

THE IMPACT OF SOCIAL AND ECONOMIC FACTORS ON ADULT
EDUCATION IN ADULT CENTRES IN MAFIKENG DISTRICT, NORTH WEST
PROVINCE.

BY

PATRICK CHABAEMANG

B. A., PGDE, B.ED.

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER OF EDUCATION (ADULT EDUCATION) DEGREE IN
THE DEPARTMENT OF ADULT EDUCATION OF THE FACULTY OF
EDUCATION AT
UNIVERSITY OF NORTH WEST.

SUPERVISOR: MR. L. M. E. M. SEHLARE

NOVEMBER 2000

ACKNOWLEDGEMENT

I wish to express my profound gratitude and love to my family, particularly my wife, who had been so understanding and supportive in all my endeavours at all times, not forgetting my friends who gave me courage and support throughout my studies.

I heartily thank my supervisor, Mr. L. M. E. M. Sehlare for his patience and understanding, who helped me and encouraged me to complete not only this research paper, but also my studies. Thank you very much Ntate Sehlare.

My sincere gratitude goes towards the adult educators, and adult learners, who sacrificed their valuable time to provide me with the necessary information. Without their support, I could not have completed this research project on time.

Thanks a million times to Mr. Charles Ntloko, who has patiently assisted me with the typing of this research project.

**NWU
LIBRARY**

Above all, I thank God for having guided me and making everything possible for the successful completion of this project.

Patrick Chabaemang
NOVEMBER 2000

ABSTRACT

THE IMPACT OF SOCIAL AND ECONOMIC FACTORS ON ADULT EDUCATION IN ADULT CENTRES IN MAFIKENG DISTRICT, NORTH WEST PROVINCE.

The purpose of this study was to focus on the impact of social and economic factors on adult education in adult centres in Mafikeng District, North West Province.

Both the empirical and literature review research methods had been applied in the accumulation of data for this research project.

A 25 item questionnaire for adult learners and a 32 item questionnaire for adult educators were used to evaluate the perception that social and economic factors had an impact on adult education in adult centres, especially in the Mafikeng District, North West Province.

The questionnaire catered for: whether the government provide stationery and text books to adult centres, the effect of absenteeism on both adult learners and educators, interaction of government officials with adult educators at centres, the commitment of adult educators' attitude towards teaching in the evening, the interference of working in the evening with the adult educator's family, and the possibilities of adult educators being promoted to senior posts.

The subjects of the study were 350 because 50 of them failed to respond. The empirical investigation conducted revealed that social and economic factors did have an impact on adult education in adult centres in Mafikeng. The study also revealed that adult learners who live alone, have a greater percentage of being dropouts as compared to adult learners who live either with their spouses or their relatives.

The conclusion drawn is that adult learners be encouraged to live with their relatives so that they could pursue their educational aims without any disturbances.

TABLE OF CONTENTS

CHAPTER 1

	PAGE
1. INTRODUCTION.....	9
1. 1. BACKGROUND	9
1.2. PROBLEM STATEMENT	11
1.3. JUSTIFICATION.....	11
1.4. ASSUMPTION	12
1.5. OBJECTIVES.....	13
1.6. METHOD OF RESEARCH.....	13
1.6.1. EMPIRICAL RESEARCH.....	13
1.6.2. LITERATURE REVIEW.....	14
1.7. POPULATION SAMPLE AND DATA COLLECTION.....	14
1.8. DEFINITION OF CONCEPTS.....	15
1.9. OPERATIONALIZATION OF CONCEPTS.....	17
1.10. CONCEPTUAL FRAMEWORK.....	18
1.11. ANALYTICAL FRAMEWORK.....	19

NWU
LIBRARY

CHAPTER 2

LITERATURE REVIEW

	PAGE
2.1. INTRODUCTION.....	20
2.2. IMMEDIATE BENEFITS OF LITERACY.....	21
2.3. REASONS WHY ADULT LEARNERS COME TO ADULT CENTRES.....	22
2.4. SOCIO-ECONOMIC FACTORS.....	23
2.4.1. Employed Learners.....	23
2.4.2. Parents' Level of Education.....	24
2.4.3. Tired After Work.....	25
2.4.4. Vision.....	25
2.4.5. Hearing Ability.....	25
2.4.6. Intellectual Abilities.....	26
2.5. IS THERE A DECLINE IN INTELLECTUAL CAPACITY THROUGH LIFE?.....	26
2.5.1. Perseverance.....	27
2.5.2. Self Image.....	27
2.5.3. An Unsympathetic	28
2.5.4. Fear	29
2.5.5. Household Size	29
2.5.6. Peer Influence	30

2.5.7. Loneliness.....	30
2.6. Family Concerns.....	32
2.7. Organizational Problems.....	33
2.8. School Structure	34
2.9. Venue.....	34
2.10. Lack of Certificates	34

CHAPTER 3

	PAGE
3.1. METHODOLOGY.....	36
3.2. REVIEW OF LITERATURE.....	36
3.3. DATA COLLECTION INSTRUMENT.....	36
3.4. DATA ANALYSIS.....	37

CHAPTER 4

	PAGE
4.1. FINDINGS.....	38
Table 1: Age by Marital Status and Gender of the learners.....	38
Figure 1: Are you employed?.....	39
Table 2: Age by the school and gender crosstabulation	40
Table 3: Duration of teaching by settlement at school and are learners committed to their school work crosstabulation....	41
Table 4: School category by are learners committed to their work....	42
Table 5: Who pays the fees for the learner by who encouraged them to register with the centre.	43
Figure 2: Do you sometimes absent your self from the centre?.....	44
Figure 3: Reasons for absenteeism.....	45
Table 6: Do you sometimes absent your self from the centre? by how many days do you attend classes per week.....	45
Table 7: Do you sometimes absent your self from the centre? By with whom do you stay at home? Crosstabulation.....	45
Table 8: What kind of transport do you use to get to the centre? by Do you sometimes absent your self from the centre?.....	46
Table 9: Learners attitudes towards their tutors.....	46

Table 10: Learners attitudes towards the methods used by their tutors to teach.....	47
Table 11: The effect of absenteelsm of learners on the teaching process of adult learners by learners commitment to their school work crosstabulation.....	48
Table 12: Does the evening work interferences with family life by how do educators feel teaching in the evening.....	49

CHAPTER 5

	PAGE
5.1. SUMMARY.....	50
5.2. CONCLUSIONS	52
5.3. RECOMMENDATIONS.....	53

	PAGE
REFERENCES.....	55
BOOKS.....	55
DEPARTMENTAL DOCUMENTS.....	57
JOURNALS.....	57
QUESTIONNAIRES	
APPENDIX	A & B

**NWU
LIBRARY**

CHAPTER 1

1. INTRODUCTION

1.1. BACKGROUND

South Africa needs to develop an integrated system of education and training that provides equal opportunities to all, irrespective of race, colour, creed and gender, and must address the development of knowledge and skills that can be used to produce high quality goods and services in such a way as to enable them to develop their cultures, their society and their economy (ANC RDP Policy Document 1994:60). Therefore adult education provides adults with education and training programmes equivalent to existing level in the formal school system with an emphasis on literacy and numeracy skills. This is a crucial step in the reconstruction and development of our society. However, learners need to receive assistance to seek related employment on completion of the specific project (ANC RDP Policy Document 1994:63).

It seem that adult education will be increasingly looked to in the future as a way out of the educational crisis in the Third World Countries, and likely to be accepted as a means of providing mass education for rural populations in a way

and at a cost which formal education cannot match, Adult education shows a strong potential for getting at the human of those most likely to be excluded from the formal schools, i.e., the poor, the isolated, the rural, the illiterates, the unemployed and the underemployed, by providing skills for survival and development.

The current national illiteracy rate ranges between 9 and 11 million. In the North West Province only, illiteracy rate is about 40% out of the population of 3 043 000 (Department of Education 1998:4). It is estimated that about 34% of adults in the North West has less than grade 7 and 55% of the adult population in the North West had less than grade 9 formal education, that clearly give an indication of functional illiteracy.

