

UNIVERSITY OF KWAZULU-NATAL

**THE EFFECTIVENESS OF ADULT BASIC EDUCATION AND
TRAINING (ABET) AT ROSYLN ACADEMY FOR ADULT LEARNERS
(RAFAL)**

**By
SIBONGILE JULIET MAPHUMULO
210531024**

**A dissertation submitted in partial fulfilment of the requirements for the degree
of Master of Business Administration**

**Graduate School of Business and Leadership
College of Law and Management Studies**

Supervisor: Dr Abdulla Kader

2014

DECLARATION

I Sibongile Juliet Maphumulo declare that

- (i) The research reported in this dissertation, except where otherwise indicated, and is my original research.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other person's data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation does not contain other person's writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a) their words have been re-written but the general information attributed to them has been referenced:
 - b) Where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- (v) This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References sections.

Signature:

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance, this research would not have been possible:

- I thank God for giving me the strength, courage and wisdom to go through the project from beginning to finish.
- I would like to send my sincere gratitude to my dear supervisor Dr Abdulla Kader for all his good work, sacrifice and support he has displayed in crafting this piece of work.
- I would like to thank Dr Thenjiwe Meyiwa my mentor, who is brilliantly talented individual who have been an inspirational motivator that has led to the completion of the research. Her supportive contribution has been invaluable and her expert guidance and patience have made this dissertation a reality.
- My appreciation goes to RAFAL and the respondents who have made this project a success by allowing me to use them as units of analysis.
- My gratitude and love flows abundantly to my dearest study mate and a friend Nonhlanhla Khoza for her love, sacrifice, assistance and support throughout the completion of this degree, I cannot thank her enough.
- My sincere appreciation goes to my kids Wanda, Sakhile and Josie for their continued support and love they have shown over me throughout this journey.
- My parents, (Bhekabantu and Salome), family and friends, colleagues too many to mention, who have selflessly encouraged my studies and given me support throughout my degree.
- Lastly I would like to send my sincere gratitude to Nobe Sikhosana for encouraging me in registering for this degree; she has been the pillar of strength from the beginning to the finish.

LIST OF ACRONYMS

ABET	ADULT BASIC EDUCATION AND TRAINING
ABED	ADULT BASIC EDUCATION AND DEVELOPMENT
AET	ADULT EDUCATION AND TRAINING
DBE	DEPARTMENT OF BASIC EDUCATION
DHET	DEPARTMENT OF HIGHER EDUCATION AND TRAINING
DOE	DEPARTMENT OF EDUCATION
DOL	DEPARTMENT OF LABOUR
EE	EMPLOYMENT EQUITY
ESETA	ENERGY SECTOR EDUCATION AND TRAINING AUTHORITY
ETD	EDUCATION AND TRAINING DEVELOPMENT
ETDP SETA	EDUCATION TRAINING AND DEVELOPMENT PRACTICES SECTOR EDUCATION AND TRAINING AUTHORITY
ETQA	EDUCATION AND TRAINING QUALITY ASSURANCE
FET	FURTHER EDUCATION AND TRAINING
GET	GENERAL EDUCATION AND TRAINING
GETC	GENERAL EDUCATION AND TRAINING CERTIFICATE
MDG	MILLENIUM DEVELOPMENT GOAL
NQF	NATIONAL QUALIFICATIONS FRAMEWORK
NSC	NATIONAL SENIOR CERTIFICATE
NSDS	NATIONAL SKILLS DEVELOPMENT STRATEGY
NSDS	NATIONAL SKILLS DEVELOPMENT STRATEGY
NSF	NATIONAL SKILLS FUND
NQF	NATIONAL QUALIFICATION FRAMEWORK
OBE	OUTCOMES BASED EDUCATION
RAFAL	ROSYLN'S ACADEMY FOR ADULT LEARNERS

