

**HOW ADULT EDUCATION CAN BE USED TO DEVELOP PEOPLE
AND COMMUNITIES SOCIALLY, ECONOMICALLY AND
POLITICALLY IN ADULT EDUCATION CENTRES IN THE
LICHTENBURG AREA**

BY

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DEDICATION

I dedicate this dissertation to my husband Mokgethi and my children Tsholofelo, Boitshoko and Katlego.

ABSTRACT

The purpose of this study is to find out if Adult Education is really significant to the social, economical and political development of adult learners in the Lichtenburg area.

The results of the research revealed that adult education can improve the community of Lichtenburg area from the methodology where questionnaires were used, and the adult learners, educators and principals were the subject of the study. The positive responses from questionnaires showed where more efforts should be put, to improve (adults) people socially, economically and politically through the process of adult education.



However, from the findings, adults who were enlightened can be able to manage their families and improve for the better future. If 95% of Lichtenburg community have gone through the process of education, they can improve their skills and even join hands together to help the government instead of depending on the government, by building more schools and recreational centers e.g. Mmabana for both adults and children. Every community has a need for able and trained people for the various activities the community deem necessary and this training must be provided for by education.

Educating adults is not a waste. Literate adults can help in the economy of the country as far as education of their children is concerned. If they are politically aware, economically viable and being a sociable community their lives could change and upgrade their standard of living for better and brighter future. Thus, adult education is a tool to improve adult life.

The study has been divided into five chapters. The first chapter focuses on the purpose of the study. The area of Adult Education is of crucial importance to the development of the nation.

The second chapter is the review of literature. The purpose of this task is to explore what other researchers have discovered and what is the status of Adult Education in other countries.

The third chapter looks at the methodology and the analysis of data. It outlines how the data was collected and analyzed. One set of questionnaire was set for supervising educators, adult tutors and adult learners.

The fourth chapter based on the findings or results of the study. The findings are briefly discussed and interpreted.

Chapter five is about the summary, recommendations and conclusion of the previous chapters of the study.

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1.

CHAPTER 1

INTRODUCTION

1. BACKGROUND

Adult education is the process whereby persons who no longer attend school on a regular and full time basis undertake sequential and organized activities with a conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes or for the purpose of identifying and solving personal or community problems.

According to Coles (1977:6) adult education embraces all forms of educative experiences needed by men and women according to their varying interests and requirements, at their differing levels of comprehension and ability and in their changing roles and responsibilities throughout life.

Adult education has a social definition as being a form of liberal education undertaken by those people who are regarded as adults. Wiltshire (1976:30) suggested that adult education might also be understood as an educational process being conducted in an adult manner ... that an adult also has to be mature experienced and over twenty years of age, a figure that appears to be somewhat arbitrary.

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Caldwell (1990:25) argues that adult education as a profession is correctly seen as interdisciplinary. Yet, as the field continues to emerge and grow, it is evident that a unique body of knowledge, not included in other disciplines, can be said to characterize the field.

Husen and Postlethwaite (1985:285) (eds.) trace adult education from the beginning of the Christian church, and assert that it has played a significant role in the existence. They detect a fowl purpose through a study of the forms that adult education take. This concept of adult education often has little connection with practical job related work. It tends to be humanistic, radical and romantic rather than practical and technical. In South Africa it has often been connected or influenced by education wings of the main line English speaking churches.

According to Coles (1977:xii), the rising generations cannot be properly trained in an illiterate environment. It is important that the adults be literate so that they can help in teaching their children.

Coles (1977:xxii) further maintains that, since the development of education depends on using to the full capacities of all people able to teach or help train others, the numbers of professional people engaged in working towards educational objectives can only be increased by intensifying adult education. In those societies where educational policies and the educational system have contributed to the political, social and economic inequality, it is adult education, which has to

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carry the burden of promoting equality.

1.1 STATEMENT OF THE PROBLEM:

This research focuses on the use of adult education to develop people and the communities socially, economically and politically in adult centres in the Lichtenburg area. Does adult education really contribute in the provision of the social, economic and political development of the adult learners? Answers to these questions will have to be provided in this research.

1.1.1 Adults who have attained literacy through adult education are likely to be more active in the social and political activities of their community in the Lichtenburg area than those who are not literate.

1.1.2 Adult learners who obtained Adult Education enjoy higher positions at their jobs than those who have not received skills through adult education.

1.2 HYPOTHESIS

The Lichtenburg area adult community can improve socially, economically and politically through the process of adult education. They are not socially, economically and politically active because most of them were illiterates in the past, now that adult education is in practice because of the main concern of South African leaders about the country's citizens to be literates.

1.3 THE PURPOSE OF THE STUDY:

The purpose of this study is to find out if adult learners in the Lichtenburg area can benefit from adult education socially, economically and politically to develop themselves.

1.4 PROGRAMME OF RESEARCH:

1.4.1 LITERATURE REVIEW:

The purpose of this task will be to review literature with no aim of reproducing it, but to explore what other researchers have discovered and what is the status of Adult Education in other countries.

1.4.2 EMPIRICAL RESEARCH:

1.4.2.1 QUESTIONNAIRES:

Questionnaires were developed and sent to principals (supervising teachers) of adult education, tutors and adult learners in Lichtenburg area.

The aim of the questionnaires is to obtain information from both the principals of adult education; tutors and adult learners as to how adult education help them socially, economically and politically.

1.4.2.2 POPULATION:

The study focuses on the total population of 3 adult centers in Lichtenburg area. From the population of 195, of the 3 adult

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centers, 3 principals, all Grade/Level 7 adult learners 38, the grade 10 adult learners 40 and the 60 grade 12 adult learners together with 54 tutors of the three centers, the sample was taken as follows.

From all three centers 38 grade 7 adult learners, a sample of 9 learners have been taken. From 38, 4th name has been picked up. From 40 grade 10 adult learners, a sample of 10 adult learners have been picked up in the same manner, of the 60 grade 12 adult learners, a sample of 15 adult learners have been picked up in the same manner and of the 54 tutors a sample of 13 have been selected as above. Three principals, 37 adult learners, and 13 tutors, have completed questionnaires.

1.5 DELIMITATIONS OF RESEARCH:

This study focused only on the:

- 1.5.1 Three principals or supervising teachers of adult centers in Lichtenburg area
- 1.5.2 Thirteen (13) adult tutors
- 1.5.3 Thirty seven adult learners (From grade 7 to grade 12)

1.6 DEFINITIONS:

1.6.1 ADULT:

Knowles (1984:55) points out that there are four definitions of 'adult'. Firstly, the biological definition: we become adults biologically when we reach certain an age at which we can reproduce

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- which at our latitude is an early adolescence. Secondly, the legal definition: we become adults legally when we reach the age at which the law says we can vote, get a driver's license, marry without consent, be independent and the like. Thirdly, the social definition: we become adults socially when we start performing adult roles, such as the role of full time worker, spouse, parent, voting citizen and the like. Finally, the psychological definition: we become adults psychologically when we assure at a self-concept of being responsible for our own lives of being self-directing. However, in this study, the term "adult" refers to all the people who are above the age of 16 and attending adult school, not day school at least in South Africa.