The researcher focussed on the impact of social and economic factors on adult education in Adult Centres in the Mafikeng District, North West Province.

1.2. PROBLEM STATEMENT

Illiteracy rate is a worldwide problem. South Africa as part of the world, and one of the Developing Countries, is also experiencing this kind of a problem.

Despite the fact that the Department of Education is investing huge amount of money on education, statistics shows that illiteracy rate among adult learners is still high. The government of National Unity has revived adult education in order to close the gap between literacy and illiteracy which prevails in South Africa.

Illiteracy level is said to be predominant among Black African adults.

From all governmental levels, that is, national, provincial and local, illiteracy level seems to be a great concern. From the media - radio, newspapers and television- one hears and sees how illiteracy level affected the lives of the people. One then wonders what could be the real factors that could have led to illiteracy especially among Black communities of South Africa. It is therefore on the basis of the above observation that the researcher investigated on the factors contributing to illiteracy and the impact of social and economic status of adult learners.

1.3. JUSTIFICATION

To undertake the study, the researcher was inspired by the concern that at the beginning of each and every academic year, many adult learners flock to the

different adult centres to register, but at the end of each and every academic year, only few learners sit for their examinations, for example, it has been proved beyond reasonable doubt by the Department of education that, in 1996, 6431 adult learners had registered for the standard 8 examinations. Out of that number, only 1097 adult learners managed to sit for their examinations. The question that arises is: what happened to the 5334 adult learners who registered at the beginning of the year? (Department of Education, 1998:9).

In 1997 again, a very huge number of 6777 adult learners registered for the Standard 8 examinations, but still at the end of the year only 1118 adult learners wrote their examinations. It is still amazing that what happened to the 5659 adult learners who registered at the beginning of that academic year? Why should adult learners dropout of the adult centres before they could complete? It is on the basis of this context that the researcher be inspired in trying to focus on the "Impact of social and economic factors on adult education in adult centres in the Mafikeng District".

1.4. ASSUMPTION

- i. It is assumed that "poor social and economic factors or status" have negative impact on adult learner.
- ii. It is also assumed that "poor educator and adult learner relationship" have a negative impact on adult learner.

1.5. OBJECTIVES:

The objectives of the study are stated below:

- To establish factors contributing towards adult learners' dropout from adult centres.
- To find out reasons why educators and adult learners absent themselves from adult centres.

1.6. METHOD OF RESEARCH

Both the empirical and literature review research methods had been applied in the accumulation of data for this research project.

1.6.1. EMPIRICAL RESEARCH

The study is mainly based on empirical research or investigation since the researcher had used questionnaires to draw information from the subjects. Two sets of questionnaires were used, i.e.

- One questionnaire was designed to draw information from the adult educators
- The other questionnaire was designed to draw information from the adult learners.

1.6.2. LITERATURE REVIEW

The greater part of the study is based on literature since the researcher made use of a number of books in trying to find out what other researchers came up within the same topic. Literature review will be dealt with in detail in chapter two.

1.7. POPULATION SAMPLE AND DATA COLLECTION

Four hundred (400) questionnaires, that is, both adult educators and adult learners were distributed, whereby they were self-administered. Only three hundred and fifty questionnaires returned. Only fifty (50) questionnaires were destroyed.

Random sampling was used to draw the sample. Since questionnaires were self-administered, the researcher counted up to the fifth learner and gave him/her the questionnaire to fill. For the tutors' sample, the researcher applied the same technique. Fifty percent of the sample was drawn from the learners and the other 50% from the tutors as indicated in the above paragraph.

1.8. DEFINITION OF CONCEPTS

➤ EDUCATOR:

In this study, an educator is seen as the person who facilitates the process of learning so that at the end, learning has taken place.

➤ ADULT LEARNERS:

In the context of this study adult learners refers to all persons regarded as adult and out of school youth aged 15 years and older, who have had no or adequate schooling.

➤ ADULT EDUCATOR



In this study, adult educator refers to one who is involved either in the teaching of adults or in the organization and administration of the education of adults. Adult Educator attempts to help the learners to learn and also guides their learning towards desired end.

It is however observed by a research group (1993:39) that no typical adults tutors have been found in South Africa because of the little training, and if there are those who are trained to be adult tutors now, they tend to be new in their job.

➤ ADULT EDUCATION:

In the context of this study adult education refers to the publicly provided education addressed primarily to adults and mainly serving other than vocational needs. This type of education is addressed to adults in general with no strictly applied age.

According to Jarvis (1990:6) the concept has different meanings according to different countries. For example, in the United States it is used to refer to the education of adults whether vocational or otherwise. Jarvis (1990:8) regards it as referring to the planned processes of learning for adult participants. Sehlare (1995:21) sees it as education provided for adults for general educational rather than vocational reason, for the sake of the provision of skills at adult centres.

➤ ADULT BASIC EDUCATION

In this study, adult basic education refers to the education that replaces adult literacy as things other than reading and writing have been added to adult literacy programs. The usage of the term varies from one area to the other, but the meaning includes reading, writing and numerical.

Jarvis (1990:5) on the other hand, defines adult basic education as the education that enables people to function in every day life and to develop as persons. He

further states that the three main components of this concept are skills in language, i.e, reading, writing and speech, number and social life.

1.9. OPERATIONALIZATION OF CONCEPTS

➤ SOCIAL FACTORS

In this study, social factors refer to access to basic needs like shelter (housing), water, primary health care, etc. and the interrelation between educator, learner and the community.

➤ ECONOMIC FACTORS

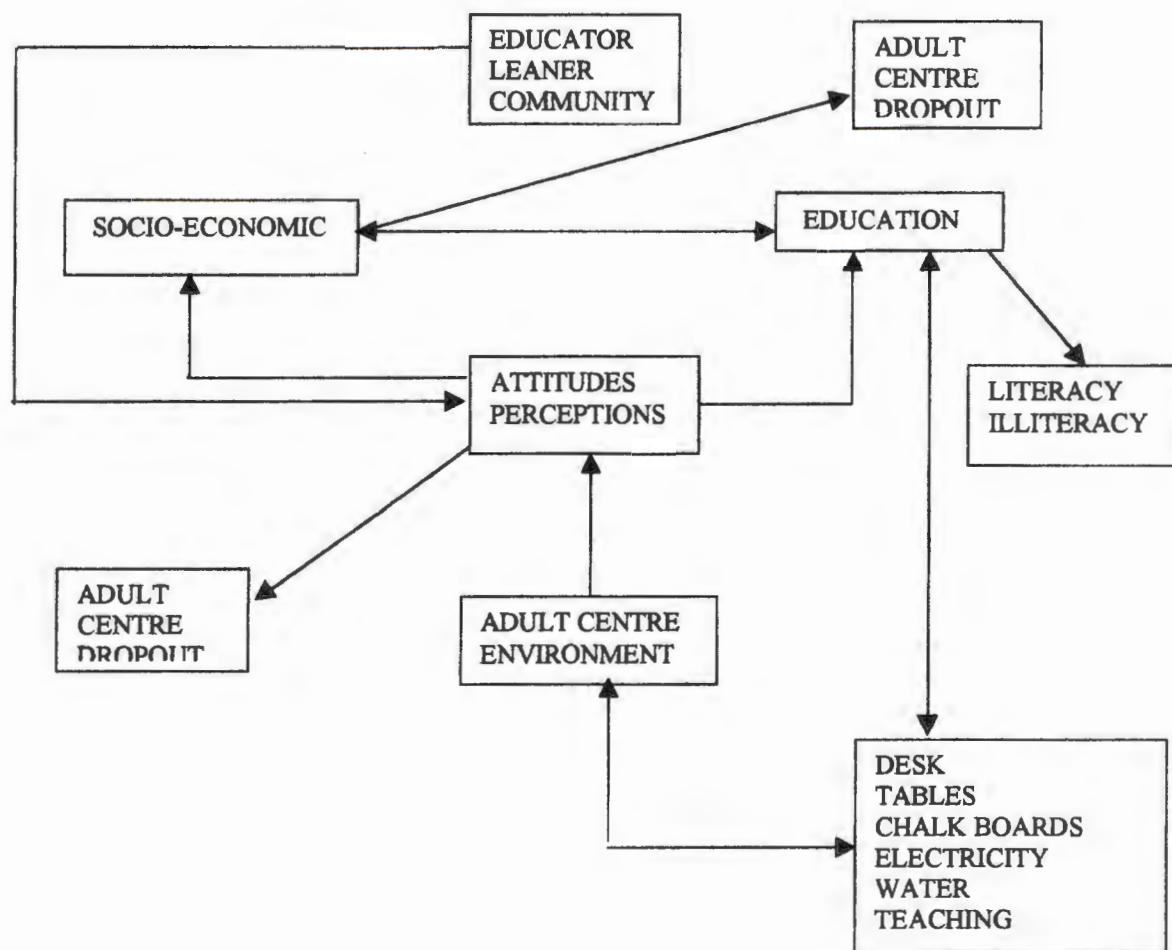
In the context of this study, economic factors are seen as the access to funds or money for maintenance pertaining to adult centre attendance.