RPL	RECOGNITION OF PRIOR LEARNING
SDA	SKILLS DEVELOPMENT ACT
SDLA	SKILLS DEVELOPMENT LEVIES ACT
SETA	SECTOR EDUCATION AND TRAINING AUTHORITY
SAQA	SOUTH AFRICAN QUALIFICATIONS AUTHORITY
SMME'S	SMALL, MEDIUM AND MICRO ENTERPRISES
SSP	SECTOR SKILLS PLAN

DEFINITION OF CONCEPTS

ADULT BASIC EDUCATION AND TRAINING - Adult Basic Education and Training, is the common abstract establishment towards lifelong learning and growth, comprising of wisdom, attributes and attitudes needed for social, economic and political involvement and revolution appropriate to a variety of contexts.

EFFECTIVENESS - the degree to which objectives are achieved and the extent to which targeted problems are solved.

LIFE LONG LEARNING – is the development of human potential through continuously supportive process which stimulates and empowers individuals to acquire all knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environment

POVERTY - For the purpose of this dissertation poverty will refer to both definitions of poverty as adopted by the United Nations in 1995:

ABSOLUTE POVERTY was defined as a condition characterised by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services.

OVERALL POVERTY takes various forms, including lack of income and productive resources to ensure sustainable livelihoods; hunger and malnutrition; ill health; limited or lack of access to education and other basic services; increased morbidity and mortality from illness; homelessness and inadequate housing; unsafe environments and social discrimination and exclusion. It is also characterised by lack of participation in decision making and in civil, social and cultural life. It occurs in all countries: as mass poverty in many developing countries, pockets of poverty amid wealth in developed countries, loss of livelihoods as a result of economic recession, sudden poverty as a result of disaster or conflict, the poverty of low-wage workers, and the utter destitution of people who fall outside family support systems, social institutions and safety nets.

ABSTRACT

This research aims to explore how effective is Adult Basic Education and Training (ABET) in terms of improving employee skills and thus improving their performance at work. The Study was conducted at Roslyn Academy for Adult Learners (RAFAL) which is an ABET centre based in Newlands West. The research tries to establish how ABET assists learners to develop their skills in getting better recognition (promotions), salary increments at their workplace as well as in the general social and economic life. In addition to that the research tries to establish if the skills learnt through ABET are being utilized in the workplace.

A quantitative approach methodology was followed. A questionnaire was used to collect data. This research is based on a sample of 25 respondents who answered questionnaires giving their own perceptions regarding ABET effectiveness, their satisfaction or dissatisfaction from attending ABET course. The respondents were all from the Indian group and were mainly females. The age distribution ranges from 15 to 40 and above with the older group being more dominant.

The results show that ABET structuring and the way it is taught is the correct tool in developing employees skills in a way that it is a catalyst in alleviating poverty and the rate of employment. ABET is seen as a tool that facilitate recognition and promotions at workplace. The research highlights the employee's satisfaction with ABET in general and the effects thereof.

Table of Contents

Description	Page
Declaration	i
Acknowledgements	ii
List of Abbreviations and Acronyms	iii
Definition of concepts	iv
Abstract	v
Table of Contents	vii
List of Figures	xii
List of Tables	xiii
 CHAPTER 1	 1
INTRODUCTION	1
1.1 Introduction	1
1.2 Problem Statement	1
1.3 Motivation of the Study	2
1.4 Focus of the Study	4
1.5 Research Questions	4
1.6 Objectives of the study	4
1.7 Proposed Methodology	5
Primary Data	5
Sampling of subjects	5
Data Analysis	5