1.6.2 CENTRE:



The term 'centre' in this research refers to a specific place assigned for this kind of education to take place, where the place can be rented or owned by the institution that offers this kind of education.

1.6.3 EDUCATION:

Page (1979:112) defines 'education' firstly as the total processes developing human ability and behavior. Secondly, education is defined as a social process in which one achieves social competence And individual growth, carried on in a selected controlled setting that can be institutionalized as a school or college.

1.6.4 ADULT EDUCATION:

There are many definitions of adult education. In this research however, the term 'adult education' refers to formal education provided for adults in the evening school, starting from illiteracy to grade 12.

CHAPTER 2

THE REVIEW OF LITERATURE

2. INTRODUCTION

The area of adult education is of crucial importance for the development of the nation. According to Education for Popagano (1978:72) it is indicated that in the Modern World, the basic requirement for a national development is that citizens of a country should be literate and numerate.

Adult education is emerging as a significant branch of the education system as a whole and therefore is of major interest in the field of education in recent years.

Adult education, therefore, according to Jarvis (1995:1), "It is generally agreed, is a good thing so that during the past century it has assumed an important place in policy-making at both the levels of local and national governments and, consequently, a proportionate amount of the total public expenditure has been directed towards it. 8% of the GNP is claimed by education. However, of the 85% of all the expenditure on education goes to initial education, whereas only, 10% of the GNP is devoted to the education of adults." It is clear from these estimates that adult education is the "poor cousin" of the education world (Newman 1979).

Further more, education may be defined as “any planned series of incidents, having a humanistic basis directed towards the participants’ learning and understanding”. But, the education of adults is still often viewed as an optional extra added after education has actually been completed, so that it remains marginal to the institution of education in society. Jarvis (1995:27). Adult education, the social development of learners through adult education, the socio-economic achievement through adult education, contribution of adult education in other countries, the economic achievement through adult education, political concern and finally the conclusions.

2.1 ADULT EDUCATION

2.1.1 ADULT STUDENTS

Why they come? According to Remes (1992:23), adult educationists responsible for planning courses and programs often torment themselves with the difficulty of forthcoming the motives of students. They feel that if only they could be more definite about why some students come into adult education then they might be able to draw in many more with greater certainty, instead of waiting for the annual lottery of enrolment week, anxiously watching for what takes and doesn’t, grieving over what might have taken if only it had been included.

However, Rogers (1971:13), pointed out that, only one thing brings adults to classes, the prospect of having unpleasant social evening at the expenses of the local authority. They come 90 percent because they get a half-day off work and they say that a respite from heavy labouring is worth it, even if it is education. The other reason why they come is that, they want to know enough about industrial relations to outwitting management.

A further problem is that the students themselves may be unaware of some of their real motives. For instance a man who comes to adult centre which he hopes will help him win promotion at work might also be interested in finding a captive audience for his political views, though his apparent motive might be equally attracted by the opportunity to dominate and control other students.

A woman who claims that her motive is to try to make friends may also unconsciously be searching for ideas and knowledge which will help her make sense of her world. More fundamentally even than this, one might say that all such motives are superficial and that the only basic motive of every adult student is the need for achievement and reward, the need to feel 'good' at something.

2.1.2 MOTIVATING FORCE

According to Knowles (1980:123), the mature adult who can see no future for him is a familiar and pitiful figure to grow to, life becomes

less worthwhile. Even in old age there is apparently a need to keep growing.

While men seek security they also crave excitement, adventure and activity. Because of the need for new experience we are motivated to seek new friends, new interests, new ways of doing things and new ideas. The desire for recognition motivates men to strive for their position in their social group and in the larger community.

Educationally, the problem is to help people find socially acceptable and personally beneficial ways of satisfying their needs.



Knowles (1980:123), further says, these universal needs have their greatest significance for adult education as the source of motivation for learning. The adult leader who understands these needs will take them into account in many ways. He will provide for physical comfort and will seek to develop physical well being. He will assure each individual a learning experience that will give him a sense of growth. He will offer programs designed to increase the social, economic, psychological and spiritual security of adults, and will provide an environment in which they will feel secure while learning. He will expose adults to be adventures of new interests, new ideas, new friends and new ways of doing things and will make certain that this program never becomes dull and routine.

2.1.3 MOTIVATION FOR LEARNING

According to Thorpe & Grugeon (1987:295), successful study is often related to the strength of motivation of individual students and where study is voluntary, as is usually the case of adult, motivation is even greater significance. It is not just strength of motivation but its quality, which matters. A student who is desperately anxious to succeed can extremely deflate by early study problems or poor performance, and can drop out as a result.

2.2 THE PURPOSE OF ADULT EDUCATION

Dekker and Lemmer (1993:295), defines purposes as basic reasons for conducting adult education. Purposes, according to them, are translated into practice. In some cases, they say purposes are derived from ideals, in other cases they are derived from more operational concerns.

In connection with vocationally oriented adult education points out that the long-term economic boom has come to an end and many countries have to face the necessity of dismantling welfare services and rationalizing public administration. The division of labour is highly differentiated, with the result that people are trained for specific trades and professions.

2.2.1 HOW ADULTS LEARN

According to Smith (1982:167) learning must be purposive. The learner must have an objective in mind and must be motivated towards it. The best time to learn something is when you feel acutely uncomfortable about not knowing it. Many adult education programs give tacit recognition to the importance of building up a desire to learn through the use of such slogans as "Its fun to learn," "Learn and succeed," and "Knowledge is power".

The second step in the learning process is the putting forth of effort.

The final step in the learning process is the experiencing of satisfaction. Learning starts with a need - the desire to satisfy body needs, the desire to get along with others, the desire to know or the desire to become something better.

2.3 THE AIM OF ADULT EDUCATION

The primary aim of adult education is to help each individual man, woman and youth make the best life. No system of adult education can do all that is needed, not every want can be met and priorities will have to be established.

The aim of education, according to Brookfield (1989:284), must be to develop individuals who are open to change. Only such person can constructively meet the perplexities of a world in which problems spawn much faster than their answers. The goal of education must be

to develop a society in which people can live more comfortably with change than with rigidity.

According to Cross (1981:26), education has a generally supporting, and sometimes critical, role to play across a board range of human endeavors from improved job skills to enrichment of life for the individual, and from reducing unemployment to coping with work alienation for the society. Thus, whether the individual wants to improve the quality of leisure or of work, education is usually perceived as helpful and whether the society faces problems of assuring equality or environmental protection education is frequently mentioned as a first step. However, social changes taking place now are encouraging the growth of the learning society.

