essential components of any institution. They assist me to address pertinent issues such as what constitutes acceptable behaviour by employees. Also assist in clearly defining a sequence of steps to be followed in a consistent manner, such as how the institution will respond to any policy violation. They assist me in creating some level of uniformity in employee rights and responsibilities. The district offices under the Basic Education Department support community leaning centres with the infrastructure that we use, most of the satellites come from the schools that were merged and they work as ACET centres. Level 1-4 is supported by Basic education while grade 12 is supported by the DHET. SES’ help with workshops for the educators while district offices provide financial assistance as they provide stationery. the situation is quite different with the DHET as learners are expected to provide their stationery.”*

Such as any institutions policies sometimes cannot be enough but we the people should make sure effective implementation is necessary by making sure that they are followed to the teeth and should always try to be abreast with any new development in policies.

4.1.2 Research question two was addressed by the following interview question:

- What are the challenges you came across when managing the centre?

4.1.2.1 Barriers

Obstacles or barriers are things that stand in the way of those involved in literacy and adult education, Smith (2010) quoted in Alsaadat, (2019), they can involve a lack of enthusiasm, interpersonal obstacles and other contextual variables such as

access to resources and a lack of help.

Cross as cited by Rosmaar and Saar (2017) categories barriers as situational, dispositional, institutional, and cultural.

Centre manager A:

*“There is inadequate infrastructure for the skills programs, ablution facilities are old and this may lead to health hazards. The satellites do not have their own buildings, they belong to the Tshwane District office and the National Department of Public Works.*

*The satellite does not have security systems like alarms or the human security to patrol at night, hence they experience burglary. The main centre and the two satellites have septic tanks which are not properly handled by the college, resulting in the tanks not being emptied on a regular basis, which may lead to health hazards.”*

*The most challenge that I am coming across is lack of financial support from our college principal in Gauteng CET College. We are running the centre with nothing at all and that is posing a very huge challenge. Most of our day-to-day services such as electricity, photocopier machines, etc. are suffering due to lack of funds and directly affect negatively teaching and learning.”*

The centre is still experiencing a problem of unqualified and underqualified lecturers, especially in the skills programs and this has led to inadequate teaching and learning. The centre is regarded as a referral centre for learners with special educational needs, however lecturers do not specialise in that category of teaching. The lecturers experience a problem when conducting a placement assessment for the special educational needs' learners. There is a delay in replacing and paying lecturers.

Centre manager B:

*“At the beginning of the year, there is a delay in appointing lecturers and that leads to non-payment of their salaries. LTSM is not procured timeously. The services rendered at the centre by service providers are not paid as required. The centre receives a monthly budget of R5000 for operational matters. Once the allocated budget is exhausted, the centre manager must wait for the following month which hampers the day-to-day operation of the centre*

*and the satellites. There is no transport at the centre, therefore the centre manager and the lecturers use their personal transport and later claim from the college.*

*There is red tape in policy formulation and policy implementation, policies are produced but are not always implemented in a timely manner. countless drafts are drawn up, while amendments are approved and later withdrawn. Moving from basic education to DHET has a negative impact on the centres because their policies clash. TVET is holding ACET centres funds, other resources that we receive are from basic education, as a result, we are unable to control our funds, we apply to DHET for access to resources which takes forever.*

*We are unable to retain our lecturers because of salary payment issues. Some lecturers are paid late and DHET usually employs contract workers and are not able to solve the problems quicker since they are changed very often. We have 47 main CLCs in Gauteng and more than 200 satellites, imagine how difficult it gets when we are short staffed, we struggle to communicate with DHET because they operate with skeleton staff or contract workers. If you have queries, they prove difficult to attend to as a result of the staff being shuffled on a regular basis. If you insist on talking to the person with whom you raised a complaint, you will be told that they are no longer contracted with the department. and you need to relay the same story to a new person.*

*Timetabling at my centre is a problem, lecturers start from 8-12, my centre does not provide a full 8-14; 00 services. It becomes difficult to slot in the lecturers because if they are not paid on time, they leave to mainstream especially the Mathematics, Science and Technology educators, they are headhunted in the mainstream. We are unable to retain the lecturers because of the tuition time.”*

Further, the responses of the participants stated that there were lack of resources such as internet connectivity, inadequate infrastructure, lack of security, lack of training of lecturers, more importantly lack of effective communication between centre managers and district officials.

The quality of adult literacy and basic education primarily depends on the

facilitators, and their efficacy depends on the preparation they undergo (Rasheed, Kamsin, & Abdullah, 2020). When there are sufficient physical and human resources available to run the centre, issues of timetabling and late salary payments and migration of lecturers to main stream will not happen. If there were sufficient resources, there would have been proper preparations and lecturers would show more enthusiasm in their job.

4.1.3 Research question three was addressed by the following interview question:

- How can you deal with the challenges?
- 4.1.3.1 Strategies

The centre managers were asked to suggest intervention mechanisms to address the challenges faced by their centres. The following intervention mechanisms are those suggested by the two centre managers:

- Provide resources to the centres as centres are in dire need of resources to make sure that they operate effectively and efficiently to provide effective teaching and learning.
- Diversify the infrastructures to be inclusive: the infrastructure provided is not inclusive to all learners, especially those with disabilities as they cannot access the buildings properly.
- The DHET should remove the centres from the traditional schools and allocate them infrastructure.
- Security should be improved so that the safety of the staff and learners can be guaranteed.
- The DHET should make it a priority to improve continuous professional development for the underqualified lecturers.
- There should be consistent monitoring and evaluation, subject specialists should be dispatched on regular basis to observe the daily running of the centres. Reports detailing the progress of lecturers and learners allow for remedial action when necessary.

The following points illustrate the suggestions made by the managers of the two sampled centres.



Centre manager A:

*“The department should build multi-purpose skills centres which are well equipped for all diversities. The DHET should take over the centres from the Public Works Department and district offices and renovate them for conducive Teaching and Learning. Alarm systems should be installed at the main centres as well as satellites which should allow for 24-hour monitoring and lastly, septic tanks should be emptied at the end of every term. It is imperative that the DHET employs qualified lecturers who possess the necessary skills needed at centres. The DHET should provide bursaries for lectures to improve their qualifications and ensure that lecturers undergo In-service training for skills.”*

Centre manager B:

*“Centres should be allocated a budget and account to the college for expenditure. We have the Public Finance Management Act (PFMA) which guides us as to how should we handle public funds, hence I think that as centre managers, we will be able to handle funds by ourselves. Let the DHET get experienced staff to deal with major queries, especially those pertaining to payroll issues. I would advise them to appoint at least 5 supervisors who will visit all these 47 centres on monthly basis as is done in the mainstream with IDSOs and district managers. This will clear a whole lot of confusion that centre managers are experiencing. The educators are now called lecturers, but they are not compensated as such. The ABET centre is now called CLC (Community learning centres) and this name change is costly because we change logos, letterheads, progress reports and other aspects that are affected by a name change. DHET should provide equitable resources in time to support teaching and learning. Centre managers must have a frequent visit and support by DHET.”*

To identify challenges that the centres are faced with. Let quality education be provided at CLCs as well so that centre managers can manage with determination and enthusiasm.

Soguro (2015) further alludes that presenting motivating factors for adult learners promotes lifelong learning. Among the motivating factors he mentioned, he emphasised that effective management practices improve lifelong learning.

Drawing from the researcher's experience, the education field requires passion, understanding, empathy and tolerance so that one becomes motivated to teach. The centre managers were motivated especially by the fact that they became fulfilled when seeing their learners progressing. Education was a lifelong skill, so the researcher believes that it was motivation enough. In addition, the qualifications and training of centre managers was a motivation and these could also lead to effective management of the centres.

The next section presents analysis of the responses of the adult learners.

This table below depicts the age group of the adult learners enrolled at the centres. Their difference in age could provide valuable information on the various learning challenges learners experienced over the years. See Table 4.2 below

During data analysis, the following themes emerged, and they are related to research questions or rather they answer the research questions of the study.

Bibliographical information of the adult learners

Gender	Enrolled adult learners	Age group (19-22)	Age group (22-39)
Male	7 (43,75 %)	4 (25 %)	3 (18,75)
Female	9 (56,25 %)	31, 25 %)	4 (25 %)
Total	16 (100 %)	9 (56,25%)	7 (43,75)

Table 4.2

On the above table, the age of the learners was mentioned because the researcher wanted to show the relevance of learners enrolled at the CLCs.

In the analysis, the following theme emerged:

Theme 1: Motivation which is underpinned by sustainability and financial freedom.

Theme 2: Learning believes which is underpinned by lifelong learning, commitment second change to learning and skills knowledge and competence.

Theme 3: Learning experience.

Motivation, intrinsic and extrinsic factors were infused together because they correlate that one is a by-product of another.

#### 4.2.1 Individual interviews with the adult learners.

The following questions were asked to the adult learners interviewed:

- Describe your learning experience at the centre
- What motivate you to attend?
- What are the intrinsic factors that influenced you to attend adult learning?
- What are the extrinsic factors that influenced you to attend adult learning?
- What were your beliefs about adult learning and how did it affect your desire to join ACET?