1.8	Chapter Outline	6
1.9	Delimitation of the Study	7
1.10	Limitation of the Study	7
1.11	Summary	7
CHAPTER 2		9
LITERATURE REVIEW		9
2.1	Introduction	9
2.1	Legislative Framework and ABET Policies.....	9
2.2	Nature and Focus of Adult Basic Education Training	11
2.3	Adult Basic Education and Training and Lifelong learning	12
2.4	Adult Basic Education and Training and the Workplace.....	13
2.5	Adult Basic Education and Training as a vehicle for social and economic change.....	15
2.6	Adult Basic Education and Training and Poverty	19
2.7	Adult Basic Education and Training (ABET) and Health	21
2.8	Efficiency of Adult Basic Education and Training	22
2.8.1	Views Against ABET	22
2.8.2	Views Pro ABET	26
2.9	Factors Contributing to Effective or Ineffective Implementation of ABET	27
2.10	Conclusion	28
CHAPTER 3		29
RESEARCH METHODOLOGY		29
3.1	Introduction	29
3.2	Aim of the Study.....	29
3.3	Participants and Location of the Study.....	29

3.4	Research Approach	30
3.5	Sampling	32
3.6	Instrumentation	33
3.7	Development of the Instrument	33
3.8	Data Collection	34
3.9	Analysis of the Data	35
3.10	Ethical Considerations	35
3.11	Conclusion	36
CHAPTER FOUR		37
PRESENTATION OF RESULTS		37
4.1	Introduction	37
4.2	Reliability Test (Cronbach's alpha test)	37
4.3	Biographical Data of Respondents	38
4.3.1	Gender	38
4.3.2	Age Structure	39
4.3.3	Ethnic Group	40
4.4	Division at workplace	42
4.5	Formal Workshop training	43
4.6	Satisfaction with ABET training	44
4.6.1	Quality of training	45
4.6.2	Effectiveness of Instructor	45
4.7	Applicability of training to the job	46
4.8	Length of training	47
4.9	Performance improved	47

4.10	Benefits of ABET	47
4.10.1	ABET as a form of developing employees	49
4.11	Appointment based on education upgrade	50
4.12	ABET Policy	50
4.13	Divisions at work that need ABET	50
4.14	Satisfaction with implementation of ABET at RAFAL	51
4.15	Accessibility of ABET	52
4.16	Likelihood of leaving company on account of ABET	52
4.17	Views on Abolishing ABET	54
4.18	Summary	55
CHAPTER FIVE		56
ANALYSIS OF RESULTS		56
5.1	Introduction	56
5.2	Improved organizational and individual performance	56
5.3	Adult Basic Education and Training (ABET) as a social and economic tool for change.....	56
5.4	The use of Skills acquired through ABET in the workplace.....	57
5.5	Accessibility of ABET to employees	57
5.6	Summary.....	58
CHAPTER SIX		59
RECOMMENDATIONS AND CONCLUSIONS		59
6.2	Objective 1: Examine the impact of ABET on employee performance.....	59
6.2.1	Recommendations.....	59

6.3	Objective 2: Establish ABET's contribution to the improvement of people's social and economic conditions.....	60
6.3.1	Recommendations.....	60
6.4	Objective 3: Investigate if the skills acquired through ABET are being utilized in the workplace.....	60
6.4.1	Recommendations.....	60
6.5	Objective 4: Establish if ABET is accessible to all employees of the company.....	60
6.5.1	Recommendations.....	60
6.6	Objective 5: Identify some means to improve the RAFAL ABET programme to contribute towards the attainment of the Skills Development Act objective	61
6.6.1	Recommendations.....	61
6.7	Limitations of this study.....	61
6.8	Recommendations to overcome the limitations.....	61
6.9	Future Research	61
6.10	Summary	62
	References	63
Appendices		
	Appendix A: Questionnaire	
	Appendix B: Ethical Clearance	
	Appendix C: Gatekeeper's Letter.....	