Brookfield (1989:285), furthermore, stated that at the heart of the educative process is the student, but he cannot go far in his quest for knowledge without some kind of teachers. This fact has always been as true of the education of adults as of children. The conscious effort of individuals improve themselves the sense of mission which causes leaders to take their message to others, and the collaborating effort of groups to increase their understanding are familiar themes throughout recorded history.

2.3.1 THE OBJECTIVES OF THE ADULT EDUCATION PROGRAM

According to Knowles (1981:134), objectives are, to develop services and activities, such as formal classes, fellowship clubs, special interest groups, forums, institutes, exhibits, and publications, which will contribute to the satisfaction of such adult needs as the following:

1. Development of an adequate personality and personal judgment.
2. Attaining a happy home and family life.
3. Improving effectiveness and adjustment at work, achieving economic, and security for self and society.
4. Improving one's ability to express him in speech and writing.
5. Increasing personal happiness through leisure time activity.
6. Improving social skills and one's understanding of people, taking an effective part in-group life.
7. Understanding current social issues and trends and developing skills in civic participation, learning to think and act democratically.
8. Attaching and holding good health.
9. Developing an adequate philosophy of life.
10. Understanding the customs, traditions, history, thought, and other core values of one's society.
11. To serve as laboratory for the development of new materials and techniques in meeting the needs of adults.

12. To assist and co-operate with other agencies and groups in the community in efforts to bring more and better educational opportunities of adults.

2.4 PECULIARITIES OF ADULT LEARNERS

According to Apps (1989:29), adult learners have their peculiarities, which distinguish them from children.



2.4 (a) Decision to engage in learning.

Adults take a voluntary decision to engage themselves on learning because he is independent and autonomous. For children schooling is compulsory, they are controlled and directed.

If a person is free to enter when he likes, he is equally free to leave when he likes. The decision to enter should be accompanied by the decision to drop out.

2.4 (b) Entering behavior (characteristics).

Gagne (1990:33) added that, the learners come to the learning situation with stock of knowledge and experience, which influences their current training. The teacher must recognize this to appreciate

- Divergence views of adult students.
- Argumentative nature of adult class.
- Sometimes-outright opposition to teacher's view.

At times there can be a complete withdrawal on part of the adult learner if they do not decide to dropout. Programs should be learner centered but not teacher centered.

2.4 (c) Unit of time (Do not waste his time).

Time is more important to adult learners than children. An adult at the age of 40 years has already lived half of his time because his lifespan is 70 years. An adult wants to make maximum use of time he expected to live or what is left for him to live.

2.4 (d) Fulfilment of immediate need.

In most of the programs that adults are involved in, the individual makes this program. Adults want to make themselves what they want to be by progressing or furthering their studies. They have to fulfill their future need. Hence high motivation in adults whereas children's motivation is low.

2.4 (e) Many claims on adult's time.

Pressure on your time, there are family matters to deal with, societal matters, occupational matters and learning matters. As an adult's assignment can be postponed but family matters cannot be postponed. Learning is always put last, though it is helping others to improve but others are given first priority. The implication is, the teacher of adult education program must be flexible enough and have time to listen to adult's problems.

2.4 (f) Wide range or variety of experience of adult learners.

Adult learners have a wide range or variety of experience in that class, the membership of that class becomes heterogeneous, while for

children class appears homogeneous; they have similar abilities and experiences especially when we have children from the same societies.

2.4.1 IMPLICATIONS FOR TEACHING/LEARNING

According to Verduin *et al* (1988:264), an adult walks into a classroom for instruction with his own values, needs, beliefs, attitudes, self-concept and experiences. With this unique set he will learn things, which affect his perceptual screen and which have personal meaning only to him. The motivation to learn something is present if the individual can see the personal meaning involved. If the goals for instruction are not those for the learner or not accepted as valid by the learner, the content will have little or no meaning to him.

Verduin *et al* (1988:265) further said, individual progress is especially critical for an adult learner, he must know what he is achieving, not wasting his time in a school situation keeping the individual moving towards his goals will do much to retain him in the learning situation and since retention is a problem for many adult programs, progress must always be evident. Many under-educated adults who have experienced little, if any, success in a school situation have probably acquired rather poor self-concepts. Observable progress towards meaningful goals, however, will cause change in the self-concept and result in different behaviors, particularly in the area of motivation for more learning.

Finally, since each individual is different and is exploring experiences, which have personal meaning to him, adults are given appropriate time and guidance to gain the new behavior.

2.5 COMMUNITY EDUCATION

There are three different types of education, which might be labelled community education: education for action and/or development; education in the community; extra-mural forms of education.

2.5.1 EDUCATION FOR COMMUNITY AND/OR DEVELOPMENT

According to Jarvis (1983:46), Paulo Freire emphasized that education should make the learners critically aware of their false consciousness and their social condition. In becoming aware, they should reject many of the myths erected by the ruling elite that prevents them a clear perception of their own social reality. Education is an essential tool in the process of community development.

2.5.2 EDUCATION IN THE COMMUNITY

According to Jarvis (1983:47), Henry Mories was responsible for the establishment of Colleges in Cambridgeshire before the Second World War. From these schemes, the Abraham Moss center in Manchester and the Sultan Center in Nottinghamshire has grown.

The central idea of these schemes is that the school should be the focal point in the community, in a similar manner to that of the parish church in medieval times, and those adults should be able to attend classes in these centers. Fletcher (1979:7) defines community education as, “a process of commitment to the education and leisure of all ages through local participation in setting priorities, sharing resources and the study of resources.”

Sociologically, community education is any planned series of incidents, having a humanistic basis, directed towards the people in specific locality learning and understanding how to enrich the quality of human relationships and social living in that area.

2.6 SOCIAL DEVELOPMENT

2.6.1 THE SOCIAL PURPOSE OF ADULT EDUCATION

Adult education's purpose must be the support, development and maintenance of a just and democratic social order through the education of an informed citizenry. There must be an increase in productivity and the enhancement of personal growth.

These purposes according to Nepi (1993:7) are necessarily linked to the core beliefs that have been generally accepted by most adult education thinkers, that society can, and should, be improved and learning should continue throughout life. Adults can learn and should be treated with dignity and respect. All adults should have access to

the means of learning the things they need in order to function in society.

Adults have much right to education as children, in particular those adults deprived of education as children, and adults should be educated in a different way from children, not because their cognitive process are dissimilar, but because their education, life context, and background of experience is different.

Social change according to Dekker and Lemmer (1993:298) is so interwoven with demography and changes in the workplace that the relationship of cause and effect is often blurred. The changing role of women constitutes perhaps the single most profound change is social, political and economic dynamics in developed countries all over the world.