The five interview questions were clustered together to answer the research question One stated in chapter One.

##### 4.2.1.1. Motivation to learn

Most of the learners highlighted three categories under the theme of motivation such as acquiring better qualifications, sustainability and financial freedom.

Motivation can be intrinsic and extrinsic, and as a result, learners should decide what motivates them to pursue their learning to achieve their life goals. When the learners were asked on what motivated them to learn, they responded by emphasizing the importance of the acquisition of a better qualification. This was evident in the examples of responses below:

Adult learner 1:

*“Jobs are scarce, so I need to be highly educated and do challenging courses so I can be employed.”*

Adult learner 3:

*“I watched series from American and saw Chemical Pathologists working hand in hand with medical Pathologists and Doctors to get the right DNA results for people during murder cases. South Africa has a few chemical pathologists, and I am motivated to work hard and be one of them.”*

Adult learner 7:

*“I am motivated because everyone at home has a qualification and some will soon be graduating. I need to follow suit so we can speak the same language*

*and advice each other and share ideas. Again, I know I will not be a problem for everyone, they will not be supporting me every month with a stipend because I am not qualified or educated.”*

Adult learner 12:

*“I did not want to see myself go to jail, I had to make a decision about my life. Seeing youths giving each other wrong advice made me realise that I have to take a stand by walking away from such groups and join the centre that will bear fruits for my future. I wanted to feel better about myself and I did not like feeling like a failure so I decided not to give up but to enrol and study so I can be able to protect and advice other young people, advise them not to be statistics of crime and tell them that even if they fail from schools they can get an equally good education at the centre.”*

#### 4.2.1.1.1 Sustainability

Adult learner 5:

*“I love physical science and my drawing skills are good, I am creative. There are few jewellery designers in South Africa, we have gold, it is condensed and sent overseas, Jewellery designers refine it and send it back to South Africa to sell it to us at exorbitant prices. I aim to establish a company which will refine gold and sell it to South African people at a better price because there won't be shipping costs.”*

Adult learner 8:

*“I want to have money, be educated, be rich and drive the most beautiful cars, I need to start somewhere, which is being educated, no matter what challenges I will face. I have registered here because I did not reach the necessary scores to enrol at a traditional institution of Higher Education. I am here to rectify that and get the correct scores to allow me to enrol at a Technikon so I can build my career, I want to open my own construction company, employ builders and teach them how to build modern houses. I learned how to build when I was 12 years old while working with my father and uncle.”*

Adult learner 9:

*“I have witnessed my neighbour who went through this centre and is now a head*

*chef at Pretoria Zoo. I always look up to him as my mentor and he succeeded against difficult challenges in his family life. I told myself that I am not competing with him but if he can do it, what can stand my way? I then took the decision to attend at the learning centre.”*

#### 4..2.1.1.2. Financial Freedom

Adult learner 11:

*“I do not want my children to be affected by poverty as I did, I want them to get a better education for them to be compatible with their peers, such factors made me go back to school so that I will be able to support and take care of them. I did not want my kids to grow on grant money only, yes it does help, but I want to be able to pay trips, take them to the malls, buy them things that I did not have a chance to have like dolls and kids’ toys. For me to afford that, I need to enrol and better my skills and have a qualification, open my knitting centre and have employees or work for a reputable company.”*

Adult learner 15:

*“Seeing my grandmother take care of me with the little money from her farm showed me that discipline and dedication can make a person successful. I want to work hand in hand with my grandmother to grow and sustain the farm, have financial management courses, help her develop her business, cut down the middlemen and save more money at home, work hard as a man to support my family and be responsible just like my grandmother, employ people and also encourage them to attend at the centre to get a good education.”*

Adult learner 14:

*“I want to have my own clothing boutique and I know I need to start somewhere; I dream every day and the centre is fulfilling my dreams with the support I receive from my teachers and fellow students at the centre. There is a multitude of intelligence at the centre, we learn new skills and new techniques all the time. I have no regrets at all taking this route, I am motivated by what other students do for themselves and how successful their crafts are, I also see myself following in their footsteps, I am motivated by their commitment and determination on their hard work which made me more sure of what I want and what I want to do.”*

Adults are motivated to learn by both extrinsic and intrinsic motivators. Learners responded to extrinsic motivators such as promotions, bonuses, pass achievements etc. But the more potent and persistent motivators are intrinsic motivators such as the need for self-esteem, broadened responsibilities, power, and achievement. Adults may not be motivated to learn what they are told unless they perceive a need to learn. Learning activities should demonstrate to the learner where they would benefit in their jobs. Quality training is built around the concept of nourishing those intrinsic motivators. Learning feeds on itself and suggests to the learner to become even more proficient in the job (Pappas, 2013).

Probing further about factors affecting the adult learners to pursue learning the following sub-theme emerged from the adult learners responses. Many stated lifelong learning as one other factor that enables them to pursue learning.

#### 4.2.2 Theme 2: Beliefs on learning

##### 4.2.2.1 Lifelong learning in adult education

De Montliberg (1997) in Berge (2011) alludes that adult education is largely governed by the logic of social reproduction that is, students' social origin, their parental educational status, their family cultural influence and social position to determine the educational participation.

The learners were asked what their understanding of lifelong learning in adult education and their responses were as follows:

##### 4.2.2.2 Learning commitment

Adult learner 1:

*"I believe that adult learning is important not only for adults but also for me as a young adult who wants to pursue further education so I can progress in life."*

Adult learner 2:

*"I believe education does not stop at formal school, it continues to produce lifelong students and it encourages the youth and young adults to see the importance of continuous education and makes the society literate."*

Adult learner 8:

*“I believe that adult learning is key in my life, it will give me another chance to prove to the world that I am worthy and that I can do better, participating at the centre with lecturers will be a ticket to my success.”*

Adult learner 13:

*“Adult learning can take you wherever you want to go. It is the same learning environment that is offered in mainstream schools. It needs you as a young adult to be committed and focused on what you want. My neighbour who worked at Rosslyn, enrolled as an ACET learner while she was working, she attained her qualifications and later worked as an ACET lecturer. She is amongst the few people who inspired me to enrol at the centre because I have seen her lifestyle and her family, they have improved a lot. I have the desire to participate because with time I will reach my destination.”*

Adult learner 15:

*“Adult education made me take charge of my life, all students with whom I have enrolled are goal-orientated, they have come to this community learning centre with a purpose. Most of us come from disadvantaged families and adult learning is a medium through which I can complete my studies and be exemplary to my siblings.”*

#### 4.2.2.3 Second chance at learning

Adult learner 3:

*“I believe that adult learning is a second chance that I have received in life. I need to work hard, participate fully and focus so I can be relevant to my peers and the society.”*

Adult learner 6:

*“It helped me to realise, acknowledge and rectify the past mistakes I have made. It made me aware of the steps I can take to reach proper stages of adulthood.”*

Adult learner 7:

*“It is a learning platform that gives me a chance to rewrite my life. Having lecturers who support encourage and guide me through my adult learning career is a blessing.”*

#### 4.2.2.4 Skills, Knowledge and Competence

Adult learner 4:

*“Adult learning serves as a chance to improve on the education that I received in the mainstream, it equips me with the skills and education that I was unable to obtain during my secondary education, therefore I do value it because I will reach my goals.”*

Adult learner 5:

*“It helps me to acquire the necessary qualification so I can be relevant to the society and actively participate within the community and it will help me regain my confidence.”*

Adult learner 10:

*“I believe that I am currently at the centre and learning something that I like, sewing, I am doing something that can help me in future, I can use the skills and knowledge to support my children and help my husband.”*

In their responses, they emphasised the following factors for lifelong learning in adult education: learning commitment, improvement in skills, competence, and knowledge, and that it is a second chance at learning. Learning is a component of the right to education; students have the right to learn and it is the responsibility of the government to ensure that they get the opportunity. They find it necessary to study so that they can reclaim their confidence, be compatible with their peers and maintain good social order. They felt the need to fulfil their goals related activities through lifelong learning. They have realised a demand for good qualifications which can assist in navigating the workspace easier (Courtney, 2017).