➤ POOR SOCIAL AND ECONOMIC FACTORS

In this study, poor social and economic factors refer to when there are negative factors like negative attitudes between educators and learners, lack of funds, adult centre equipment, etc.

1.10. CONCEPTUAL FRAMEWORK

SOCIO-ECONOMIC FACTORS AND EDUCATION INTERRELATIONSHIP.



SOURCE: RESEARCHER'S IMAGINATIVE STRUCTURE

1.11. ANALYTICAL FRAMEWORK

Following the above conceptual framework, education is seen as the independent variable and social and economic variables as dependent variables.

Educators, learners and the community are the key factors in the learning process. The way in which the educator, learner and the community perceive the education has an impact on the standard of learning. For instance, once a learner does not have the basic necessities may end up as a dropout which resulted from social and economic factors.



There are in social factors like student teacher relationship that might either be positive or negative which might have a positive or negative impact on education, which may ultimately lead to literacy or illiteracy rate.

The adult centre environment should also be conducive. All the necessary equipment should be availed to both the educator and the learner.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter focuses on the impact of social and economic factors on adult education in adult centres in the Mafikeng District, North West Province. Before dwelling much deeper, the researcher will attempt to get to know what other researchers have come out with in the same area.

It is generally agreed that education is a good thing that during the past century it has assumed an important place in both the levels of local and national governments, and consequently, a proportional amount of the total public expenditure has been directed towards it. It is believed that education is something that happens predominately to the young - a "front end" conception of education rather than regarding it as a lifelong process. While "lifelong education" may be a relatively new term, the idea of lifelong learning is far from innovatory.

Adult learners, who fortunately, register in adult centres experience a number of problems that may contribute towards their dropping out of such centres. The following are therefore discussed: immediate benefits of literacy, reasons why adult learners come to adult centres, socio-economic factors, employed learners, parents' level of education, tired after work, vision, hearing ability,

intellectual abilities, a decline in intellectual capacity through life, perseverance, self image, an unsympathetic, fear, household size, peer influence, loneliness, family concerns, organizational problems, school structure, venue and lack of certificates.

2.2. IMMEDIATE BENEFITS OF LITERACY

According to Simmons (1980:24), literacy is valued for its immediate benefits and it also creates income by improving the productivity of the labour force.

According to Legotlo in Popagano June (1992:14), the new literate in the rural setting is able to make use of institutions like banks and marketing cooperatives. In urban settings literacy may mean a better paid job and perhaps an increase of participation in political matters. Leadership in informal organization like stockvel and burial societies becomes more appealing to literate. In such social organizations, people appointed to positions such as chairpersons, secretaries and conveners of sub-committees are literates. Once an individual is literate he may be appointed to such positions, thus gaining social status. The individual, as such, is released from a feeling of inferiority complex, from relationships of dependency. In short, it helps the individual to keep abreast and informed of current events. That is what makes adult learners so ambitious to enroll with adult centres.

2.3. REASONS WHY ADULT LEARNERS COME TO ADULT CENTRES

There are several other reasons that make adult learners enroll with adult

centres, for example:

- To be able to read and write,
- To be able to complete forms,
- To be able to sign one's name,
- To be able to compare prices in shops,
- To be able to speak English,
- To be able to write letters to their spouses who are working away from home,
- To be able to obtain a certificate
- To get better job.

Adult learners view education as a key to a better future, an instrument to socio-economic transformation. Adult learners are more concerned with the immediate benefits of literacy, the long-term benefits receive little emphasis (Legotlo in Popagano, 1992:4).

2.4. SOCIO-ECONOMIC FACTORS

2.4.1. Employed Learners

Stern et. al. (1995:41) have highlighted the fact that learners who spend more hours per week in paid employment spend less time and, as a result, obtain lower test scores. The same learners are likely to drop out or express less positive attitudes and aspirations about adult centre. This automatically affects their time of study therefore, chances of dropping out are significantly high. The more the adult learners earn money, the more they likely think they have the world in their hands and regard adult centre as a waste of time and money. Shuttleworth (1993:38) has revealed that family supporters, while aware of the necessity and need for education felt obliged to help their families economically, thus this, at time, results in learners dropping out of the educational system.

Learners could not prioritize their needs and wants accordingly. At times money and nice things are given first priority while the actual needs and wants are only realized when responsibility increased learners who leave or desert adult centre are more likely to be focussing on work to earn money than in attending adult centre.

From considerable research studies (Rosenberg (1983), Masuku (1988) and Dorn (1996) it was discovered that working more than ten hours per week places young adult learners at a higher risk of leaving adult centre and not considering their own background.

2.4.2. Parents' Level of Education

According to Rosenberg (1983:51), learners who leave adult centre are poorly motivated to compete in traditional academic settings by their parents. In addition, Masuku (1988:60) has revealed that parents' encouragement to adult centre determine the motivation with which children pursue education while children from parents with lower or no educational qualification are not influenced, thus most of them drop out of the centres.



The advantage of residing in a house of a high adult centre graduate has remained since the 1940's and furthermore high adult centre graduation is an advantage one can successfully transmit to children according to (Dorner 1996:26). In short, the educational environment in the home is the most important determinant of whether a learner will graduate his/her adult centre career (Dorner 1996:33).

2.4.3. Tired After Work

Adult learners do hard labour jobs during the day and they feel very tired in the evening. This is a problem experienced by many workers. How can such problems be avoided?

2.4.4. Vision

A child's vision improves rapidly up to the age of 18 and thereafter it declines gradually up to the age 55. This could be one of most important factors that lead adult learners to drop out of centers (Kidd, 1983:9).

2.4.5. Hearing Ability

One's hearing ability reaches its peak during the early years of his/her life, after which it gradually declines up to the age of 65. In proportion, as one grows older, one's ability to hear not only declines but is also slower to hear (Kidd, 1983:17).

The loss of hearing ability has an important influence on one's feeling of security. A person who has lost his/her hearing will, if possible, avoid all

situations where there is a great deal of noise or many people. This may be the reason why certain people are afraid of attending classes. One who is hard of hearing tends to isolate himself from others and is also inclined to disrupt others. He imagines - and convinces himself- that they are talking about him and he cannot hear what they are saying (Kidd, 1983:21).

2.4.6. Intellectual Abilities

Human beings intellectual can be measured. A person's intelligence can be determined. A person with a high intelligence quotient learns easily and quickly while those with a lower intelligence quotient find it more difficult to learn(Kidd, 1983:21).

A person with a low intelligence quotient (IQ) will experience difficulty in learning whether he/she is a child or an adult. On the other hand, the child or adult with a high IQ will have no difficulty in learning(Kidd, 1983:21).