2.6.2 ADULT EDUCATION AS RESPONSE TO PERSONAL AND SOCIAL NEEDS

Since the researchers first began to survey the phenomenon of participation in adult education, they have been uncovering basically the same findings time and time again.

Courtney (1992:23) pointed out that, despite the apparent need in the quicksilver environment of job change and obsolescence for new skills and new knowledge and despite the apparent willingness of

American post secondary institutions to respond to this apparent demand, there are fewer participants in organized learning programs, fewer learners, apparently than non-learners. Moreover, those who do participate are in precise ways distinct from those who do not.

According to Ian and Johnston (1997:10), organized adult education in the United States is essentially the social domain of white, middle class American men and women who are relatively well educated and young.

Those who have not completed high school and those who occupy manual blue - collar occupations are far less likely to be represented among the ranks of the educationally participating. Organized adult education, especially that which is sponsored by our schools, colleges and universities, does not appear to be reaching those sectors of the population that would appear to need it most.

And the inequalities to be found at the primary and secondary school levels inequalities which are perpetuated in higher education and which favor some ethnic groups and social classes over others appears to be repeated and possibly exaggerated by the normal forms of adult and post secondary education.

While there is then a perception shared by both the public and those who provide and teach educational programs that opportunities for

learning in adulthood are open to all, reflecting a true market economy, the reality appears to be otherwise. Adult education by virtue of their purchasing power can enter and buy at will.

2.6.3 VOCATIONAL MOTIVES

One of the most important single reasons for undertaking further education at all Rogers (1971:13), maintains particularly for young men, appears to be the vocational one that it might improve prospects of promotion and help in other ways at work.

2.6.4 SELF DEVELOPMENT

Rogers, (1971:14) argues that, these might include the wish to improve one's general education, or a desire to pursue an interest in a particular subject or creative hobby. Self development is far and away from the most common reasons students give for joining a class.

2.6.5 CAPTIVE WIVES

Furthermore Rogers (1971:14), one of the most easily best-published social problems of the last decade has been the recognition that young mothers and middle-aged wives can feel isolated and trapped by their families and homes. They clearly recognized their own need for self-development. These women are usually anxious to improve their general education either as a preliminary to training for a new career, or simply as a way of providing to themselves and their families, that they are still dependent individuals capable of intelligent thought.

2.6.6 SOCIAL MOTIVES

One of the popular myths about adult education is that students only come into it for social reasons. Certainly, Rogers (1971:17) argues, it is not difficult to see that the isolated housewife might have social as well as intellectual motives for coming to a class, or that many other students may have some social hopes of a course. It is possible that some types of adult education attract the lonely more than others.

2.6.7 OTHER MOTIVES

For a small but steady minority adult education will offer a second chance for strictly remedial education. Others may be attracted by the facilities themselves rather than by the class and the opportunities to learn.

A student who come full of pure and genuine enthusiasm for the subject may quickly lose his intense motivation if the subject is presented dull or if the class is managed badly.

Similarly the student who only comes because a friend has come may turn into an enthusiast in a class where the teaching is lively and the company congenial.

In some classes the agreeable social atmosphere is plainly one of the elements, which keeps students coming, sometimes perhaps to their surprise. In others the original mixture reasons has been totally overlaid by vividly generated enthusiasm among the whole class for

the subject itself. It is up to the teacher to accept and understand the original reasons for enrollment to the most dynamic kind of learning he can devise (Rogers 1971:17).

2.6.8 IMPROVEMENT IN SOCIAL RELATIONSHIP WITH FELLOW STUDENTS

Since the development on the student's relationships within the group was observed by both tutors and interviewer, the evidence of improvement in this respect may be regarded as probable confirmation of the student's own perceptions of their developing relationships at home and elsewhere Charmley and Jones (1979:167).

2.7 ECONOMIC CONCEPT

Adult literacy and basic education were neglected in the past in societies where social and national reconstruction was not major concern of government. Adult literacy and basic education programs have therefore acquired a greater economic importance.

The state, employers and trade unions share some agreement that widespread provision of basic education is a crucial feature of any sustainable strategy of economic renewal.

However, according to NEPI (1992:3) it is very difficult to define adult education. In South Africa defining adult education is further complicated by the tendency of classify it as all activities that are

considered important, or interesting, or amenable to state policies or control.

Courtney (1993:41) further argues that adult education is not the open supermarket, into which all by virtue of their purchasing power can enter and buy at will.



2.7.1 SOCIO-ECONOMIC ACHIEVEMENT

2.7.1.1 GETTING A BETTER JOB IN TERMS OF MORE PAY.

Most students enroll for adult education with the hope that when they have done this, they will be promoted, because in Charmley and Jones (1979:148), it is claimed that some of the answers they found from the learners are that, "... wherever you go, you find that the reading (lack of education pulls you back whatever you do at work)". This means that because they cannot read they don't progress at work or that because they are unable to read, "when you are offered promotion in a job and you know you can do it but you can't write so you turn down the job. No one can tell you it does not matter! You have just talked your way out of a good job". Charmley and Jones (1979:149) further claim that, quite a number of male students wanted to refurnish and improve their literacy skills in order to retain their present jobs. This implies that those who attend adult education do this with the hope that their working conditions will improve and also this helps them to remain in their jobs. Some also because of their increased literacy they obtained higher pay.

2.7.1.2 THE CAPABILITY OF RE-ENTERING THE EMPLOYMENT MARKET.

Women, especially, according to Charmley and Jones (1979:150), took a long-term view. Though they rarely went into employment on finishing their course, they prepared for a return to work when their children would be attending full-time school. So, they study through adult education in order to prepare for the time when their children are grown, they will use their skills at work.

2.7.1.3 ASSUMPTION OF GREAT RESPONSIBILITY AT WORK.

“This is basically used by some adult learners to require skills to write, or to read, so that they can use such skills at work, enough key words or phrases to enable them to perform basic and usually repetitive tasks such as entering petrol sales on customers, monthly account cards or completing basic time sheets, for themselves and their ‘mates’, and these students felt that they had now been allowed to exercise considerable individual responsibility at work”, Charmley and Jones (1979:151).

2.7.1.4 GETTING A BETTER JOB IN TERMS OF PERSONAL SATISFATION AND INTEREST.

According to Charmley and Jones (1979:152), as with many adults throughout the community, some students felt that they would like a more satisfying job, regardless of pay. Therefore, most adult learners learn with the hope of getting the jobs that will satisfy them. They

think adult education through its literacy and numeric skills will help them to achieve their satisfaction.

2.7.1.5 PARTICIPATION IN CIVIC DUTIES.

Adult learners can after acquiring literacy, be involved in civic duties in their communities and they can be very productive in such duties. Charmley and Jones (1979:155) discovered that, “some students began to involve themselves in various civic duties, one student, encouraged by his tutor, accepted his call for duty service”. Other students found that their role in the valuable process of parent-teacher liaison had improved. This is also attributed to adult education.