List of Figures

Figure 4.1 Gender of respondents	39
Figure 4.2 Age Structure of respondents.....	40
Figure 4.3 Ethnic distribution in KwaZulu-Natal, eThekweni Municipality and RAFAL	42
Figure 4.4 Division at workplace	43
Figure 4.5 Formal Training at work.....	44
Figure 4.6 Quality of training, effectiveness of instructor and applicability to the job	47
Figure 4.7 Benefits of ABET	49
Figure 4.8 Satisfaction with the implementation of ABET at RAFAL	52
Figure 4.9 Likelihood of leaving company on account of ABET	54
Figure 4.10 Views on abolishing ABET	55

List of Tables

Table 4.1 Gender of respondents.....	38
Table 4.2 Ages of Respondents	39
Table 4.3 Ethnic distribution in KwaZulu-Natal, eThekwin Municipality and RAFAL	41
Table 4.4 Division at workplace.....	42
Table 4.5 Formal Training at work.....	44
Table 4.6 Quality of training	45
Table 4.7 Effectiveness of the instructor	46
Table 4.8 Applicability of training to the job	46
Table 4.9 Benefits of ABET	48
Table 4.10 ABET a form of developing employees	49
Table 4.11 Appointment based on education upgrade	50
Table 4.12 ABET policy at work	50
Table 4.13 Divisions that need ABET	51
Table 4.14 Satisfaction with implementation of ABET at RAFAL	51
Table 4.15 Accessibility of ABET	52
Table 4.16 Likelihood of leaving company on account of ABET.....	53
Table 4.17 Views on abolishing ABET	54

CHAPTER 1

INTRODUCTION

1.1 Introduction

A country's capacity to supply goods, services and resources is by large determined by the input of human resources as well as its physical capital. If the size of the labour force increases, more output could be produced on any given price level. The increase in human resources in skills and knowledge of the workforce adds to the country's potential output. The higher the skills gap between the unemployed workers and the requirement of emerging jobs the harder it can be to engross such workers in the labour market (George, Surgey & Gow, 2013). It is therefore imperative for the government to join hands together with all stakeholders such as private sector, Department of Education and non-profit organisations in pursuit to improve the shortages of skills, poverty, unemployment and illiteracy. One such initiative between the aforesaid stakeholders is the Adult Basic Education and Training (ABET) programme which amongst other things is aimed at improving skills and knowledge of the workforce. On this basis the current research seeks to establish if ABET is an effective tool to improve skills and knowledge of the workforce with specific reference to the learners at Rosyln Academy for Adult Learners (RAFAL)

1.2 Problem Statement

International Labour Office (ILO) (2008) states that skills development is central to improving productivity. The report argues that productivity is an important source of improved living standards and growth. It further argues that “effective skills development systems which connect education to technical training, technical training to labour market entry and labour market entry to workplace and lifelong learning – can help countries sustain productivity growth and translate that growth into more and better jobs” (ILO, 2008, p. v). Productivity can only be maximised

when the labour force possess the appropriate skills, hence the focus on addressing the level of skills within the country (George, Surgey & Gow, 2013).

Technological factors, the ever changing environment, competition and labour unions pressures of the workplace force workers to cope with new knowledge and rapid technological changes. To remedy the situation, companies must help employees to acquire the tools of development, which will also satisfy the need to improve production and offer the skills necessary to meet the demands of the economy at large. Adult Basic Education and Training (ABET) is critical as a basis for further education and training, and for many workers to move up or along any learning pathway. The research question is therefore as follows: Is Adult Basic Education and Training (ABET) an effective tool in improving skills and productivity for the learners at Roslyn Academy for Adult Learners (RAFAL)?

1.3 Motivation of the Study

Skills are critical in the structural adjustment of economies. As economies move from relative dependence on agricultural production to manufacturing and service industries, workers and organisations must be able to learn new technical, entrepreneurial, and social skills. Inability to learn new skills because of inadequate basic education or lack of opportunity slows the transfer of all factors of production from lower to higher value added activities (International Labour Office, 2008). There is a concern whether ABET is efficient in both economic development and social justice in the labour market programmes and economic restructuring (Aitchison 2004 cited in Hadebe, 2005). It is therefore necessary to conduct this research to understand the efficiency of ABET in this regard.