2.5. IS THERE A DECLINE IN INTELLECTUAL CAPACITY THROUGH LIFE?

Many people think that there is a decline in intellectual capacity as adults become older, but as Kidd (1983:18) has noted "this belief is firmly rooted in myth, fable and proverb". It seems that one's mental ability decreases with

age only if one allows it to decrease. For example, if a person refuses to think and to reason to solve intellectual problems.

2.5.1. Perseverance

No person can perform a difficult task without perseverance, especially a task which takes a long time to perform. If one lacks perseverance, whether one is a child or an adult, one might begin learning but the moment one realizes that the task is difficult one gives up (Kidd, 1983:11).

2.5.2. Self Image

Research indicate that in order to go on existing, every person must see himself/herself as someone very unique with talents that set him apart from other people (compare Louw & Edwards 1993:48). One has a positive self-image if one does not overate one's own ability but neither does one underrate them. One should have a realistic concept of what one can do and what one cannot do. Adults who attend classes often have a negative self-image and feel themselves to be inferior and do not really believe that they will be able to complete the course. Because of thinking that they are unable, that in itself contributes to the fact that adult learners could drop out of centers (Kidd, 1983:43).

2.5.3. An Unsympathetic Educator

An unsympathetic educator can very easily deflate an adult's self image. The educator who continuously finds faults and makes a point of doing this in the presence of the other learners or, who never sees the positive things in his/her students' efforts is the ideal destroyer of positive self image and good results (Dickenson: 1973:49).

An educator may, under no circumstances, treat adults as children. He/she should not expect adults to stand up when he enters the classroom or when they answer questions. Adult may not, and can not be punished as children would be and neither can they be shouted at. The educator should not take them to task as would be done with children. Once he/she could ignore the fact he/she is dealing with adults, they will automatically move out of the centre and become dropouts (Dickenson:1973:49).

Research studies further indicate that the educator must make a point of finding out how each and every adult, who has problems in the class, see themselves (Louw & Edwards 1993:57). Should a particular person in a group have a negative self image, he/she cannot study successfully. Such a person is in need of help to see his/her image realistically.

2.5.4. Fear

Psychologists are of the opinion that fear is the outstanding feature of our times. People are afraid of falling, especially elderly people, in that which they hope to accomplish, they are afraid of other people, they fear instructions, conditions- everything that is known.

One can understand that adults who come to the centre, especially for the first time will experience fear to a certain extent. Everybody has this fear to a certain extent. Everybody has this fear of the unknown. There may also be adults who, owing to experiences as children at school, will view the centre, their fellow students and even their educator with fear. Where fear is present there can be no meaningful study, and where no meaningful study takes place drop out rate will be very high (Yussen & Santrock 1982:50).

2.5.5. Household Size

Dorner (1996:28), indicates that it is quite obvious that living in a large household has been a consistent disadvantage to education. He/she (Dorner 1996:28) argues that in most large families an eighteen years old is one of the oldest children in a house and among the most likely to get a job if household circumstances require additional income. A dropout is reared in a

family which has less solidarity, less primary relatedness, less paternal influence than does the family in which the graduate is reared.

2.5.6. Peer Influence

Rodericks (1993:37), argues that many dropouts have friends who are also dropouts, just as friends, educational aspirations and expectations are related. A learner simply quits the centre to go along with his/her friends. The dropout's personal friends will be typically not approved by his parents. Chetty (1989:24) argues that most learners dropout of centres because of disinterest which was evoked by negative peer pressure.

2.5.7. Loneliness

It has been long known that learners who are poorly accepted by their peers are at greater risk of dropping out of the centres. Unpopular learners may eventually withdraw from the centres because they are lonely and dissatisfied with their relationships at the centre. Furthermore, the subject experience of loneliness may also interfere with students' successful school/centre performance and thus promote centre withdrawal. Lonely and socially dissatisfied learners also encounter academic difficulties at centres because of less commitment to class-work and more negative reaction to teachers (Roderick, 1993:42).

Dorner (1996:29) argues that learners from well-to-do families have had a consistent advantage of completing their studies because their parents are able to pay even the highest tuition fees charged at Technikon and Universities. But it is not always the case in the South African Technikons and Universities as some parents could be able to pay tuition fees and the learner could not have the interest of studying, and ultimately becoming a dropout (practical experience).

Learners from poor family backgrounds dropout of centres because of lack of funds. At times, even when a learner is intelligent, lack of financial assistance would hinder his/her studies, which could lead to automatic dropout.

Weis et. al. (1989) state that learners from lower social economic backgrounds with lower levels of self esteem, and poorer grades are more likely to dropout than learners from high social economic backgrounds. It is quite obvious that academic attainment is the primary predicator of economic success. Then life without high school certificate exacerbates the oppressive conditions affecting these youth, thus the likelihood of dropping out is higher. Most of the world community is regarded as having low socio-economic status, the reason being the high rate of unemployment. This was also highlighted by the National Association Workers Study (1992:19).

Furthermore, Roderick (1993:31) argues that learners from poor families are more likely to encounter early problems in centres. This is evident when such learners start attending school late in their lives, so they start with younger learners and when they realize that their peers are in higher standards they become problematic and finally dropout.

2.6. Family Concerns

When one examines especially what young women say about dropping out one learns that females dropout primarily in response to family concerns. They look after babies, they cook food for the family and do private studies. Family complexities strain females and interrupt their educational careers far more dramatically than is true for male adult learners especially among the Black Africans.

Roderick (1993:32) carried out research on the influence of family background on both centre performance and the decision to dropout suggests that learners from disadvantaged families bring to centre an array of characteristics that place them at a greater risk of early centre leaving, especially in most previously colonized countries, as many children are engaged in labour force the age of eighteen (Media Report).

Parenting plays a particular important role in adult learners decisions to dropout. According to Roderick (1993:41), adult learners who have children after the age of 16 are more likely to be making a transition to adult roles, including establishing independent households, marrying and getting a job. Each of the aforesaid transitions would make it more difficult to combine parenting and schooling, and will result into learner dropout. It is clear that young adult learners who become pregnant while schooling are unlikely to graduate because of the increased responsibilities.

Roderick (1993:41) further argues that learners who dropout and then return to adult centre incur costs that may have been avoided or mitigated if they had stayed in school. Current employment and occupation projections predict that the labour market status of dropouts will continue to deteriorate in the decades ahead.

2.7. Organizational Problems

Farrant (1991:16) states that the crisis in the centres of some countries is being caused by irrelevant curricula, inadequately trained educators, the introduction of ill considered educational policies and innovations and lack of resources. Most of the centres do not provide the range of qualifications that match employment in the modern sector.

2.8. School Structure

Chetty (1989:31) argues that the other reason which coerces learners to quit centres before completion is overcrowding at centre. With overcrowded classrooms it is difficult to give individual learner attention and determine the problems experienced by each adult learner. West (1991:23) argues that the inflexible structure of the centre itself also contributes to the conditions that breed educational failure and unsatisfactory adult learner performance.

2.9. Venue



The venue should be in a central place which can be reached by everybody. When adults are from work in the evening they may not have the transport to get to the centre. Transport is therefore one of the most common and difficult problems for people who want to attend adult classes. Transport affects the attendance in all the program of ABET. Most cities and towns in the North West lack reliable public transport, and taxis do not usually function much later than 6 o'clock in the evenings (Yussen & Santrock 1982:37).

2.10. Lack of Certificates

Lack of recognized certificates often demotivates learners. Adult Basic Education is, at present, not accredited which means that there are no

national or regional standards according to which learners can be examined and very few programs are able to offer learners a certificate.

However, recent developments in the field of ABET may bring about important changes. The independent Examinations Board (IEB) is presently working on a nationally recognized examination system for adults, this is believed to bring relief to our adult learners who had been dropping out of centres because of lack of certificates.

CHAPTER 3

3.1. METHODOLOGY

It is a quantitative kind of study since primary data¹ was collected through interviews. The researcher administered the questionnaires.