#### 4.2.3 Theme 3: Adult learning experience

Adult learner 1:

*“I had a challenge with my confidence, I was scared that I would not fit in well in the centre. I had initially associated it with a centre for older people who could not read and write, but later saw that it is a completely different experience to what I was expecting, and it is a normal schooling environment that offers quality education.”*

Adult learner 8:



*“I was not so confident about going back to school, I was even afraid to discuss it with my friends. I had to accept that I was no longer relevant in the mainstream and had to make a life-changing decision to start on a path to success. The minute I accepted that fact, I was at liberty to talk about the centre and even advise my friends who struggled with lower grades.”*

Adult learner 12:

*“I am a bit slow in class as compared to the other students, this is an honest observation. I sometimes feel shy or lose confidence in myself and I am not actively participating because I am scared to be laughed at by other students in the class. I need to work on my self-esteem.”*

Adult learner 16:

*“I am living within a community of people who are less interested in education, there is a lot of crime, teenage pregnancy and drug use. At times I become demotivated to access education because most of the society is always at home doing nothing, so I sometimes feel bored to persuade my dream. On occasion, my friends make a mockery of me when I go to school. I am only grateful for our lecturers who understand the societal situations and give us good advice.”*

In addition, the learners were asked whether they received the necessary support to help them cope with the new environment their responses were as follows:

Adult learner 2:

*“It was difficult for me to cope at the learning centre but the teacher who facilitates Setswana in grade 12 motivated and encouraged us to set goals and targets so that we could focus better. She has taken us under her wing and gives us lifelong advice not only regarding education but life challenges that occur in our lives on a daily basis.”*

Adult learner 3:

*“It was difficult for me to cope with my studies while being a full-time housewife because I would be exhausted when I got home and had to do the household chores and go fetch the kids from school, it was an overwhelming experience. Teacher xx who teaches us in grade 12 advised us to complete activities at school in groups assist one another. I became a group leader and ensured that we do schoolwork before we go home so to reduce my load of work.”*

Adult learner 4:

*“I had dropped out of school for 3 years, I had many fears of being able to cope with the new curriculum or the new trend in teaching, some of the textbooks were no longer in use and I was worried about whether I would be able to succeed.”*

Adult learner 6:

*“I had found it difficult to cope with the assignments initially, I wanted to do everything at once and it became overwhelming. I could not cope and I was stressed during the first quarter of the school calendar up until when we were casually discussing with Mrs xxx, she mentioned that the time table for school work is important and would help me to allocate my time effectively, since then I have good coping mechanisms I can do my work with less pressure.”*

Adult learner 7:

*“I had household baggage, my mother was ill, my brother was a delinquent, my siblings looked up to me and having my father pass away was difficult for me. I had to gather strength and use coping skills to be able to manage the pressure.”*

Probing more about their experiences regarding the culture of teaching and learning, the students answered as follows:

Adult learner 1:

*“Lecturers give it their all; they try their best to accommodate us and I have realised that a majority of the students now know why they are here.”*

Adult learner 2:

*“There is a beautiful atmosphere of a good culture of learning, everyone yearns to learn. Classes are opened on time, we do not wait outside for lecturers to come they are always here before us.”*

Adult learner 9:

*“I was well received in the centre; I am 21 years of age and have been attending successfully for 2 years. I say successfully because I am now in my matric year and hope to complete at the end of the year. We have supportive lecturers.”*

Adult learner 14:

*“There is a good culture of education, we are always in different classes attending*

*sessions and lecturers are never absent. Our good work is recognised which makes me happy to attend at the centre. It is a functional environment and I do not regret my decision.”*

Learners who participated seemed to have varying experiences because many of them seemed to have had difficulties in coping. The reasons for the difficulties were that they had been outside the education system for a while and some lacked confidence which created anxiety. Furthermore, some stated that they were well received and supported by their lecturers and seemed to enjoy the experience. Andragogy serves as the key to self-directed learning whereas self-directed learning empowers an adult learner to realise his/her full potential without assistance but through intrinsic motivation, Merriam (2007). Andragogy recognises the value of creating a supportive learning environment,

including preparing adult learning activities and including students in the assessment of teaching and learning, Agyeman and Malherbe, (2018).

The two interview questions were clustered together to answer the research question Two stated in chapter One.

#### 4.2.4 Theme: Barriers to access lifelong learning

Barriers to lifelong learning in adult learning manifest around a force of change such as situational, technical, social, cultural, dispositional and psychological barriers. As alluded to by Shore (2003), literacy considers the cultural practices, local literacies and historical qualities.

The interview questions supporting the research question above is

- How did the difficulty in adult learning affect your desire to want to participate at the centre?
- What are the challenges or barriers you are faced with day to day?

The interview questions are supported by the following sub themes.

##### 4.2.4.1 Lack of a conducive learning environment

The environment of teaching and learning needs to be one that allows teaching and learning to be effective, promote quality education and be safe from hazardous materials in this regard, the learners made the following statements:

Adult learner 2:

*“The environment has a negative effect on me because I am unable to tell people which centre I am enrolled with since it is not clean or welcoming or conducive for education. There is structural damage on the perimeter of the school, and this is used as an access point through the school. We are not safe, as you go along the toilets you pass people crossing through the school to the next street, this is scary because if you are alone and a group of boys realise that you are entering the toilets alone, the worst could happen.”*

Adult learner 5:

*“Poor sanitation makes it difficult for me to study freely because when I have a runny*

*tummy, I cannot risk coming to school because of the state of the toilets on premises. Behind the toilet’s, people from the community use illicit substances and I shudder to think what would happen there are a few guys who gamble during school hours and we are scared to report them because they are notorious and none of us wants to be in their bad books. The security effective because the lady in charge of it is not particularly competent. there is a lady who works at the gate, cars come and goes, she sits there and writes other cars, but some drove in without registering them. This poses a serious security risk to students.”*

Adult learner 11:

*“Some lecturers do not know how to communicate with us, they give instructions as if they are talking to small children. Some lecturers cannot address conflict properly and resort to blaming mistakes on every student instead of assessing the situation to find an amicable solution.”*

Adult learner 14:

*“As students, we can see when lecturers are committed, work very hard and take pride in their work giving out the best, however, there are some lecturers who do not take us seriously, this comes through in their teaching methods. It is evident that they do not prepare thoroughly, and we cannot necessarily go to the principal to report this because of the absence of an open-door policy.”*

Adult learner 10:

*“there is a problem concerning the scheduling of classes. The timetables do not cater for every learner’s schedule which makes attendance a problem. The sad part is that this adversely affects the progress of those who cannot attend classes because of how their days are structured.”*

#### 4.2.4.2 Lack of resources

Adult learner 13:

*“I use a bus to commute to school and when there is a strike, I am unable to attend. The alternative modes of transport are expensive and there are no community learning centres in my community.”*

Adult learner 15:

*“I am from the mainstream and we used to get free books, free pens, a lot of free things at school, extra classes on weekends, the scope was thoroughly covered and learning happened at a reasonable pace. However, at CLCs, we have to buy our own textbooks, there are no library books, learners share a textbook with the lecturers and teachers do not have sufficient materials to refer to. No support is provided by the government with regards to CLCs.”*

#### 4.2.4.3. Lack of support

Support is very important in the learning environment because learners come from different backgrounds where they have to deal with life problems. The provision of academic, financial and emotional support for them could assist in changing their lives and enhancing teaching and learning. Learners were asked about the support they need and they gave the following responses:

#### 4.2.4.4 Finances and Resources

Adult learner 10:

*“The course I have enrolled for requires me to complete practicals at home which requires certain resources, but because of the socio-economic situation at home, I am only able to complete practicals at school. I find it difficult to complete the practicals off the school premises and this affects the quality of my work compared to classmates.”*

Adult learner 11:

*“My course requires me to pay for some of the equipment I use. This poses a serious challenge to me as I am over age and can no longer receive social grants. I have to rely on my boyfriend to assist with finances, however, this proves difficult because he cannot always fork out the money.”*

Adult learner 13:

*“Lack of motivation at home is makes it difficult for me to want to participate at the centre. None of my family members are educated, when I ask them to assist with finances, they always drag their feet and quarrel because they do not know the importance of education.”*

Adult learner 9:

*“We pay a registration fee of R100 in addition to having to pay for the resources that we use ourselves. We pay for the materials we use for sewing and it becomes costly and most of us fall behind because if you do not have money, this makes it difficult to complete the practicals.”*

#### 4.2.4.5 Time factor and distance

Adult learner 5:

*“Time management was a difficulty for me, I had to be prepared early in the day to catch the only single bus that can take me from Letlhabile to Ga-Rankuwa. Missing the bus or if the bus would not pitch that would mean 2 things, either I use my lunch money to add on to the money for the bus ticket to catch a taxi or, be absent from school that day.”*

Adult learner 9:

*“I live with my grandmother, unemployed uncle and 2 siblings, as a result, it is too expensive for me to pay the taxi fee to go to school. I have to walk 4 km to the centre and should it rain heavily, I am unable to attend unless I am able to catch a lift from someone that I trust to take me to school.”*

Adult learner 14:

*“I am a family woman, I am married with kids and have a husband, time is of the essence because I have to assist my children with their schoolwork. I must also cook for them, I must make time for my husband and later continue with my studies, it is so exhausting. My little one is always around me and actively playing so giving him attention proves difficult because of my schoolwork.”*

Adult learner 15:

*“Home is always full with cousins, aunts, uncles and their kids, we are a very big family, we are always competing negatively and I do not get enough time to study. It is an overcrowded environment and I often have no space to study. I have told myself that I need progress in my life therefore I will create time and space to study.”*

Regarding the fore-mentioned the learners seem to experience barriers especially those such as lack of resources that limit their opportunities for learning, some personal problems such as family commitments which seem to disturb their concentration and attention to their learning.