Students become involved in leadership roles because they can now read or write. As Charmley and Jones (1979:155) argues, that, some students began to make a contribution in youth clubs. One student, in fact thought that his best showed the confidence he acquired activity in this field. Adult education can help many learners who are not able to contribute in many activities in the community.

2.7.1.6 BETTER RELATIONSHIP IN THE PLACE OF WORK.

Adult education helps some of the student learners to be confident and have better relationships at work. In their findings, Charmley and Jones (1979:153) claim that, “In fact the majority of students felt that their conditions of work had improved because their newly found confidence had resulted in better relationship”. Some students felt

that it helped their relationships because they were then willing to turn their hand to their tasks at work or could do their work better.

2.7.1.7 IMPROVED RELATIONSHIP WITHIN THE FAMILY.

Charmley and Jones (1979:158) report that, "The most important of the effective social achievements centered on the student's relationships with their families". They further argue that, "There are two reasons for emphasizing this point. Firstly, whatever the source of information about a literacy scheme, whether it was from broadcasting, the newspaper or from friends, the student's final decision to enroll was in the majority of cases, due to the encouragement of one or more member of his immediate family". The husband or wife can encourage the spouse to improve his or her skills by enrolling in adult education centers and therefore, their relationship improve if the other responds positively.

Secondly, students and tutors all recognized the importance of student family relationships and the ameliorative effect that the student's efforts were usually having in these relationships Charmley and Jones (1979:159). But, these relationships, Charmley and Jones (1979:159) further argues were shifting, changing and complex, though most students claimed an improvement, disappointments and worsening conditions also emerged, sometimes as a direct result of the students' involvement in remedial literacy tuition. The evidence of these

relationships can be categorized into three main groups according to Charmley and Jones (1979:159).

2.8 CONTRIBUTION OF ADULT EDUCATION IN OTHER COUNTRIES

Lovett (1979:9), argues, "... early pioneers in the adult education movement in Great Britain, who sought, at the beginning of the century, to emphasize the social purpose of adult education by offering its services and resources to those most in need - the working class". Adult education is therefore meant to improve the quality of life of those who received little or no education. Some people believed that, education was a means of achieving social change in an equal society. Therefore, those who enrolled in adult education were hoping to get better life after attaining a certain qualification. Those who did enroll in adult education, were usually motivated by a desire for learning that was relevant to the social circumstances in which they found themselves in an extremely stratified society and which could be related to their need for action. They were small in number and usually active in the trade unions and socialist politics.

However Lovett (1975:10) pointed out that, the fact that social change and political action were motivating factors for the elite group or working men who took part, that classes in general for working people had to be related to the immediate experience of those involved if they were to be successful, and that political and trade

unions contracts were essential in engaging the support of local working class communities, is not emphasized.

Runciman (1972), is quoted by Lovett (1979:10) when he said that “it may be that our age presents a unique set of circumstances offering renewed opportunities for adult education to play a part in creating a better society. Relative deprivation is often most apparent when a society is most affluent. Therefore, adult education is a relevant tool to combat inequalities in such circumstances.”

It is evident that adult education has, in fact, come a long way from the early pioneering days. It has achieved a sense of responsibility and responsibility in society, catering mainly for those who have already benefited most from the educational system.

Lovett (1979) as cited by Charnley and Jones (1979:47), suggests that some adult educators see the role of adult education in community action as providing the working class with effective educational services so that they can take full advantage of educational services and make the best use of their individual talents and abilities.

2.8.1. ADULT EDUCATION AND WOMEN IN DEVELOPING COUNTRIES

According to Titmus (1989:364), socio-economic conditions in less developed countries and the inadequacy of welfare services have made it imperative that non-formal programmes focus on the satisfaction of basic needs. The immediate problems for the rural and poor urban women include poor environmental sanitation and health standards, maternal and infant mortality, and malnutrition and short life expectancy. The adult education provision in the developing countries reflects these needs, and the majority of adult education programmes tend to fall into three categories, family health education for example, health, sanitation, nutrition, and agriculture extension programmes and literacy programmed, maternity and childcare, family planning. Some efforts have also been made to promote programmes in vocational education.

2.8.2 ECONOMIC ACHIEVEMENTS

According to NEPI (1992:2), adult literacy and basic education were neglected in the past in societies where social welfare and national reconstruction were not major concerns of government. However, researchers have argued that, with the changing economic world order since the 1980's, nations, with high levels of general education among the workforce have had the advantage over nations where general education of the workforce was low. NEPI (1992:3) further, argues that, adult literacy and basic education programmes have therefore

acquired a greater economic importance. The state, employers and trade unions share some agreement that wide spread provision of basic education is a crucial feature of any suitable strategy of economic renewal. Adult literacy is thought to be the answer for economic problems and inequality.

According to Legotlo (1992:19), in The Popagano Report (1978) he saw literacy as the important tool for the socio-economic development of the new nation. It argues that the citizens of the country should be literate and numerate to meet the basic requirements for development. In order for literacy programmes to have any hope of success, they would need a complete government support and commitment.

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Legotlo (1992:19) further argues that, adult education is seen as a basic key in the success of the development projects in developing countries like North West Province. In order to improve their economic standards and conditions of living, the illiterates need literacy as an important tool to conquer and master their own world.

Literacy is valued for its immediate benefits and it also creates income by improving the productivity of the labour force. Adult education therefore, is thought to help improve the lives of those who did not go any further in education in terms of their economic, social or even political background.

2.9 POLITICAL CONCERN

NEPI (1992:1) was concerned with what is needed to address the effects of apartheid education. The most important effect of inequality education provision is that millions of people have received either no education, or very little formal education of very low quality.

The quality of life of millions of South African adults is probably affected because they cannot read and write and they also have communication problems.

People who are marginalized or displaced are further disadvantaged by their inability to participate in the dominant forms of literacy. They are disadvantaged in job seeking, they are sometimes unable to participate effectively in training or development programmes, and they might be unable to provide the support for their own children's learning and they might be unable to respond to the critical medical and environmental issues, which pose direct threats to their existence.

The policy question, therefore, is whether an effective adult literacy and basic education system can be put in place, which can compensate people for the education, they were deprived of in their youth. This is an issue of affirmative action because it is also about redressing the racial imbalances produced by apartheid education. Most illiterate adults are black (NEPI 1992:1).

But the effect of a high illiteracy rate is not just that it disadvantages so many people there are also disadvantages for the wider society. Efforts to bring about a democratic political culture and strong organs of civil society are made difficult if large numbers of people are unable to participate in the conventional forms of literate communication. Lack of specific literacy skills becomes a social barrier that advantages some people over others. Illiteracy can become a mechanism that identifies benefits of effective citizenship.

A society that is striving for the democratic participation of all its citizens has to address the fact that millions of them might be disadvantaged through being unable to read and write in the dominant forms of literacy.