3.2. REVIEW OF LITERATURE

Extensive reading on books dealing with similar aspects was done. That helped the researcher to gain more knowledge and insight on the impact of social and economic factors on adult education in adult centres. The researcher will now be able to compare and to contrast his findings with what other researchers said about the same topic and this will also help the researcher to avoid duplicating facts.

3.3. DATA COLLECTION INSTRUMENT

Primary data was collected in Mafikeng, North West Province using questionnaires. Two clusters of questionnaires were used. The first questionnaire

¹ See 1.7. POPULATION SAMPLE AND DATA COLLECTION

entails information about the learners. The second questionnaire was designed to obtain information about the educator.

A questionnaire is used in this survey because it is a self-report instrument that will help gather information about the variables of interest to the researcher. The use of questionnaires is of an advantage because they can be really and cheaply administered to a large group of people at the same time to elicit information.

No names were required on the questionnaires, so it is believed that the information drawn from the subjects was very reliable, because they were free to express their own views.

3.4. DATA ANALYSIS

This part is concerned with the analysis and interpretation of data as obtained from the questionnaires for both the adult learners and the adult educators. The analysis of both questionnaires will be processed separately because those of the learners require information which is different from that required from the one of the adult educators, therefore, the collected primary data was processed through Statistical Packages for Social Sciences (S.P.S.S) where variables, tables and graphs were formulated. Frequency distribution tables and cross-tabulations are also used in the analysis to enhance interpretation of the data.

CHAPTER 4

ANALYSIS AND INTERPRETATION

The following are the results of the study, as presented in table forms:

Age by marital status and gender of adult learners, and character of individuals who will either increase or decrease the dropout rate of adult learners from adult centres.

Age and marital status once again will help the researcher to know the level of responsibility displayed by learners of different age groups. It is believed that married people are more matured and more responsible than unmarried people (Roderick 1993:51)

Table 1: Age by Marital Status and Gender of the learners.

Count			Marital Status		Total
Gender			Single	Married	
Male	Age	20-24	28%	-	28%
		30 and above	8%	8%	16%
	Total		36%	8%	44%
Female	Age	15-19	8%	-	8%
		20-24	32%	-	32%
		25-29	8%	-	8%
		30 and above	8%	-	8%
	Total		56%	-	56%

Key: -Gender is represented as male and female
-Marital status is represented in percentages

The above table indicates that learners of both genders, marital status and ages from 20 and above 30 were interviewed. Forty four percent of the learners interviewed comprised of males and 56% females. From the males percentage, 28% are between 20-24 years and are not married (single). The age category 30 and above is constituted of 16%, 8% are single and the other 8% are married. This denotes that the largest percentage of males is constituted by the youth (20-24 years).

From the female category, the highest percentage is 32%, age category 20-24. All the interviewed females are, not married. The most interesting part is that 15-19 and 25-29 age categories are only found among women and that all females are not married.

The following figure shows the employment rate:

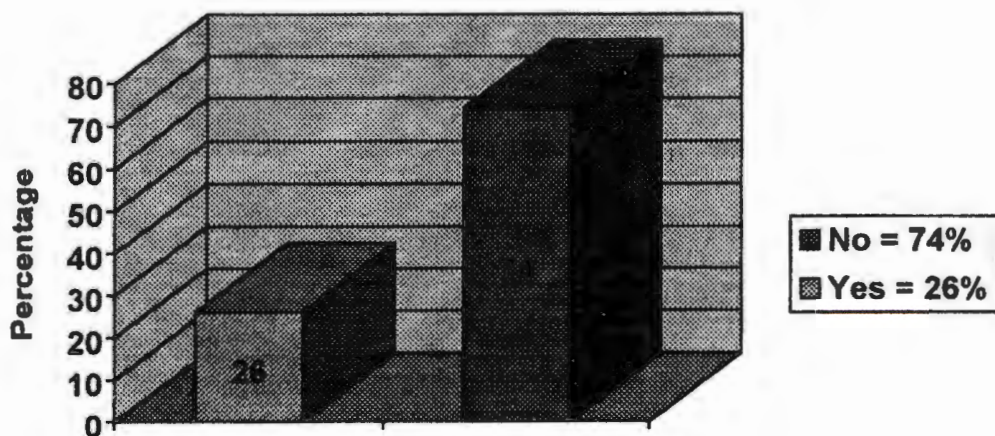


Figure 1: Are you employed?

Key: Responses for whether learners are employed or unemployed are indicated by "Yes" and "No" which are reflected in percentages.

The figure 1 shows that 74% of the learners are unemployed and only 26% of them are employed.

Table 2 below gives information about age, adult centre and gender:

Table 2: Age by the school and Gender Crosstabulation

Count			Have you been in school before coming to this centre?		Total
Gender			Yes	No	
Male	Age	20-24	28%	-	28%
		30 and above	16%	-	16%
	Total		44%	-	44%
Female	Age	15-19	8%	-	8%
		20-24	32%	-	32%
		25-29	8%	-	8%
		30 and above	-	8%	8%
	Total		48%	8%	56%

Key: -Responses for one whether had been in school before coming to the centre are indicated by "Yes" or "No"
 -Gender is indicated in percentages

Table 2 gives the indication that all males have been to adult centre before coming to the present adult centre as compared to females. Out of 56% of the females, 48% indicated to have attended adult centre before coming to the present adult centre and 8% did not attend any adult centre before coming to the present centre. This table also shows that majority of males and females are aged 20-24 years (28% and 32%). It is also evident that the youngest population is from females aged between 15-19 (8%).

The following table (table 3) shows that duration of teaching , the place and whether the learners are committed to their adult centre work. It is indicated that

62% of the teachers agree that learners are committed to their adult centre work as compared to 38% of teachers who reveals that learners are not committed to their adult centre work.

Table 3: Duration of teaching by Settlement at school and are learners committed to their school work Crosstabulation

Count			Settlement at your school		Total
Are learners committed to their school work			Rural	Urban	
Yes	For how long have you been a teacher?	Below 4 years		16%	16%
		5-9years	16%	-	16%
		10-14years	8%	22%	30%
		Total	24%	38%	62%
No	For how long have you been a teacher?	5-9years	-	16%	16%
		15-19years	6%	16%	22%
		Total	6%	32%	38%

Key: -Settlement at school is indicated by "Rural" and "Urban"
 -Learners commitment is indicated by "Yes" and "No"

From the same table, on one hand, 24% of educators who states that learners are not committed to their adult centre work teaches in rural adult centres and 38% in urban adult centres. From those teaching in rural adult centres, 16% have 5-9 years experience and 8% have 10-14 years experience. From those teaching in urban areas, 16% have below 4 years experience and 22% have 10-14 years experience.

On the other hand, educators who believe that learners are not committed to their adult centre work, those teaching in rural adult centres and have 15-19

years experience comprise 6% and those teaching in urban areas with 5-9 years and 15-19 years experience constitute 16% respectively.

The following table gives the information on adult centre category and learners commitment to their adult centre work:

Table 4: School category by are learners committed to their school work.

Count		Are learners committed to their school work		Total
		Yes	No	
School category	Primary	22%	6%	28%
	Junior Secondary	16%	16%	32%
	High school	16%	16%	32%
	Other	8%	-	8%
Total		62%	38%	100%

Key: -Learners commitment to their school work is indicated by "Yes" and "No"
 -School category is indicated by primary, secondary and high

Table 4 shows that learners from primary (28%), secondary (32%), high adult centre (32%) and Others (like special adult centre) (8%) were given attention. More than 60% of the learners have shown to be committed to their adult centre work with more emphases on the primary and other (with a total percentage of 8%). Half of the learners from both junior secondary and high adult centre, that is 16% agreed to be committed to their adult centre work and the other half is not committed to their adult centre work.

Taking into account the commitment of the learners to their adult centre work, it is significant to look at who pays adult centre fees for the learner and who the learner stays with:

Table 5: Who pays the school for the learner by Who encouraged the learner to register with the centre.