Adult education is a basic human right and as argued in the Freedom Charter, it improves knowledge and promotes skills and sharpens attitude. It completely emancipates an adult learner therefore adult education is necessary for growth and development. This definition affirms the importance of adult education to learners and shows how capacitated and liberated they can be if they pursue further learning.

4.2.5 The last interview question addressed the research question three in chapter One which is

- What do you think can be done to eradicate the problems?

All suggestions and strategies were compiled together to outline mechanism that students are proposing to the centre to enable them to access lifelong without any hindrance.

#### 4.2.6. Intervention mechanisms

The learners interviewed made the following suggestions based on their experiences from their different centres:

- The government should allocate CLCs their own budget. Grade R's in the mainstream have a budget which covers maintenance and LTSM and the district also gives them resource packs for students. Let the same approach be implemented in CLCs.
- The district should intervene by sending handymen to fix the toilets and clean the schoolyard. They should employ people to keep the area neat and tidy.
- Panyaza Lesufi spoke of sanitation in schools and its importance to teaching and learning, he said sanitation is dignity, and if you are given that dignity you have emotional freedom. Let him deploy people to fix the toilets.
- If the district can have delegates to visit the school and the classes every month, they will understand the stress we are facing as students. We have our life challenges; therefore, social workers must be assigned to our centres to help us deal with our social life challenges.
- The lecturer's offices are so packed; they need shelves to organise our schoolwork is properly filed. The district should provide such resources to the



school. They should send guidance counsellors and motivators to give us support.

- There are no resources, we have to go to Ga-Rankuwa Complex to print and make photocopies. Having resources on premises would make life easier and the GDE should centres with textbooks to give quality teaching and learning.
- The periods should be extended, and schooldays should begin at 08:00 and end at 14:00 for effective teaching. The centre should get permanent employees to avoid the constant reshuffling of lecturers.
- There should be excursions and educational tours, the district should monitor and support the principal and her team, the district should be constantly visible at school and the government should recognise us like all the mainstream schools.
- The time allocated for education should be the same as what is allocated in the mainstream. Let there be the same budget as in the mainstream so we can access resources. Lecturers' salaries should be scaled up to provide them with the motivation to continue working passionately, their salaries should reflect their level of qualification.
- Security should be improved, and the positions should be filled by people who are competent and qualified for the job. One must patrol inside the schoolyard and the other one must stay at the gate to register the cars and visitors who visit the centre. The gate must always be closed and locked for our safety. The damage to the perimeter must be covered with palisade so that the nearby community did not walk through the school unnecessarily.
- Drugs and gambling should be combatted; the staff should avoid smoking in front of the students to enforce this. The police should be invited to be visible around the centre to improve security.
- Lecturers must be supported by giving all of them workshops on career guidance and skills to help us chose the right careers. We would also like to go on excursions and educational trips.
- I am appealing to the centre to apply same measures and rules as in the mainstream schools by suspending those who do not abide by the centre's disciplinary code.
- The government should consider investing in building more centres to

alleviate the strain on those who do not close to the existing centres, this would improve enrolment and attendance. Student transportation should be made available free of charge as is seen in most government schools in the mainstream.

- There is a lack of basic resources such as furniture. This creates a problem as not all students are able to find seating in classes. The Department of Basic Education should supply centres with adequate furniture such as shelves and cupboard for the staff room.
- The lack of internet connectivity is also a problem because the centre had more than 400 students and Wi-Fi should be installed. Internet access would be helpful to students as some of our work requires research.

In the final analysis, there is evidence of common problems in the centres such as infrastructure issues such, insufficient study resources, lack of security, drug problems in the communities which translates to the centres, inadequate teaching and learning time and a general lack of support from the department.

The failure to address the grievances of students and lecturers may result in a high drop-out rate, emotional instability of the learners, lack of commitment, dysfunctional centres which will translate to poor quality education and ineffective teaching and learning.

#### 4.2.7 Analysis and Discussion of Findings

In this section, the data collected was analysed and the findings thereof are discussed below per theme.

##### Theme 1: Motivation to learn

Drawing from the interviews, it is evident that the learners were highly motivated to pursue learning because they understand the importance of education, they realised what they could achieve and how education could change their lives. This is further substantiated in the definition of ACET that education creates active citizenship and independence. Motivation is intrinsic and extrinsic meaning various factors influence learners to pursue learning as alluded by Smith (2013) that adults are inspired by both extrinsic and intrinsic motivators to understand. One participant said:

Adult learner 7:

*“I am motivated because everyone at home has a qualification and others are nearing graduation. I need to follow suit so we can speak the same language, advise each other and share ideas. Again, I know I will not be a problem for everyone, they will not be supporting me every month with a stipend because I am not qualified or educated.”*

Furthermore, another learner indicated that her motivation is to:

Adult learner 13:

*“I realised that poverty at home does not define who I am. After receiving advice from my former teacher, I knew that I could improve my life by studying and after qualifying, help my mother and my siblings who are struggling and looking up to me as their elder sister for support and guidance. I knew that if I could have my matric and get a bursary, I will also make my mother proud. Perhaps my having a qualification and getting more opportunities will improve my mother’s health. I want to have a beautiful home and take my siblings to school so I am more determined than ever to enrol at this centre and be a winner.”*

All the interviewed participants expressed the reasons behind their motivation, and all their responses showed that they understood the question. Many participants believed pursuing education will provide them with financial freedom, a brighter future, lifelong learning and sustainability. Finally, Pappas (2013) further explains that adults will not be inspired to learn what we are asking them to learn without perceiving a need to learn.

Theme 2: Lifelong learning in adult education. Education is important to adult learners and receiving support from the district office and Department would make the teaching and learning process smoother. Haagh, (2019), considers lifelong learning as a program that explores the need for development (worker), community (citizen), and culture (human being) to different degrees and periods. Furthermore, Breslin (2016) describes lifelong learning as a path where the formal years play a vital role in an adult learner's life. For adult learners to achieve lifelong learning, all the necessary support such as infrastructure, financial assistance etc. should be provided. One participant responded:

Adult learner 2:

*“It was difficult for me to cope at the learning centre but teacher xx who facilitates*

*Setswana in grade 12 motivated us all the time and encouraged us to set goals and targets so that we can easily focus. She is forever keeping us under her wing and gives us lifelong advice not only education but future life challenges that occur in our life's day by day."*

Furthermore, another learner stated that:

Adult learner 15:

*"Adult education made me take charge of my life, all students whom I have enrolled within my class are so goal-orientated, they have come to this community learning centres with a purpose, most of us are coming from disadvantaged families, as a result, there are no role models at home so through adult learning I need to be an example to my 2 siblings and show them that even at community learning centres you can achieve your goal hence the desire to finish my studies."*

Lifelong learning is a cornerstone of the education system irrespective of age because education is lifelong. Education can avail many opportunities and may translate in more wisdom being transferred to following generations.

Theme 3: Adult learning experience

Many of the learners who attend CLCs are older and for them enjoy their learning experience, they should be supported, treated with respect and their past experiences should be considered. One participant stated the following:

Adult learner 8:

*"I was not so confident of myself going back to school, I was even afraid to talk about it to my friends but I later realise that I am my own person to drive my future, therefore, I have to accept that I am no longer relevant in the mainstream and had to make a life-changing choice so I can be successful. The minute I have accepted that fact I was then relieved to talk about the centre and even give advises to my other friends who struggled with lower grades."*

Knowles (1975) propagated the theory of andragogy which speaks to the art of teaching adults, meaning adults cannot be in the same manner as younger people because adults have life experience. It is further stated that adults participate in something with the goal of reaping certain outcomes.

According to Knowles (1984), in Harris (2015), adults need to know why they should

learn something before they begin to learn. Therefore, adult learning is more self-directed in that people seek to set their own learning goals and priorities, desired opportunities, strategies to execute and results of the learning. When individuals continue to add more insight during their learning process, this offers an incentive for lecturers as they may learn from these interactions throughout the instructional cycle. This assumption is important in a learning society.

Furthermore, adult learning creates a better self-concept in which adults become responsible for their actions and their careers and as Du Toit-Brits (2018) alludes, adults are self-directed learners, they take the lead in identifying their learning needs, formulating their learning objectives and physical capital learning.

One participant stated:

Adult learner 3:

*“It was difficult for me to cope with my studies and at the same time be a full-time housewife, at some stage, I will be exhausted when I get home and had to do the household chores and go fetch the kids from school, it was an overwhelming experience. Teacher xx who teaches us in grade 12 advised us to work activities at school in groups so we can help each other and work as a team. I became a group leader and ensured that we do schoolwork before we go home so to reduce my load of work.”*

I believe everything new, especially if it is positive, is exciting, gives hope and promotes a desire to continue to do more or achieve more.

Theme 4: Barriers to access lifelong learning

Barriers are obstacles that are mostly inevitable especially in a situation which is not governed professionally and efficiently. There will always be barriers such as lack of resources which are imperative for the functioning of the centres,

there is lack of support, lack of security which renders the centres unsafe and not conducive for teaching and learning.