2.9.1 KNOWLEDGE EXPLOSION

Adults can experience problems emanating from work, home and from personal development. A person may be faced with the task of learning job skills and or getting ahead at work. For a person to gather all this knowledge, one has to be educated. For one reason or another, people cannot leave their work for full time schooling, that is why non-formal education is fundamental for development of people.

2.9.2 MODERN DEVELOPMENT

In most cases less developed countries rely on developed ones. From these countries, which are developed, they can gain ideas, systems, and machines of different types for production.

Pilley (1990:11), in a work situation one may find that people are keen to know the language of the employer. This indicates that there is a need of knowing the second language. They have a desire of knowing how to operate certain machines. This certainly calls for non-formal education in order to equip workers with relevant skills they need empowerment.

2.9.3 PROBLEM OF PARTICIPATION

However, Hutton (1992:47), for most of us, whether administrators of programs, teachers of adults, or program planners, these questions and possible answers they generate seem relatively straightforward and uncomplicated. Survey research has provided the following list.

- There is a need to acquire basic information and apply it in one's daily life, the desire to advance professionally, or the need to increase efficiency at work.
- 1 People learn for cultural enjoyment, to become more useful in the community, because friends or family urge one to get involved, out of boredom and the basic desire for the company

of like-minded people, because they like a particular subject matter or enjoy particular hobbies.

- 2 To change, to gain confidence, to meet everyday challenges, these and many more like the stage on which the question of motivation is raised.

In our everyday lives we witness the vitality of people in the pursuit of knowledge and greater skills. We encounter many who find it natural to continue the life of learning from school into adulthood. We encounter many others who were not motivated by school, but who decided to return to the scene of earlier disappointments only because they have been persuaded that without it, without a sheepskin, survival in today's advanced post industrial age will be difficult.

2.9.4 STUDY AS AN INSTRUMENT OR INTRINSIC VALUE

Dekker and Lemmer (1993:295), stated that, if adult education is viewed as mere instruments, it implies that someone acquires knowledge and develops him or herself for the sole reason that study is a means by which other more valuable goals can be achieved, for example, the amelioration of the society, or improvement of an organization's productivity or of an individual's standard of living. If study is appreciated as being of intrinsic value for an individual, it merely means that a person is striving for the overall development of his or her own personality.

2.9.5 SOCIAL MOBILISATION

South Africa needs to assimilate the total experience of literacy campaigns waged internationally to inform and improve its own provision, and demonstrate the efficacy of the linkage between ABET and our reconstruction, and development and social transformation agenda. Such an agenda makes it possible to speak with conviction about cultural revitalization and upliftment, the creation of a social movement for ABET and development, and the growth of a national identity that breaks with the apartheid past, (Department of Education 1997:35).

According to the Department of Education (1997:35) policy document on ABET, building a new nation is an educational act directed at attitudinal and behavioral change. South Africans have a moral, ideological and a national responsibility to run a credible, national ABETS campaign.



Literacy campaigns and the promotion of various forms of ABET have been used as one of the most important tools of state construction and nation-building throughout modern history.

2.10 CONCLUSION

Midwinter (1975:99) concludes "Education must no longer be open to caricature as a few hours at school for a few years in pre-adult life. It must be viewed as total, lifelong, experience with the home and the

neighbourhood playing important parts, and everybody contributing to and drawing on this educative dimension of the community”.

Adult education, continuing, lifelong education, are all used to try to eliminate inequity in social, economic and even political background. It is thought that adult education can help those adults who could not finish their education or those who did not get education at all. Although it is not clear on how adult education has helped learners to improve their positions at work, their social status and their economic position. Thus, adult education is a tool to improve adult life.

CHAPTER 3

RESEARCH METHODOLOGY AND DATA ANALYSIS

3.1 INTRODUCTION

This study or research however could be described as a small survey whose major purpose is to investigate or to find out how adult education can be used to develop people and communities socially, economically and politically in adult centers in Lichtenburg area.

The researcher should answer the above questions with particular reference to adult centres in Lichtenburg.

LICHTENBURG ABET CENTRE:

This centre has sixteen tutors and one supervisor (principal). The centre is operating under the buildings of Gaetscho High School, and its operation started in 1989. According to the supervisor the classes and environment are conducive to accommodate adults. The school is electrified. This adult centre starts with level 4, which is equivalent to grade 8 and 9. There is no grade 11, when adult learners pass grade 10 they are promoted to grade 12. They do not offer the law subjects and practical subjects.

TIRISANO ABET CENTRE:

This centre is operating at Phatsima Primary School where conditions are not conducive to adult learners, because of the type of furniture that they are using.

The centre starts from grade 1 to 12. In this centre they do not do all the grades, when adult learners from grade 1 are promoted, their next grade is grade 4 especially those who can read and write. From grade 4 the next grades are grade 7, 8, 9 and 10 then they are promoted to grade 12. There is no grade 11. This centre has seventeen tutors and one supervisor (principal). Their subjects are also determined by curriculum development, no practical subjects are offered in this centre. The centre started its operation in 1990.

BOSELE ABET CENTRE:

This is the only centre, which offers different subjects from the other two mentioned above. In this centre needlework is offered and typing and it starts earlier so that learners who are doing practical subjects will be able to see and do their work or attend their lessons in suitable time. The starting time is 15:30 and 16:00. Staff members are eighteen with one supervisor (principal). The other subjects offered are science, humanities and 4 languages e.g. Setswana, English, Afrikaans and Xhosa because most of the people who are near to that centre are staying in the squatter camps that are Xhosa speaking and other languages. The school operates under the buildings of Blydeville Intermediate School. This centre started to operate in 1996 with few tutors and recruited others.

3.2 SUBJECT OF THE STUDY

All supervising educators (Principals) in three centres were subjects of this study. The adult learners from Grade 7 to Grade 12 and adult tutors were also the subjects of this study.

The study focuses on the total population of three adult centres in the Lichtenburg area. From the population of 195, of the three adult centers, three (principals) supervisors completed the questionnaires. From all three centers, 38 Grade 7 adult learners, a sample of 12 learners were taken, from 38, 4th name was picked up. From 40 Grade 10 adult learners, a sample of 10 adult learners were picked up in the same manner, of the 60 Grade 12 adult learners, a sample of 15 learners were picked up in the same manner and have the 54 tutors a sample of 13 were selected as above. Three principals, 37 adult learners and 13 tutors completed the questionnaires.

3.3 EMPIRICAL INVESTIGATION

One set of structured questionnaires was used in this study. These set was divided into three sections, A, B and C. The principals, tutors and adult learners were answering the same questionnaires.

Questionnaires sent to them consisted of twenty-five questions, which were based on the economical, social and political factors. The results are analyzed here below according to their section, importance and relevance to the problem. Fifty-three questionnaires were sent out and forty-six were received back in time to be computerized.