Count		Who encouraged you to register with this centre			Total
		Self	Friend	Parent	
Who is paying your fees?	Self	8%	-	-	8%
	Parents	20%	8%	20%	48%
	Brother	4%	-	-	4%
	Other (specify)	-	-	4%	4%
Total		32%	8%	24%	64%

Key: -Responses for encouragement of registering are indicated by self, friend and parent.
 -Reponses for payment of fees are indicated by self, parent and brother.

From the above table² (table 5), 8% of the learners are paying adult centre fees for themselves and are also self-motivated to register at the adult centre. Majority of them (48%) states their adult centre fees is being paid by their parents. Out of this 48%, 20% registered out of self-motivation, 8% was encouraged by friends and 20% was encouraged by parents. Four percent is encouraged by parents and their adult centre fees is paid by Other (e.g. relatives). In overall, 32% encouraged themselves, 8% by friends and 24% by parents to register at the centre. The following figure shows the percentage of absenteeism:

**NWU
LIBRARY**

² Note that table 5 adds up to 64% which denotes that 36% of the respondents did not respond to this question. However, measures were taken to ensure that variables in this regard are controlled.

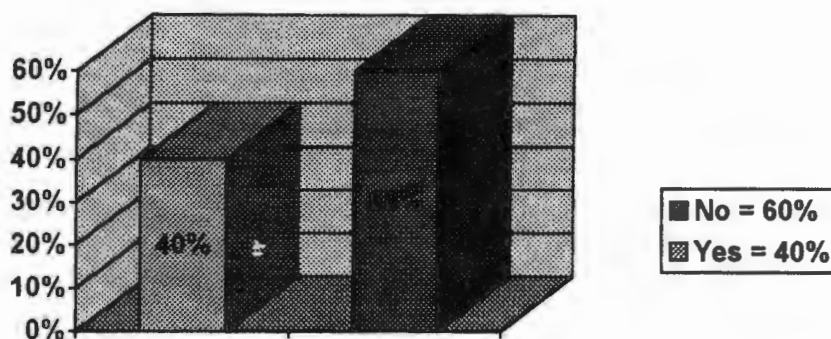


Figure 2: Do you sometimes absent yourself from school

Key: Responses for one absenting oneself from school are indicated by "Yes" and "No" which are reflected in percentages.

Forty percent of the respondents responded to absent themselves from adult centre as compared to 60% which states that do not absent themselves from adult centre. The figure below shows the reasons why the leaners absent themselves from adult centre:

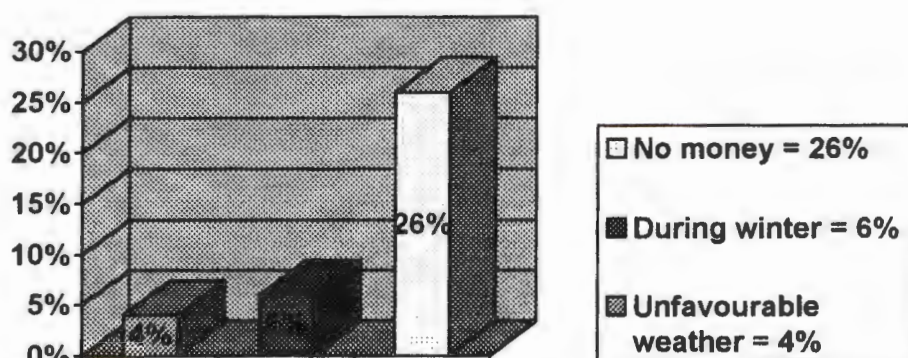


Figure 3: Reasons for absenteeism

Key: Responses for absenteeism are indicated by percentages

Twenty percent states that absent themselves because they do not have money, 6% abstain from adult centre when it is cold (during winter) and 4% do not go to adult centre when the weather is unfavourable. Table 6 below shows the number of days the learners attend by the rate of absenteeism:

Table 6: Do you sometimes absent yourself from school by How many days do you attend classes per week.

Count		How many days do you attend classes per week?				Total
		1 day	2 days	3days	4 days	
Do you sometimes absent yourself from school?	Yes	14%	4%	10%	12%	40%
	No	18%	2%	20%	20%	60%
Total		32%	6%	30%	32%	100%

Key: -Number of days attending per week are indicated by numbers 1, 2, 3 and 4 days.
 -Reponses for absenting oneself from school is indicated "Yes" and "No".

Out of 40% of those absenting themselves from adult centre, 14% attend once a week, 4% twice a week, 10% thrice a week and 12% 4 days a week. The respondents who respondet not to absent themselves, attend as follows: 18% once a day, 2% twice, 20% thrice and four times respectively.

The following finding is also significant. Table 7 shows the relationship between absenteeism and whether the learner stays alone or with other people:

Table 7: Do you sometimes absent yourself from school? by With whom do you stay with at home? Crosstabulation

Count		With whom do you stay with at home?			Total
		Alone	Parents	Spouse	
Do you sometimes absent yourself from school?	Yes	26%	14%	-	40%
	No	20%	32%	8%	60%
Total		46%	46%	8%	100%

Key: -Responses for staying with who at home are indicated by alone, parents and spouses.
 -Reponses for absenteeism is indicated "Yes" and "No".

In table 7, 46% stay alone, another 46% stay with their parents and 8% stay with their spouses. Absenteeism seems to be much higher among those who stay alone, that is, 26% as compared to 14% of those who stay with their parents.

Table 8 below shows the mode of transport of the leaners:

**Table 8: What kind of transport do you use to get the centre by
Do you sometimes absent yourself from school?
Crosstabulation**

Count		Do you sometimes absent yourself from school?		Total
		Yes	No	
What kind of transport do you use to get the centre	Bus	24%	22%	46%
	Taxi	14%	14%	28%
	Walk	2%	24%	26%
Total		40%	60%	100%

Key: -Reponses for absenteeism is indicated "Yes" and "No".
-Responses for mode of transport is indicated by bus, taxi and walk.

From the above table, 24% of 40% use bus, 14% use taxi and 2% walk. Comparable to 60%, 22% use bus, 14% use taxi and 24% walk. This shows that majority of those who do not normally absent themselves walk.

The table below shows the attitudes of the learners towards educators and methods used:

Table 9: Learners attitudes towards their tutors

Count		If No, why?				Total
		Unapproachable	Unfriendly	Does not teach	N/A	
Do you like your tutors	Yes	-	-	-	58%	58%
	No	14%	20%	6%	2%	42%
Total		14%	20%	6%	60%	100%

Key: -Responses for learners attitude towards tutors is indicated by unproachable,unfriendly, does not teach and N/A.
-Reponses for whether learners like their tutors or not is indicated by "Yes" and "No".

Table 9 indicates that 58% have positive attitudes towards their tutors whereas 42% do not like their tutors. Fourteen percent indicates that some of their tutors are unapproachable, 20% reveals that tutors are unfriendly and 6% shows that tutors are not teaching. Only 2% of the respondents could not state reasons.

When learners asked about the methods the tutors use, they responded as follows:

Table 10: Learners attitudes towards the methods used by educators to teach.

Count		If No, why?				Total
		Method is difficult	Method is too simple	Method is too boring	N/A	
Do you like the method	Yes	-	34%	-	8%	42%
your tutor uses to teach	No	32%	2%	24%	-	58%
Total		32%	36%	24%	8%	100%

Key: -Responses for learners attitude towards method used is indicated "Yes" and "No".
 -Reponses for method not liked by learners is indicated by method been difficult, method been simple and method boring.

From table 10, 42% of the learners responded that they like the method used by their tutors, 34% said that the method is too simple and 8% could not give reasons. Fifty eight percent of the respondents did not like the method used by their tutors. Thirty two percent said that the method is too difficult, 2% said that the method is too simple, 24% claims that the method is too boring and 8% did not give reasons.