One participant responded:

Adult learner 15:

*“I am from the mainstream and we used to get free books, free pens, a lot of free things at school, extra classes on weekends, the scope was thoroughly covered*

*and learning happened at a reasonable pace. However, at CLCs, we must buy our own textbooks, there are no library books, learners share a textbook with the lecturers and teachers do not have sufficient materials to refer to. No support is provided by the government with regards to CLCs.”*

Some of the barriers are self-inflicted because they are caused by the learners themselves. One participant responded:

Adult learner 5:

*“There are a few guys who gamble during school hours and we are scared to report them because they are notorious and none of us wants to be in their bad books. The security effective because the lady in charge of it is not particularly competent. there is a lady who works at the gate, cars come and goes, she sits there and writes other cars, but some drove in without registering them. This poses a serious security risk to students. This bad behaviour will be detrimental to learners if not addressed as soon as possible.”*

Barriers to lifelong learning in adult learning manifest around a force of change such as situational, technical, social, cultural, dispositional and psychological barriers. As alluded to by Shore (2003); literacy considers the cultural practices, local literacy and historical qualities. From the learners’ perceptions, drastic measures should be taken to transform the centres, especially in creating them to be functional and allow for effective teaching and learning.

Theme 5: Intervention mechanisms

In the analysis of the previous section, barriers to learning were discussed. In this section, the intervention mechanisms from adult learners are discussed.

The adult learners suggested the following intervention mechanisms:

Provision of infrastructure, support, monitoring, evaluation and safety (see section 5.2).

During the interviews with the learners, it was evident that they understood all the questions they were asked. They showed the will to pursue lifelong learning and more importantly, they wanted to be part of the citizenry, improve themselves and play a role in the improvement of their communities. The learners also highlighted possible interventions at the centres.

In the previous sections, responses from adult learners were analysed and discussed. In the next section, responses from the lecturers are analysed and discussed.

### 4.3 INDIVIDUAL INTERVIEWS WITH THE LECTURERS

Four lecturers were interviewed from the two centres, various questions were posed to them and here are their responses.

The table below shows the characteristics of the participants which are the lecturers focusing on their years of experience in the centre

#### Biographical background of lecturers

Centres	Lecturers sampled	Years of experience
Centre A	2	20
Centre B	2	18

Table 4.3

Some of the questions were found to ask the same thing so they were combined with the others to avoid repetition. The research questions for centre managers and lecturers followed the same pattern because both of them are managing learning in the centre.

#### Individual interviews with the lectures

The following questions were asked to the lecturers interviewed:

- Describe your experience at your centre.
- What motivate you to work there?
- What are your beliefs in regard to quality in teaching and learning?
- How do your policies assist you in delivering quality in teaching and learning?
- Describe the support you received from the district and how it influenced your ability to work?
- Describe the support you received from your centre manager and how it

influenced your ability to work?

The six interview questions were clustered together to answer the research question One stated in chapter One.

The interview questions below respond to the research question One in chapter 1

4.3.1 Describe the teaching experience at your centre.

The theme mentioned below emerged from the question asked.

4.3.1.1 Theme 1: Teaching experience

Lecturer 1: was asked about their experience in teaching at the centre and responded by saying:

*“I started teaching at the CLC in 1987, teaching adults between the ages of 40 to 60. Their main objective was for them to learn how to read, write and count. It was a good experience for me because the adults knew what they wanted to achieve. Some of the students had businesses which made learning numerical skills a fundamental for them. I started off with a class of between 10 -15 students which later increased into 22 through word of mouth. The extra students resulted in another lecturer being hired to help reduce my workload. I used a lot of visual teaching to help them identify objects easily.”*

Lecturer 2: stated that:

*“It was such a wonderful experience working at the centre from 2008; I have been there for 11 fruitful years. I met different colleagues with different personalities and different students with their own needs and personality. On my journey, I got to have direct contact with troubled students. Some students were abused both physically and emotionally, students from different backgrounds with hurtful stories and social-economic challenges. Some of these students had a visible face of hurt, anger and sought revenge but as a lecturer, I had to make them feel at ease. I have enjoyed all 11 years at the centre because I am able to make a positive contribution in the students’ lives.”*

Lecturer 3:

*“I joined the centre in 1998 from the University, I could not find employment anywhere around Pretoria and I was not prepared to relocate out of Gauteng. I had no other option but to work at the ACET centre. During that period, schools*



were overflowing with teachers and others were even redeployed to places like Ganyesa and Kurumane where there were serious shortages of lecturers. The ACET centre was my last option and my first love of working as an adult lecturer. As I was still learning to work with adults and adjusting to teaching as a profession, I learned to be disciplined, respectful and honest for the students to have confidence in me. In the 1990s, CLCs were mostly attended by older students who could not read, write or were premature school dropouts, and only a few centres had students enrolling for matric. We were mostly teaching grades 10 and 11. Most matric students at the centre were employed and could thus only attend classes at night. Some were used to call ABET centres or night school.”

Lecturer 4:

*“I joined the centre in 2002 after our centre was closed down due to the decreasing number of students. I started working at CLC’s in 1997. I qualified from Hebron College of Education and stated working at Vagpos and change later because of the above-mentioned reason. I am enjoying my work at the centre; I have built a good relationship with my students and other colleagues, parents as stakeholders and the community. I have earned great respect from my colleagues because I am amongst the longest-serving employees at the centre. We work as a team and we focus on the same goal of ensuring that the quality of teaching and learning is maintained. I am happy to bring change and motivate students when I am in class, they trust me and they see me as a role model in me and often confide in me.”*

The lecturers seem to enjoy their place of work because the working environment seemed to have given them a sense of belonging and a place of growth and where they contribute. These were based on their responses above.

#### 4.3.1.2 What motivated you to work there?

Theme 2: Working environment

Lecturer 1:

*“I believe in quality education, I know that the quality of teaching and learning depends on the curriculum offered in CLCs. A quality education will help students realise their worth and vision. It should meet the students’ needs and aim to reach*

*a specific goal of success. It should be drafted to serve all adult learning needs with the curriculum focusing on the addressing quality in teaching and learning. Education should be goal orientated and learner-centred*

*to completely fulfil adult learners' needs. It should allow students to participate actively and take charge of their education. Quality education is realised when the centre can offer the necessary resources to support the learners. In my case, our teaching resources are not sufficient; we do not have enough textbooks and teaching materials."*

Lecturer 2:

*"Firstly, education is the key to success, the quality of education is important and everyone in the world must be educated. A quality education should be afforded to all students in the world and not only in South Africa. Quality education involves teaching and learning and helping students realise their human potential. If the government fully promotes the quality of teaching and learning in CLCs, centre managers will work without stress. The quality of teaching and learning helps both students and lecturers at the centres to work smart as a team. As lecturers, we offer quality education to our students with the limited resources. We strive to provide quality education that will allow learners to progress and make a positive contribution to society."*

Lecturer 3:

*"The ability of the lecturer to impart skills and knowledge to the students speaks volume about the quality of the education. I must be well prepared to impart skills and knowledge so that students can have a good attitude towards learning. I believe that the quality of teaching and learning helps the students take charge of their lives. When students receive quality at the centre, they learn without any distractions and it will make them want to come to school every day. I must understand the content clearly so that I can give clear lessons that will not confuse the students, I also consider different methods to increase students' understanding. Good assessment enhances the quality of learning; we should assess as per policy to keep up with the required standard of assessment. Quality of teaching and learning helps students to explore and realise their strengths, which makes education meaningful."*

Learner 4:

*“Working together with students improves the quality of teaching and learning. Education should not be teacher-centred, both lecturers and students should work together to make it meaningful. The quality of teaching and learning is enhanced when the learning environment is conducive and has sufficient resources. In my case, I have insufficient resources, but I try to teach my students despite the shortage. I believe that building a good relationship with students will nurture learning. When students trust me as a lecturer; they have confidence in me, which would instil love and dedication to their work. I must set realistic and meaningful goals to help them reach their objectives in life.”*

It is evident that the lecturers are highly motivated because from the responses mentioned above, they enjoyed working learners, they wanted to see the learners succeeding and they tried to make them feel the need for quality education irrespective of the challenges in their centres.

Further probing about the working environment, the participants were asked if they had the necessary support and their responses were as follows:

Lecturer 1:

*“The support that we receive from the district is influence by the good management of the district official we work with, who supervises all the centres by herself. Level one to three, Level four, Grade 12 and matric re-write students. We have formed different structures that work and coordinate the different levels. We have teams from level one to level three with its coordinator from two main centres.”*

Lecturer 2:

*“We have one member from the district who cannot visit on a regular basis because she monitors the centres alone. We decided to form a team which meets often to discuss the challenges we might come across with regards to curriculum support. We do not depend solely on the official, we work together by the planning how to instil a good culture of teaching and learning. We work hand-in-hand with the centre managers and the supervisor of the centres. We monitor and evaluate students and lecturers’ task. We make sure that the curriculum is delivered in a way that benefits students. We advise and give support to the team which is the Centre Base Assessment Team. We then report to the district office from different levels and discuss problems that we experience at the different centres and try to*

*find and implement solutions. We do all these things because of the love for the work that we are doing.”*

Lecturer 3:

*“We receive assistance from the district office with regard to our subject matter. Subject advisors offer relevant workshops that are fruitful and help us learn how to interact with students. We receive class visits so we can work better to support our students. We have supervisors who monitor our progress in class and write reports to the Centre Manager so that he can see the challenges and the strengths we have. We work as a team in the centre and update one another on the current educational prospects.”*

There seem to be support but it was not sufficient especially because it was provided by only one district official who had other responsibilities. Secondly, some lecturers decided to empower themselves, they refused to depend on the district official.