3.4 QUESTIONS AND RESPONSES OF ADULT LEARNERS, TUTORS AND SUPERVISORS (PRINCIPAL)

SECTION A: SOCIAL FACTORS

The following tables illustrate the points discussed above.

QUESTION 1

Communities or adults who are enlightened through the process of education can be able to communicate with others irrespective of colour and race.

QUESTION 3

Adult education helps people to be promoted because of their knowledge, socialization and being dedicated to their work place.

RESPONSE:

Table 3.4.1

QUESTIONS	A	B
Agree	45	46
Disagree	1	0
TOTAL	46	46

Key: A = Question 1 and responses

B = Question 3 and responses

44.

QUESTION 2

Adult education helps people to participate in the cultural activities taking place around them.

QUESTION 4

Through the process of adult education people managed to improve academically and their skilled labour.

QUESTION 5

Adult education helps people to become aware that everyone has the right to equal educational opportunities.

QUESTION 6

Through the process of adult education people understand what is meant by affirmative action.

QUESTION 7

Adults who have acquired literacy in adult centers do not have a problem of stage fright.

45.

RESPONSE

Table 3.4.2

QUESTIONS	A	B	C	D	E
Yes	46	46	46	45	44
No				1	2
Total	46	46	46	46	46

Key: A = Question 2 and responses

B = Question 4 and responses

C = Question 5 and responses

D = Question 6 and responses

E = Question 7 and responses

SECTION: ECONOMIC FACTORS

QUESTION 8

Adult education has helped people to develop socially, economically and politically.

QUESTION 9

Adults have acquired skills through adult education they are economically better because they can sell their skills by promoting the economy of the country.

QUESTION 10

Adult education can help people improve their skilled labour e.g. farming.

46.

QUESTION 13

Communities may be enlightened through provision of marketing skills at adult education centers.

QUESTION 16

Through adult education people in the community can learn to maintain their families economically.

QUESTION 17

Through adult education illiteracy in the community can be reduced.

QUESTION 19

Adults who acquired skills in adult education stand a better chance to employ others, to reduce high unemployment rate.

RESPONSE

Table 3.4.3

QUESTIONS	A	B	C	D	E	F	G
Yes	46	46	46	45	46	45	46
No				1		1	
Total	46	46	46	46	46	46	46

Key: A = Question 8 and responses
B = Question 9 and responses
C = Question 10 and responses
D = Question 13 and responses
E = Question 16 and responses

47.

F = Question 17 and responses

G = Question 19 and responses

QUESTION 11

People will learn through adult education to earn a living by selling their products.

QUESTION 12

Through adult education people who have skills could get employed and managed their life.

QUESTION 14

People can earn a better living if they take/study vocational courses or subjects that will be taught at their adult centers e.g. woodwork, electrical engineering and carpentry, they will help them in future.

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QUESTION 15

People can be taught how to use saving skills or business economics at their disposal.

RESPONSE

Table 3.4.4

QUESTIONS	A	B	C	D
Agree	46	46	45	46
Disagree			1	
Total	46	46	46	46

Key: A = Question 11 and responses

48.

B = Question 12 and responses

C = Question 14 and responses

D = Question 15 and responses

SECTION C: POLITICAL FACTORS

QUESTION 20

Adults who are literate can be elected to certain positions in the community like being a chairperson of an organization.

QUESTION 23

Adults who are politically aware can exercise their rights in voting.

RESPONSE

Table 3.4.5

QUESTION	A	B
Agree	46	44
Disagree		2
Total	46	46

Key: A = Question 20 and responses

B = Question 23 and responses

QUESTION 21

People who have gone through adult education understand their rights better according to the South African constitution.

QUESTION 22

Literate adults are aware of the differences between Party Politics and National Politics.

QUESTION 24

Adult education helps adult learners with literacy so that they can understand the government policies.

QUESTION 25

Through literacy, people were able to read the manifesto and be able to vote for the party of their choice.

RESPONSE

Table 3.4.6

QUESTIONS	A	B	C	D
Yes	44	45	45	46
No	2	1	1	
Total	46	46	46	46

Key: A = Question 21 and responses

B = Question 22 and responses

C = Question 24 and responses

D = Question 25 and responses

3.5 CONCLUSION

The response was very positive; one can realize where efforts should be put to improve people socially, economically and politically through the process of adult education.

51.
CHAPTER 4

FINDINGS AND INTERPRETATIONS

4.1 INTRODUCTION

This chapter portrays the findings and results of the study. However, one set of questionnaire was divided into three sections where research was based on them. From the responses it is clear that adult education can be used to develop people and communities socially, economically and politically.

4.2 SOCIAL FACTORS

This was focused on the previous chapter where questionnaires were analyzed by the researcher and adult learners, tutors and supervisors were used as tools or subjects of the study.

However, the study was based on the usage of adult education to develop people and communities socially, economically and politically, in Lichtenburg area.

From the responses of table 3.4.2 page 45 of this research, 95% of people who answered the questionnaires, which are adult learners, tutors and supervisors were having common interest that adult education can develop communities and people socially.

According to Rogers (1971:11), “only one thing brings adults to classes, the prospect of having a pleasant social evening at the expense of local authority.” But from their response it shows that adult education can help most of them a lot, because they responded positively in answering the questionnaires.

According to NEPI (1993:7), the social purpose of adult education is the facilitation of change in a dynamic society, particularly in relation to rapid technological and social change. It also increases in productivity through the training, education and development of individuals and the education of society. The other social purpose of adult education is the enhancement of personal growth through learner centered self-actualization and perspective transformation activities. Through adult education the society can socially improve if learning continue throughout life.

Adult education will help them to learn ubuntu, they will share ideas and they will be well equipped with skills and knowledge. Their needs should be known and met if possible. Adult education will also help them to know their labour laws and their vital human rights. They will also become confident in every aspect that they are presenting for the community.

4.3 ECONOMIC FACTORS

From the above findings, adult education has helped people to develop economically because they acquire spirit of togetherness and increase production by being involved in addressing their issues. Those who have

acquired skills through adult education are economically better because, they are increasing production and generating income. If their needs are relevantly addressed they can improve their skilled labour e.g. farming.

According to Melmed (1983:71), economic development has a specific need of trained manpower. As a society develops, its need for specialized training increases and this accounts for the fact that economic development demands expansion of education. People can learn to maintain their families economically through adult education if there is provision for such lesson in their courses.



However, through the process of adult education having acquired skills for example, sewing, people can built themselves small industries and their products become marketable like in the exhibitions.

4.4 POLITICAL FACTORS

According to Dearden (1984:27), young countries are especially devoted to creating a national unity and a people unified in common values. Education is therefore often considered the most effective means by which national aims may be realized.