The following is the tutors opinions pertaining to the effect of learner absenteeism on the teaching process of adult learning:

Table 11: The effect of absenteeism of learners on the teaching and learning process of adult learners by learners commitment to their school work Crosstabulation

Count		Are learners committed to their school work		Total
		Yes	No	
Does absenteeism of learners affect the teaching and learning process of adult learners?	Yes	40%	38%	78%
	No	22%	-	22%
Total		62%	38%	100%

Key: -Responses for learner commitment to their centre work is indicated by "Yes" and "No".
 -Reponses for absenteeism affecting teaching and learning process of adult learners is indicated in percentages".

In table 11, 78% of the educators supports the idea that learners absenteeism affect the teaching and learning process of adult learners, whereas 22% of them does not agree with the idea. Sixty two percent of educators believe that learners are committed to their adult centre and 38% states that learners are not committed to their adult centre work. In table 12 below, teachers where asked how they feel about teaching in the evening and does it interfere with their family life:

Table 12: Does the evening work interfere with family life by how do educators feel about teaching in the evening crosstabulation.

		How do you feel teaching in the evening?			Total
		Enjoyable	Committed	Bound by contract	
Does the evening work interfere with family life	Yes	-	30%	48%	78%
	No	6%	16%	-	22%
Total		6%	46%	48%	100%

Key: -Responses for tutors to teach in the evening are indicated by enjoyable, committed and bound by contract.
 -Reponses of whether evening work does interfere with family life are indicated by "Yes" and

"No" and are reflected in percentages.

Seventy eight percent of teachers agree that adult centre work interferes with their family life. Pertaining to how they feel about teaching in the evening, only 6% enjoyed their working the evening compared to 46% of those who feel committed and 48% who are bound by contract.

CHAPTER 5

5.1. SUMMARY, CONCLUSION AND RECOMMENDATION

Summing up, the following aspects became evident from the findings:

Adult learners of both genders, marital status and ages from 20 and above 30 were interviewed. Most of the interviewed adult learners fall in the youth age group.

Majority of the learners (74%) are unemployed. This depicts that unemployment rate is high of which might have a negative impact on the social and economic standards of adult learners.

Some adult learners could have interest in registering in adult centres but because they do not have any source of income, they end up not registering, for those who have registered, end up being dropouts.

It has been indicated that all males have been to adult centre before coming to the present adult centre as compared to females. It is also indicated that more 60% of the teachers agree that learners are committed to their adult centre work.

It became evident that secondary and high adult centre learners are not committed to their adult centre work as expected.

Some learners pay fees for themselves and others are being sponsored by their parents and some are sponsored by their relatives.

Almost 50% of the adult learners agreed that they normally absent themselves from adult centre for various reasons, the most important reason being lack of money for transport. Absenteeism seems to be much higher among those who stay alone, that is, 26% as compared to 14% of those who stay with their parents.

It seems that almost half of the adult learners have negative attitudes towards the method used by their educators.

Adult educators agreed that tutoring in the afternoon interferes with their family life, they had to leave them and go to the adult centres. It is evident that they spend very little time with their families, so for the smooth running of family life and affairs, let educators be educators and adult tutors be adult tutors. Under no circumstances should an educator be an adult tutor at the same time.

5.2. CONCLUSIONS

The study was concerned with the impact of social and economic factors on adult education in adult centres in Mafikeng district, North West province. It is clear that due to high rate of unemployment most of the adult learners are unemployed and are therefore depending on their parents and relatives for the payments of their school fees. Few of those who are fortunate, that is the married ones, are being assisted by their spouses for the payments of their school fees.

It has been found out that adult learners absent themselves from the centres because they do not have money for the transport. Only those who stay next (nearest) to the centres regular attend because they just walk to the center.

The majority who do not work, and who do not stay either with their parents or relatives, ends up having dropped out from the centres. The method of teaching does also play a significant role towards maintaining conducive environment for learning purposes. If the method of teaching used is simple and comprehensive to the learners, a good teacher-learner relationship is built.

It is therefore concluded that "poor social and economic factors or status" have negative impact on adult learner and that "poor educator and adult learner relationship" have a negative impact on adult learner.

5.3. RECOMMENDATIONS

On the basis of the findings in this study that show clearly that the social and economic status have an impact on adult education, the researcher therefore puts forward the following recommendations:

- Adult education should be skills based so that adult learners can use their skills to improve their standard of living and prosper, which are indicators of development.
- Adult educators should be well trained so that they could deliver and be able to make the lessons interesting, more motivating and should encourage learners to search for more information, but not to be bored as indicated by some learners in their responses.
- Adult educators must be able to deliver the goods in neat clearly identified packages. Adult learners want results in exchange for the sacrifice of their time, learners must never feel that they are wasting their precious time by coming to the centre; and learners will only come if they can say to themselves "It was worth it last."

NWU
LIBRARY

- Learning is continuous throughout life, and adult educators should strive to tie together and relate the education that is directed towards adults, accepting the responsibility for renewing their culture and orientating their social order.
- Aging process affects our sensory ability, our reaction time and thus the speed with which we learn. Tutors for adult education must be good with people and have to care because "adult learner will not tolerate a non-challenging approach". Thus adult education should involve "Organized and sustained communication between educators themselves, educators and learners or between the learners themselves.
- It is further recommended that adult learners should not be encouraged to stay alone, as it has been indicated that those staying alone do not give themselves enough time to go through their work. They even absent themselves, as they want because there is no one who could ask them about their progress. Therefore it is recommended that they should live either with their parents, relatives of their spouses for those who are married.
- Maturity counts a lot, so it could be better if adult learners could be of ages 25 and above; because they know why they have registered, unlike young adult learners who will only be at the centres for (whiling) chasing away time.

REFERENCES

BOOKS

- Bell, J., & Roderick, G. 1982. Never too late to learn. London: Longman
- Dickenson, G. 1973. Teaching Adults: A handbook for instruction. Toronto: New Press.
- Dorner, T. 1996. The logic of failure: why things go wrong and what we can do to make them rigid, metropolitan museum of art. New York
- Farrant, J. S. 1980. Principles and Practice of Education. Longman:London
- Hutton, B. 1992. Adult Basic Education in South Africa. Cape Town: Oxford.
- Jarvis, P. 1983. Adult and continuing Education Theory and Practice. Groom Helin: Nichols Publishing Company.
- Jarvis, P. 1985. The Sociology of Adult and continuing Education. London: Routledge.
- Kidd, J. R. 1973. How adults learn. Cambridge: Association Press.

Legotlo, M. W. 1992. Adult Education Issues observation in the field. Unibo:

Unpublished Manuscript.

Louw, D. A. & Edwards, D. J. A. 1993. Psychology: an introduction for students in Southern Africa. Johannesburg: Lexicon.

Lovett, T. 1988. Radical Approaches to Adult Education. London: Routledge.

Moabelo, C. B. 1994. Adult Literacy Education in the Rural Areas of

Bophuthatswana: Problems and possible solutions. Unibo: Unpublished

M. Ed. Thesis.

Roderick, G. W. 1982. Never too late to learn: The complete guide to adult education. Longman:London.

Santrock, J. M., & Yussen, S. R. 1982. Child Development: An introduction.

Dubuque, Iowa: Brown Company Publishers.

Shuttleworth, P. 1993. Writing research papers, a practical guide.

Falmen:London.

Stern, T et.al. 1995. School to work: Research Programs in U.S.A.

Falmen:London

Weis, T. et al. 1989. Dropouts from school, issues, dilemmas and solutions. New York:Albany.

DEPARTMENTAL DOCUMENTS

African National Congress. 1994. Reconstruction and Development Program: A policy framework. Johannesburg: Umanyono Publication.

Department of Education. 1998. Provincial Multi-year implementation plan for Adult Education and Training: Provision and Accreditation. Johannesburg: Abet Project.

Department of Education Directorate. 1997. Adult Education and training. A National Multi-year implementation plan for Adult Education and Training: Provision and Accreditation. Johannesburg: Abet Project.