#### 4.3.1.3 Theme 3: Policies and support

Lecturer 1:

*“Policies and systems are put in place to ascertain the quality of teaching and learning; however, they are not thoroughly monitored. It helps lecturers with measuring the ability of students and the understanding of the unit standard, Theme and Topic that need more time. It also helps me to analyse the performance of students per question. By so doing, I am able to avoid the underperformance of question by students.”*

Lecturer 2:

*“We follow our policy to the latter in the centre, some of the guidelines allow us to adapt to suit the students’ current needs. We draft assessment plans as per the policy and set question papers as stipulated by the guidelines in the policy document. Our centre manager gives us support and ensures that we abide by the principles and practices outlined in the policy. We are a fully functional centre due to the policies in place.”*

Lecturer 3:

*“To be fair, we do use the policies from basic education and now we are currently*

*DHET. The DHET took over in 2015, but we use policies from the Basic Education Department. I feel that we caught between the DHET and the Basic Education Department do not know which policies to follow. I am using an assessment plan as stipulated by the policy. I follow an annual teaching plan and pace-setting as per policy document, I use my teaching experience and knowledge to support the students and I am happy with the support I am getting from my centre manager because he understands our challenges. In a nutshell, the policies are not clear.”*

Lecturer 4:

*“I am confused since DHET took over 4 years ago; I am not sure which policies to apply. I follow the DHET policies in class but follow the Department of Basic Education’s policies for things such as learner conduct, security and safety. I noticed that the old policies from Basic Education apply in most cases. We do not have clear policies, there are drafts which are later withdrawn and discarded. I am not sure about which policies we have. I ensure that good practices are maintained in my class. New lecturers are not provided with policy documents when they are contracted and it is up to the older lecturers to induct them together with our centre managers. The DHET does not operate the same way as the Department of Basic Education, and as a result, I am struggling to get used to the new changes at DHET. I also struggle to access resources to teach students because of how DHET control the funds.”*

From these responses it was evident that there was a need for policy implementation, and they all appreciated the use. However, two of the participants agreed that there were policies, but they were still the ones from the department of basic education whilst they were currently under DHET. The other two participants agreed that they used policies of the DHET which highlighted some inconsistency or confusion among the participants.

The interview questions address the research question Two in chapter One

4.3.2 What are the barriers to teaching that you are faced with?

4.3.2.1 Theme 4: Barriers

Lecturer 1:

*“We have students from disadvantaged communities. Some have been emotionally and sexually abused, and most of them are from poor families. They*

*only rely on grant support and it makes it difficult to teach someone on a hungry stomach.*

*We do not have the same teaching materials that are used by the examiner at the end of the year. The books that we use do not cover the required topics and put the learners at a disadvantage. We have external examiners who do not teach in community learning centres. CLC lecturers are not recognised as professional but can still produce doctors and lawyers.*

*The changes that are implemented do not meet the needs of both the lecturers and students in our community because they want to learn how to read, write and pass level 4(four) to have a skill that will help them to work. some students have family problems that cause them to have difficulties perform at their full potential. The DHET does not address the mentioned issues with the same intensity that the Department of Basic Education used to address such challenges with.”*

Lecturer 2:

*“We have a lot of troubled learners from difficult social background and have difficulties adjusting to the schooling environment. They lack confidence in themselves and their capabilities. We witness absenteeism by students who come from difficult social background due to financial problems, e.g., no money for transport or to buy lunch during breaks; as a result, they opt to stay at home. Some students are visibly burned out as they head households, some do so as young adults. Some students become so desperate that they bunk school in the pursuit of odd jobs to secure their family’s next meal. Other students with similar challenges remain in the centre but do not concentrate in class.”*

Lecturer 3:

*“Students from disadvantaged homes often spend the entire day without food, some exhibit clear signs of starvation, and as a result, cannot concentrate during lessons. Some students have a long commute between them and school and sometimes skip school because of transport issues. CLCs are not built in all communities which means that some students have to travel as far as 28km to get to the centre.*

*The use of drugs affects the centre because students are drawn to illicit substances which are easily accessible around the school. Community members*

*have also reported instances of crime related to drugs such the theft of property, this also hinders some learners attending school as they are scared. Some students are parents and sometimes miss school because of responsibilities e.g., taking their children to the doctor. The issue of our compensation as CLC lecturers is also a concern as we earn less than individuals who work in the mainstream but have the same qualifications as we do.”*

Lecturer 4:

*“The resources are not enough to guarantee a good teaching a learning environment, the time allocation is not enough, we operate on four-hour period to reach the learners and receive less support from the subject advisors compared to the mainstream. The monthly budget given to the centre does not cover all the resources that we need as lecturers. The DHET allocates centre managers R5000 to run the centre monthly, this money covers the acquisition of resources and the payment of travel claims made by lecturers. The budget is divided as follows; R3000 is for payment of travel claims, while R2000 is used to purchase resources needed to operate the centre. My point is, if our claims were to exceed R3000, it means our claims would have to be carried over to the following month. Students cannot always reach the centre on time for all their lectures because they have to walk long distances to get to the centre. At times timetable clashes and we compromise the students’ learning time. Irrespective which qualifications a lecturer has, we are not compensated handsomely by DHET. I have qualifications higher than some teachers in the mainstream, but they earn more than me.”*

Drawing from the responses the researcher concludes by stating that there seem to be common barriers in the CLCs because both of them mention the same challenges. There was insufficient allocation of funds for the centres to operate optimally and efficiently on daily basis. There seemed to be lack of security in the CLCs as a result, learners did not feel safe at the centres, because of easy access to illicit substance. Furthermore, there were no sufficient resources such as textbooks and other teaching materials to make learning effective. Finally, there was lack of psychological and emotional support from the disadvantaged learners.

The interview question below addresses the research question Three in chapter One.

#### 4.3.3 What can be done to curb them?

##### 4.3.3.1 Theme 5: Intervention mechanisms

Lecturer 1:

*“CLC lecturers must be recognised as professionals and be granted all the benefits that are received by all other government employees.*

*People who are employed in higher positions must have CLC experience because they change the mission and vision of the ABET act of 2000 to suit their needs. A forum consisting of CLC learners must be formed with the objective of addressing challenges that students experience the teaching methodology should be revised and implemented correctly by basing teaching and learning material on day-to-day experiences most relevant to students.”*

Lecturer 2:

*“CLC students should be free transportation to and from the centres, as is done in the mainstream. There should be social workers who do the screening of the students as they enrol to help them deal with family problems. Lecturers have limited knowledge of counselling, as result, proper professionals should be in coherence with the DHET and assist students who need counselling.*

*The DHET should consider introducing a nutrition program for students as some students live under circumstances that do not allow them to have regular meals. There should also be an equal distribution of resources between the mainstream and CLCs.”*

Lecturer 3:

*“The DHET should conduct a thorough needs analysis so that they can construct CLCs in more communities because many students drop out due to the distance. There should be more police visibility around the centre to combat criminal elements. Another suggestion is to introduce drug testing at the centre to curb the use of illicit substances amongst the students.”*

Lecturer4:

*“The DHET should support CLCs by providing a reasonable budget to ensure*



*successful operation. A salary review would also be advised to ensure that CLC lecturers earn based on their qualifications.*

*The DHET should provide free education and resources to grade 12 and higher education students at CLCs. Education should be accessible to all citizens to allow for the creation of a progressive society.”*

In the responses, it is clear that there were challenges hence the lecturers suggested the following: recognised as professionals, improved communication channels, provision of transport to learners especially of transport and generally, the lecturers complained about safety in the centres.

In the final analysis, irrespective of the challenges and other factors involved around the centres and beyond their powers, they were content with what they did as lecturers.

- Findings

In the previous sections, the responses from centre managers, lecturers and learners were discussed. The following section seeks to analyse all the responses provided by all the participants of the study.

- Lifelong learning

From the responses of all participants in the study, it was evident that the participants believed in lifelong learning, they view it was a getaway to a better life, self-empowerment and the route to being a productive citizen who could participate in the issues of the country.

- Working environment

Both centre managers and lecturers were happy with the working environment irrespective of various challenges. They claimed that the environment was important for them to be able to contribute to the upliftment of the learners, which directly benefited the community.

- Adult learning experience

All participants had indicated that they had enjoyed the learning experience, especially the students as this was their chance to change their lives for the better. Most learners enjoyed the learning experience because they attained good results, improved their confidence and were able to make a positive change in the lives of

their families.