However, from the above findings, most of the responses indicate that adult education can help the Lichtenburg community. Adults who are politically aware can exercise their right in voting and they will make sure that their

needs are met. Political education can also help them if it is included in their curriculum or their courses.

4.5 CONCLUSION

Governments and people all over the world agree that education must be provided from their mutual benefit. Every community has a need for able and trained people for the various activities the community deems necessary and this training must be provided for by education. The abilities and level of training are evidenced at different levels, ranks and occupations. Each one has its own expectations regarding economic, social and political life. A very large part of society's structure is dependent on these aspects.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In this chapter a brief summary of previous chapters is presented. Furthermore, the recommendations for the improvement of adult education with regard to social, economic and political factors in this field of education are presented.

5.2 SUMMARY

In chapter 1 the fundamental for the study, the statement of the problem, hypothesis, the purpose of the research and definitions of terms are outlined. In chapter 2 literature studies related to the study were reviewed. It emerged from the literature studies that adult education is in most countries a neglected field, with regard to economic, social and political factors.

In the social, economic and political arenas the provision of adult education as well as the prevailing attitudes towards it are influenced by the interplay of meritocratic and egalitarian forces. Equalizing pressures such as affirmative action have encouraged women and minority groups to apply for positions that require high educational levels and continuing education and training.

5.3 RECOMMENDATIONS

5.3.1 THE SOCIAL FACTOR

South Africa needs responsible citizens who are able to operate in a culturally diverse, democratic society. Human and social sciences is therefore an important area of study. Here people will learn how to interact with each other and with their environment.

5.3.1.1 SOCIAL DEVELOPMENT

According to Collins (1991:29), the demand for education by the population is generally coupled to factors like greater social mobility, changes in the labour market for which people are not prepared, urbanization, etc. These factors lead to pressure exerted by consumers of education or the authorities to provide more as well as differentiated or specialized educational programmes.

For our society or community to be sociable and participate in cultural activities taking place around them, they need to be enlightened and adult education can help them for their future. They will share ideas, learn ubuntu and they will make sure that their demands are met because they will be able to communicate and socialize.

5.3.2 ECONOMIC FACTORS

South Africa needs to have a sustainable economic plan in order to survive. The economic and management science develop all people into economically

active citizens able to participate in and lead the economic development of our country.

The division for adult education is under funded by the Department of Education. It is appreciated that the Department does not have unlimited financial resources, but adult education should be given a fair and equitable share of the cake.

The researcher is of the view that for as long as the division for adult education is part and parcel of the Department of Education, it will continue to compete for funds with the formal education system and remain disadvantaged. Consideration has to be given to the possibility of establishing adult education as a wing of the Institute of Education at the university.

Educating adults is not a waste as far as the economy of the country is concerned. Literate adults can help in the economy of the country as far as the education of their children is concerned. For those who have undergone woodwork training, carpentry and electrical engineering they can be able to build schools and furniture, because they have acquired skills as well as electrifying those schools, unlike the Department hiring a contract for building schools, it will be economic and much cheaper.

5.3.3 POLITICAL FACTORS

Education and training for adults should be the joint responsibilities of the state, the community and the private sector. In the case of schools, parents and guardians share the primary responsibility for the education of their children. A healthy partnership between state authorities and parents is absolutely essential for the establishment of a culture of lifelong learning development. At the same time, teachers should be equal partners in curriculum and learning material development, while employers, workers and other stakeholders have a major responsibility in helping to determine how learners should be prepared for adult life, including the world of work. Also, because education and training should be seen and utilized as a community development resource, the forms that education and training take should meet community needs.

The researcher is of the view that, adult education can help adults who are politically aware to exercise their right in voting and they can be able to understand the government policies.

5.4 CONCLUSION

The researcher was centered on adult education that can help the community of Lichtenburg area socially, economically and politically.

The study has shown that 95% of illiterate people can do better if they engage themselves in adult education to improve their life skills, standard of living and they can be economically viable for Lichtenburg area. Education is the

tool for developing a person to his or her full potential. Education is always the key to change. For South Africa this is no different. For most South Africans their values and attitudes were formed in the old, divided South Africa. Education is the key to changing many of the old commonly held values and beliefs.

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1.

APPENDIX A

QUESTIONNAIRES FOR ADULT LEARNERS, TUTORS AND SUPERVISORS

The purpose of these questionnaires is to find out how adult education can be used to develop people and communities socially, economically and politically in adult centers in Lichtenburg area.

Respond by putting an X in the appropriate box and by elaborating more in the spaces provided.

Name of the center: _____

Section A: Social factors

1. Communities or adults who are enlightened through the process of education can be able to communicate with others irrespective of colour and race

Agree

Disagree

2. Adult education helps people to participate in the cultural activities taking place around them

Yes

No

3. Adult education helps people to be promoted because of their knowledge, socialization and being dedicated to their work place.

Agree

Disagree

4. Through the process of adult education people managed to improve academically and their skilled labour.

Yes

No

2.

5. Adult education helps people to become aware that everyone has the right to equal educational opportunities.

Yes

No

6. Through the process of adult education people understand what is meant by affirmative action.

Yes

No

7. Adults who have acquired literacy in adult center do not have a problem of stage fright.

Yes

No

Section B: Economic factors

8. Adult education has helped people to develop socially, economically and politically.

Yes

No

9. Adults who have acquired skills through adult education they are economically better because they can sell there skills by promoting the economy of the country.

Yes

No

10. Adult education can help people to improve their skilled labour e.g. farming.

Yes

No

3.

11. People will learn through adult education how to earn a living by selling their products.

Agree
Disagree

12. Through adult education people who have skills could get employed and managed their life.

Agree
Disagree

13. Communities may be enlightened through provision of marketing skills at adult education centers.

Yes
No

14. People can earn a better living if they take/study vocational courses or subjects that will be taught at their adult centers e.g. woodwork, electrical engineering and carpentry, they will help them in future.

Yes
No

15. People can be taught how to use saving skills or business economics at their disposal.

Agree
Disagree

16. Through adult education people can learn to maintain their families economically.

Yes
No

17. Through adult education illiteracy in the community can be reduced.

Yes
No

4.

18. Through adult education having acquired for example sewing skills people can built themselves small industries.

Agree

Disagree

19. Adults who acquired skills in adult education stand a better chance to employ others, to reduce high unemployment rate.

Yes

No

Section C: Political

20. Adults who are literate they can be elected to certain positions in the community like being a chairperson of an organization.

Agree

Disagree

21. People who have gone through adult education understand their rights better according to the constitution.

Yes

No

22. Literate adults are aware of the differences between Party Politics and National Politics.

Yes

No

23. Adults who are politically aware can exercise their right in voting.

Agree

Disagree

24. Adult education helps adult learners with literacy so that they can understand the government policy.

Yes

No

5.

25. Through literacy, people were able to read the manifesto and be able to vote for the party of their choice.

Yes

No