JOURNAL

Research Group. 1993. Adult Education: Report of the National Education Policy Investigation. Cape Town: Oxford

QUESTIONNAIRE TO BE COMPLETED BY ADULT LEARNERS

SECTION A

Kindly make a cross (X) on the appropriate block.

1. Gender

1.1	Male	1	
1.2	Female	2	

2. What is your age category?

2.1	15 - 19	1	
2.2	20 - 24	2	
2.3	25 - 29	3	
2.4	30 and over	4	

3. Marital status

3. What is your age category?

NWU
LIBRARY

3.1	Single	1	
3.2	Married	2	
3.3	Separated	3	
3.4	Divorced	4	
3.5	Widow	5	
3.6	Widower	6	

4. Have you been in school before coming to this centre?

4.1	YES	1	
4.2	NO	2	

5. If YES when did you last attend school?

5.1	1 year ago	1	
5.2	2 years ago	2	
5.3	3 years ago	3	
5.4	More than 3 years ago	4	

6. In which level are you??

6.1	Level I TO IV	1	
6.2	Skills	2	
6.3	Grade 8 to 10	3	

7. Why did you register with this centre?

7.1	To get a better job	1	
7.2	To keep myself busy	2	
7.3	To be able to read and write	3	
7.4	Other (specify)	4	

8. Do you enjoy all the courses/subjects for which you have registered?

7.1	YES	1	
7.2	NO	2	

9. If NO, why?

.....

10. Who encouraged you to register with this centre?

10.1	Self	1	
10.2	Friend	2	
10.3	Parent	3	
10.4	Other (specify)	4	

SECTION B

11. Are you employed?

11.1	YES	1	
11.2	NO	2	

12. Who is paying your fees?

12.1	Self	1	
12.2	Parents	2	
12.3	Brother	3	
12.4	Other (specify)	4	

13. With whom do you stay at home?

13.1	Alone	1	
13.2	Parents	2	
13.3	Spouse	3	
13.4	Other (specify)	4	

14. What kind of transport do you use to get to the centre?

14.1	Bus	1	
14.2	Taxi	2	
14.3	Walk	3	
14.4	Other (specify)	4	

15. Do you sometimes absent yourself from school?

15.1	YES	1	
15.2	NO	2	

16. If YES, why or when?

16.1	Unfavourable weather	1	
16.2	During winter	2	
16.3	No money	3	
16.4	Other (specify)	4	

17. How many days do you attend classes per week?

17.1	1 day	1	
17.2	2 days	2	
17.3	3 days	3	
17.4	4 days or more	4	

18. For how long do your classes last?

18.1	35 minutes	1	
18.2	45 minutes	2	
18.3	1 hour	3	
18.4	1 hour, 30 minutes	4	

19. Are you comfortable with days and time you attend the classes?

19.1	YES	1	
19.2	NO	2	

20. If NO, why?

20.1	Days short - time long	1	
20.2	Days long - time short	2	
20.3	Days and time short	3	
20.4	Other (specify)	4	

21. What do you intend doing after completion of this course?

21.1	Further studies	1	
21.2	Get a job	2	
21.3	Get married	3	
21.4	Other (specify)	4	

22. Do you like all your tutors?

22.1	YES	1	
22.2	NO	2	

23. If NO, why?

23.1	Unapproachable	1	
23.2	Unfriendly	2	
23.3	Does not teach	3	
23.4	Other (specify)	4	

24. Do you like the method your tutor uses to teach?

24.1	YES	1	
24.2	NO	2	

25. If NO, why?

25.1	Method is difficult	1	
25.2	Method is too simple	2	
25.3	Method is too boring	3	
25.4	Other (specify)	4	

QUESTIONNAIRE TO BE COMPLETED BY ADULT EDUCATORS

1. What position do you hold in a formal school?

1.1	PL 1	1	
1.2	PL 2 (H.O.D)	2	
1.3	PL 3 (Deputy)	3	
1.4	PL 4 (Principal)	4	

2. For how long have you been a teacher?

2.1	Below 4 years	1	
2.2	5 - 9	2	
2.3	10 - 14	3	
2.4	15 - 19	4	
2.5	20 - 24	5	
2.6	25 - 29	6	
2.7	30 and over	7	

3. Settlement at your school.

3.1	Rural	1	
3.2	Urban	2	
3.3	Other	3	

4. School category.

4.1	Primary	1	
4.2	Junior secondary	2	
4.3	High school	3	
4.4	Other	4	

5. Number of educators in the school.

5.1	Below 3	1	
5.2	4 - 8	2	
6.3	9 - 13	3	

6.4	14 and over	4	
-----	-------------	---	--

6. Is the centre electrified?

6.1	YES	1	
6.2	NO	2	

7. If NO, is there any promise for the centre to be electrified soon?

7.1	YES	1	
7.2	NO	2	

8. Does the government provide the adult learners with stationery and text books?

8.1	YES	1	
8.2	NO	2	

9. Does the government supply your centre with any physical resources? e.g. Desks, Tables etc.

9.1	YES	1	
9.2	NO	2	

10. If YES, specify:

.....

.....

.....

11. Does absenteeism of learners affect the teaching and learning process of adult learners?

11.1	YES	1	
11.2	NO	2	

12. How often do the Department officials visit the centre?

12.1	Weekly	1	
12.2	Seldom	2	

12.3	Quarterly	3	
12.4	Once a year	4	
12.5	Never	5	

13. If they do, are they of assistance to the educators?

13.1	YES	1	
13.2	NO	2	

14. What happens when the host school uses the accommodation when you are supposed to hold classes?

14.1	Cancel classes	1	
14.2	Wait until they finish	2	
14.3	Never experienced this problem	3	

15. Do you start from scratch at the beginning of each year with regard to:

15.1	Staff appointments	1	
15.2	Learner recruitment	2	
15.3	Centre Accommodation	3	

16. Which of the following do you regret using?

16.1	Tutors	1	
16.2	Learners	2	

17. Are adult learners committed to their school work?

17.1	YES	1	
17.2	NO	2	

18. Are educators having love affairs with learners?

18.1	YES	1	
18.2	NO	2	

19. Are you involved when the following are determined?

19.1	Student fees	YES	NO
19.2	Attendance dates	YES	NO
19.3	Learner enrolment	YES	NO
19.4	Duration of course	YES	NO
19.5	Change of time	YES	NO
19.6	Official visits if any	YES	NO

20. Is there a special office for adult tutors to store their Materials?

20.1	YES	1	
20.2	NO	2	

21. If NO, what do you do with the materials you use everyday?

21.1	Leave them at home	1	
21.2	Carry them daily to school	2	

22. If you are appointed on a part-time basis at the centre, are you a full-time day school teacher?

22.1	YES	1	
22.2	NO	2	

23. If YES, what is your feeling towards the adult education service you offer?

23.1	Committed and dedicated	1	
23.2	Just to supplement salary	2	

24. Do you attend classes regularly according to the timetables?

24.1	YES	1	
24.2	NO	2	

25. If NO, what are the reasons for your absenteeism?

25.1	Transport problems	1	
25.2	Weather conditions	2	
25.3	Do not feel like it at times	3	
25.4	Family commitments	4	

26. How do you feel teaching in the evening?

26.1	Enjoyable	1	
26.2	Committed	2	
26.3	Bound by contract	3	

27. If you teach both children and adult learners, how do you find it to switch from format teaching to adult tutoring in one day?

27.1	Difficult	1	
27.2	Easy	2	

28. Which section do you find easier to work with?

**NWU
LIBRARY**

28.1	Children	1	
28.2	Adult learners	2	

29. Which section gets more attention from you?

29.1	Children	1	
29.2	Adult learners	2	

30. What do you think is the reason?

30.1	They are active	1	
30.2	They are controllable	2	

30.3	They do not work on their own	3	
30.4	They are cooperative	4	

31. Does the evening work interfere with your family life?

31.1	YES	1	
31.2	NO	2	

32. Are there chances of promotion in the adult education field service?

32.1	YES	1	
32.2	NO	2	