- Support/policies

The DHET policies which are in place were relevant because they promoted and supported the success of adult learning. They guided the centre managers and lecturers to perform their duties expeditiously by providing which guidance on how to deliver the curriculum and providing a timeframe for teaching. There were mixed opinions regarding the amount of support received from the district offices; a percentage of lecturers and students were satisfied with the manner in which the district offices oversaw the centres, while others saw things in a different light.

- Barriers

There were several barriers that were identified by the participants of the study, these were a lack infrastructure, support, monitoring and evaluation and lastly, safety.

Many learners highlighted the lack of emotional and financial support from the district because a majority of students come from poor families, the lack of internet connectivity at the centres and the poor state of security at the centres.

Centre managers and lecturers raised their concerns regarding support stating that there was support, however, it was limited which hindered their productivity. They also highlighted concerns regarding monitoring and evaluation citing that there was a lack of continuous monitoring and evaluation by subject specialists. They further cited the lack of training which would improve the quality of teaching and learning. Finally, they raised their concerns regarding the effectiveness of the security at the centres.

- Intervention mechanisms

In this section, the following recommendations were suggested by all the participants. The following intervention mechanisms were those suggested by the participants: Provision of infrastructure, support, monitoring and evaluation, and safety (see section 5.2).

In the previous sections, responses from centre managers, adult learners and lectures were analysed and discussed. Drawing from the responses of all the participants it was evident that they all preferred and liked the environment they were working and studying in. They all seemed to be enjoying the culture of

teaching and learning. However, there were some issues that they all raised such as of lack of resources, lack of safety and security which were paramount to the effective teaching and learning (see section 5.2).

#### **4.4 Conclusion**

The section was intended to provide readers with a clearer understanding of the LLL concept, while using the experiences of the centre managers, lecturers and students to provide a better insight. This section further discussed the themes of, motivation, lifelong learning, adult learning experience, barriers and interventions. All the participants' responses were verbatim. In the next chapter, the overview of the study, the summary of the findings, the conclusion, and limitation of the study and the recommendations for further research were discussed.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Introduction

This chapter presents the overview, summary, conclusion and recommendations that emerged from the literature review and empirical study. The study consists of five chapters which are highlighted under the overview of the study. The study sought to explore how adult learners can overcome the barriers to lifelong learning in the D15 Tshwane West Community Learning Centres.

#### 5.2 Overview of the study

The study consists of five chapters:

Chapter 1 presents the problem statement, research questions, objectives and limitations of the study. The objectives of the study were (1) Identify reasons or motivations which influence adult learners to pursue further educational activities; (2) Identify barriers that adult learners face when they pursue further educational activity and (3) identify intervention strategies. The limitation in the study is that the study was conducted at two CLCs in the Tshwane West District. The district has various centres, but the researcher specifically selected the two centres because of the availability of the sample categories focused on.

Chapter 2 presents a literature review that is relevant to the study. Data regarding concepts such as lifelong learning models, human capital, barriers to lifelong learning and the benefits of adult learning are analysed.

This chapter also included the theoretical background, which cited the importance and influence of various scholars in the adult education and/or lifelong learning field. These scholars include but are not limited to Malcolm Knowles' for his principles of adult education, Delors for conceptualising the four pillars of learning and Paulo Freire for the lifelong learning theory.

Chapter 3 presents the overview of the research methodology applied in the

study. Research approach, the research design which includes the research approaches, population, sampling methods, data collection methods which employed both semi-structured and focus group interviews, data analysis limitations of the study and ethical considerations.

Chapter 4 provides the presentation and analysis of the data collected. The data was presented in themes which are the core of the study.

Chapter 5 collates all the chapters, provides a conclusion and makes recommendations regarding the ways in which the focus of this particular study can be researched in future.

Answer the research questions

- What are the factors that influence adult learners to pursue further education?
- What are the obstacles or barriers that adult learners face when they pursue further education?
- What intervention strategies should be implemented to enable adult learners to pursue their educational activities?

### **What are the factors that influence adult learners to pursue further education?**

In answering this question, it was evident to the responses that the adult learners were keen to pursue their education irrespective of the challenging conditions they were living in. These adult learners highlighted various elements that pursued them such their need to be able to be self-sufficient, be able to competitive such as their peers in the market economy, active citizen who could participate in their society and for their sustainability.

### **What are the obstacles or barriers that adult learners face when they pursue further education?**

The adult learners alluded to the fact that there was lack of safety and security, other issues such as lack of resources which impeded their progress. Further, they mentioned that some of them were parents, they were travelling long distances to

and from the centres and more importantly was that they did not have money for food and travelling. This can be generalised to many centres because these centres are located in a semi-rural area.

What are the intervention mechanisms?

The following intervention mechanisms were suggested by the participants who participated in the study.

## 5.2. Intervention mechanisms

There were various recommendations made by the participants, this section undertakes to summarise these recommendations. The recommendations were suggested by the centre managers, lecturers and learners. The recommendations will be presented under headings (Intervention mechanisms), namely, infrastructure, support, monitoring and evaluations and after the presentation of the recommendations made by the participants, the researcher will thereafter present her own recommendations (intervention mechanisms).

Drawing from the interviews with the participants the following intervention mechanisms were suggested. Provision of infrastructure, support, monitoring and evaluation and safety.

- **Intervention mechanism 1 - Infrastructure**

There should be the provision of infrastructure, be it constructing new centres to cater for more communities or renovating the existing centres and ensuring internet connectivity.

- **Intervention mechanism 2 - Support**

There should be more support from the DHET to motivate lecturers and the school day should also be extended to allow the curriculum to be delivered faster. Mechanisms should be set in place to support the students in all aspects of life.

- **Intervention mechanism 3 - Monitoring and evaluation**

There should be constant monitoring and evaluation by the district office dispatching subject specialists to come to monitor and evaluate the conditions at the centres and intervening where necessary.

- **Intervention mechanism 4 - Safety**

Security is key for effective teaching and learning hence, they suggested that there

should be enough security personnel around their centres and security in a form fencing the centres and continuous patrol around the centres.

During the interviews with the learners, it was evident that they did understand all the questions that were asked. They showed the will to pursue lifelong learning and more importantly they wanted to be part of the citizenry and play a role in the building of themselves and the communities around them.

### **Researcher's intervention mechanisms**

Based on the researcher's interaction during the collection of data, it was evident that there are serious challenges which are to be addressed hence the researcher recommends the following interventions:

- **Intervention mechanism 1 - Infrastructure**

There should be provision of infrastructure, meaning that the DHET can expand the centres by building extra classes or mobile classes. Also, sufficient study material should be available and internet connectivity provided.

- **Intervention mechanism 2 - Support**

There should be more educator support and more notional time allocated because three hours in a day is not sufficient. Emotional support should be provided to the learners especially because of their age they turn to have more than educational problems in a form of counselling. The adult lecturers should also be supported emotionally because they are working under hard conditions. The professionalisation of the field is infused with support because if they receive the support that will be one sign of being recognised, and this would lead to continuous professional development.

- **Intervention mechanism 3 - Monitoring and evaluation**

Continuous monitoring and evaluation from the district office is needed especially by sending subject specialists to come empower the lecturers. There is a need to monitor and evaluate of the conditions and educational needs of the centres. Continuous peer evaluation and monitoring should be encouraged so as to help and improve those lecturers that are left behind.

- **Intervention mechanism 4 - Decentralisation**

The researcher would like to suggest the decentralisation of centres, this might see the creation of a budget for CLCs and improve their access to resources. This decentralisation may yield positive and progressive results as the educational aspect would not be adversely affected by a lack of a reasonable budget. The elimination of a middleman (district office) in the procurement of resources would be beneficial as it would speed up the acquisition process.

- **Intervention mechanism 5 - Collaboration**

The researcher would recommend that collaboration should be improved with all stakeholders who are interested in the field of lifelong learning. A collaboration between the private and public sectors may improve the state and quality of the LLL experience.

- **Intervention mechanism 6 - Policies**

The DHET has provided policies which guide the centres on how to operate but unfortunately, they cannot be effectively implemented because the centres are not workshopped on how to apply them, as a result, centres face difficulties when attempting to work according to the new policies.

- **Intervention mechanism 7 - Training**

Based on the responses from the adult learners, many lecturers are not fluent in English, which is the primary language of instruction. This poses a great challenge to teaching and learning as this may confuse students and collapse the transfer of information.

In conclusion, based on the empirical study, there is a need for further research because informal conversations with students prompted that the challenges mentioned in the previous chapters are not unique to their centres. Participants alluded that they are under the impression that intervention is needed in the Lifelong Learning programme on national basis.

### 5.3. Conclusion



Based on the literature review and empirical study, it is evident that there were serious challenges in the field of adult education. There was insufficient infrastructure, a lack of training, inadequate safety at centres and more importantly, a lack of monitoring and evaluation from the districts. All these demotivated the lecturers, learners and those who were involved in trying to enhance the LLL field. Therefore, more communication is necessary especially that which involves the DHET and stakeholders. This chapter provided conclusions based on the data collected from focus groups, semi-structured interviews from different participants.

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**APPENDIX A**  
**PROOF OF REGISTRATION**

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Registration (1).pdf

## APPENDIX B

### ETHICS REVIEW REPORT



#### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/09/12

Ref: 2018/09/12/61081701/41/MC

Dear Mrs Mogotsi

Name: Mrs CAN Mogotsi

Student: 61081701

**Decision:** Ethics Approval from  
2018/09/12 to 2021/09/12

---

**Researcher(s):** Name: Mrs CAN Mogotsi  
E-mail address: naledica@gmail.com  
Telephone: +27 74 430 8242

**Supervisor(s):** Name: Prof M Dichaba  
E-mail address: dichamm@unisa.ac.za  
Telephone: +27 12 484 2727

**Title of research:**

**Enabling adult learners to access lifelong learning in D15 Tshwane West ABET Centres**

**Qualification:** M. Ed in Adult Basic Education and Youth

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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 2018/09/12 to 2021/09/12.

*The **low risk** application was reviewed by the Ethics Review Committee on 2018/09/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

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.



Open Rubric

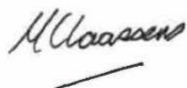
University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
www.unisa.ac.za

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 requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2021/09/12**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

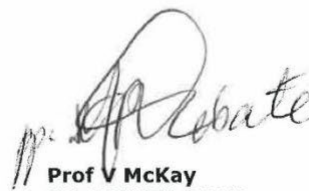
*Note:*

*The reference number **2018/09/12/61081701/41/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**  
 Mckayvi@unisa.ac.za



Approved - decision template – updated 16 Feb 2017

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## **APPENDIX C**

### **PERMISSION**

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT  
DEPARTMENT OF HIGHER EDUCATION AND TRAINING  
TOPIC: Enabling adult learners to access Life Long Learning in D15Tshwane West District ACET  
Centres  
April 2019

Ms R Mohlakoana

Director: Research Coordination, Monitoring and Evaluation

(12) 312 5300, [ebrahimf@gpg.gov.za](mailto:ebrahimf@gpg.gov.za)

Dear Ms Mohlakoana

I Carol Naledi Annastacia Mogotsi am doing a research under the supervision of Prof MM Dichaba, a professor in the Department of ABET and Youth Development at the University of South Africa. I am inviting you to participate in a study entitled: **Enabling adult learners to access Life Long Learning in D15 Tshwane West District ACET Centres**

The aim of the study is to develop a framework for helping adult learners to pursue further their educational activity. This can be achieved by exploring the following objectives:

- To identify reasons or motivations which influence adult learners to pursue further educational activities
- To identify barriers that adult learners face when they pursue further educational activity
- To come up with intervention strategies to help students who want to pursue further educational activities

DWT Nthate community learning centre and Moepathutse community learning centre have been selected because they are the most functional ACET Centre in Tshwane District and they have the largest enrolment.

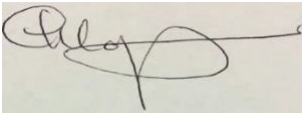
I have opted for a qualitative research approach. Such an approach provides a number of distinct advantages for a study such as this. The researcher chose

this approach because my research is based on adults behaviour towards education and the influence of education to them holistically i.e., in the community, at work place, in class and the society she or he lives in. I will use interviews to gather information and also choose open ended question to be able to explore the facts.

I have selected DWT Nthate community learning centre and Moepathutse community learning centre in Tshwane District, Gauteng Province. The participants of the study will be learners, teachers and principal. Data will be collected through the use of interviews. Data will be analysed through a qualitative data analysis of comparative data analysis methods.

This study will provide insights to Educators, Learners and the Department on Adult Learners views about studying in ACET Centres. The research will also guide educators on how to best use Adult Learning Strategies to improve adult learning in the Centres.

I thank you in anticipation

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to read 'CNA Mogotsi'.

Yours Faithfully

CNA Mogotsi



## APPENDIX D CONSENT FORM

### PARTICIPANT INFORMATION SHEET

Date **24 July 2019**

Title: **Enabling adult learners to access lifelong learning in D15 Tshwane West ACET centres**

DEAR PROSPECTIVE PARTICIPANT

My name is CNA Mogotsi I am doing research under the supervision of Prof MM Dichaba, a Professor in the Department of ABET and Youth Development at the University of South Africa. I am inviting you to participate in a study entitled **Enabling adult learners to access lifelong learning in D15 Tshwane West ACET centres**.

#### PURPOSE OF THE STUDY

- To identify reasons or motivations which influence adult learners to pursue further educational activities
- To identify barriers that adult learners face when they pursue further educational activity
- To come up with intervention strategies to help students who want to pursue further educational activities

#### REASON WHY YOU HAVE BEEN INVITED PARTICIPATE

You are invited because you are among the participants who have been conveniently sampled from a population. The information obtained from the sample will be representative of all populations. As a participant you are expected to provide relevant information regarding factors or problems affecting adult learners in accessing lifelong learning in Tshwane West ACET Centres. I have obtained contact details from the Tshwane West D15 website.

#### THE NATURE OF YOUR PARTICIPATION IN THIS STUDY

The study requires the participants to answer questionnaires in a form of interviews, it will be one on one for Principals and Educators and also focus group interviews for adult learners. In the questionnaires, expect questions which will include: Describe the teaching experience at your centre, what motivated you to work there? What are your beliefs regarding quality of teaching and learning?

CAN YOU WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. In the event that you have already participated in the interview with the researcher withdrawing cannot longer be allowed.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR YOU IF YOU PARTICIPATE IN THE RESEARCH PROJECT?

There are totally no negative consequences or foreseeable risks of harm as well as side-effects to you as a potential participant. The information you will provide during data collection will be treated as confidential and will only be used in this research only.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Only the person who will be appointed as a transcriber for this research will have access to the identity but before commencing with the work, he will sign a confidentiality agreement. This will bind him or her to maintain a high level of confidentiality. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g., when focus groups are used as a data collection method.

PROTECTION OF THE SECURITY OF DATA BY THE RESEARCHER

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the working station of the researcher at DW Nthate Adult Centre and Moepathutse Adult Centre for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After a five-year period hardcopies may be shredded and electronic copies may be permanently deleted from the relevant software programmes and this can only happen depending on the need.

PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY

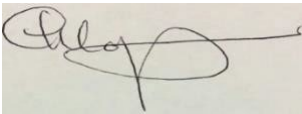
As a participant you are not paid, rewarded or receive any financial incentives from taking part in the research.

## INFORMATION ABOUT THE FINDINGS/RESULTS OF THE RESEARCH

The findings are accessible for five years. Results can be obtained in hard copies and can be available to all participants. The researcher will hold a feedback meeting where he will discuss the results of the study with the participants.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Mrs CAN Mogotsi, phone number 0744308242, and email [naledica@gmail.com](mailto:naledica@gmail.com). Should you have concerns about the way in which the research has been conducted, you may contact Prof MM Dichaba 0124842727 cell 0828417533 at email [dichamm@unisa.ac.za](mailto:dichamm@unisa.ac.za).

Thank you

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to read 'CNA Mogotsi'.

CNA MOGOTSI

**APPENDIX E**  
**QUESTIONS FOR INTERVIEWS**

I \_\_\_\_\_ hereby agree to participate in the study conducted by CNA Mogotsi. I am not forced to do the interview and I am aware that I can quit at any stage if not comfortable with the questions

SIGNATURE: \_\_\_\_\_

NAMES IN PRINT: \_\_\_\_\_

DATE: \_\_\_\_\_

Topic: Enabling Adult learners to access Life Long Learning in Tshwane West District 15 Abet Centres

**ADULT LEARNERS' QUESTIONS**

1. Describe your learning experience at your centre.
2. What motivated you to attend?
3. What are the intrinsic factors that influenced you to attend adult learning?
4. What are the extrinsic factors that influenced you to attend adult learning?
5. What were your beliefs about adult learning and how did it affect your desire to join ABET classes?
6. How did the difficulty in adult learning affect your desire to want to participate at the centre?
7. What are the challenges or barriers you are faced with day to day?
8. What do you think can be done to eradicate the problem?

**APPENDIX F**  
**QUESTIONS FOR INTERVIEWS**

**LECTURER'S QUESTIONS**

1. Describe the teaching experience at your centre.
2. What motivated you to work there?
3. What are your beliefs regarding quality of teaching and learning?
4. How do your policies assist you in delivering quality in teaching and learning?
5. Describe the support you receive from the district; how does it influence your ability to work?
6. Describe the support you receive from your principal in accessing quality on a day-to-day basis?
7. What are the barriers to teaching that you are faced with?
8. What can be done to curb them?

**APPENDIX G**  
**QUESTIONS FOR**  
**INTERVIEWS**

**CENTRE MANAGER'S QUESTIONS**

1. Describe your working experience at your centre as a manager.
2. What motivated you to work there?
3. What are your beliefs with regards to quality in teaching and learning?
4. How does the support from the district help you to run the Centre smoothly?
5. How do the ABET Learning Policies assist you in managing the Centre?
6. Describe the progress experienced under your leadership.
7. What are the challenges you come across when managing the school?
8. What can be done to curb such challenges?