One of the main challenges facing South Africa in the new millennium is that of reconstruction of the economy. This challenge can only be successfully addressed if companies plan and prioritise skill enhancement and proper development. In order to liberate people from poverty and transform them into productive skilled workers, it is important to put resources for the necessary development in the skills (McGrath, 2004). Kraak (2008) believes that the South Africa's past training system failed very

badly in improving training for the three key categories of learners in the labour market, being those who are not yet unemployed, the ones on the job and the unemployed. The author further notes that South Africa currently does not have the essential skills that its citizens need to establish and better position the country as an effective competitor in the global economy. ABET is one of the tools that companies use to improve skills of their employees. It is therefore important to establish if the skills obtained through participating in the ABET programme do improve employees' performance and thereby improving the organisation's productivity. Hence the author saw the need to undertake this research.

The line of interest for this study also emanates from the concerns that very few or lesser organisations have programmes to improve the skills of their unskilled employees. One of the greatest threats that can hinder the prosperity of business in South Africa, as well as the economic empowerment, is lack of skilled workers. South Africa has a very limited number of qualified artisans and skilled workforce. The Department of Labour has published a lot of regulations aimed at the implementation of the Skills Development Act No. 97 of 1998 (SDA) and the Skills Development Levies Act No.9 of 1999 (SDLA) (DoL, 2001). It is the intention of this study to find out if ABET programme is open to all relevant employees in the companies.

Training is considered to be a management tool used to develop skills and knowledge of individuals as a means to increase individual's performance and ultimately that of the organisation in terms of efficiency, effectiveness and productivity (Malaolu & Ogbuabor, 2013). The authors further postulate that training is used to enhance the skills and abilities which an employee needs to grow with the organisation. Against this background the author of this research felt a need to find out if ABET, which is a training programme available for organisation to use for their employees, does improve individual's performance and that of the organisation and whether it enables employees to grow within their organisation.

The primary audience of this study is the employers and beneficiaries of ABET. The employers will get an understanding whether ABET is effective or assisting them in improving their employees productivity and performance. The secondary audience is the Department of Education. The Department will understand if ABET is effective. If not, the Department will then seek ways to improve the programme.

1.4 Focus of the Study

This research looks at Adult Basic Education and Training (ABET) at Roslyn Academy for Adult Learners with the view to understand its effectiveness. ABET is one of the tools and catalyst towards development and empowerment in communities and workplaces. It is noted that ABET is of national importance and is implemented throughout the entire country. However, in order to be able to make sound conclusions on the subject this research was conducted at Roslyn Academy for Adult Learners (RAFAL). The focus is to understand the experiences and views of the learners at RAFAL.

1.5 Research Questions

The research questions are designed such that data compiled after information gathering is easily readable. The key questions to be answered in this research are the following:

- How does ABET impact employees' work performance in the work place?
- Does ABET improve people's social and economic conditions?
- What evidence is there that skills acquired through ABET are actually applied in practice?
- Is ABET accessible to all the relevant employees in the companies?
- How could the RAFAL ABET programme be enhanced so that it meets the goals set out in the Skills Development Act?

1.6 Objectives of the study

The purpose of this research is to determine the effectiveness of the RAFAL ABET programme, with the specific objectives to:

- Examine the impact of ABET on employee performance.
- Establish ABET's contribution to the improvement of people's social and economic conditions.
- Investigate if the skills acquired through ABET are being utilized in the workplace.
- Establish if ABET is accessible to all employees of the company.
- Identify some means to improve the RAFAL ABET programme to contribute towards the attainment of the Skills Development Act objectives.

The objective of the research is therefore to establish the effectiveness of the RAFAL ABET programme and the areas of concern with the aim of providing suggestions and recommendations to the remedy the concerns raised by the learners at RAFAL in order to contribute to the improvement of the RAFAL ABET programme.

1.7 Proposed Methodology

Primary Data

The primary data is to be collected from the learners at RAFAL during the learners break in order not to disrupt the class. This means that the research is to be conducted in the learners' natural setting. The primary data is collected using a questionnaire.

Sampling of subjects

Kumar (2005) argues that before a researcher collects a sample she/ he should know the characteristics of the population. Such information allows the researcher to draw up a representative sample from that population. The target population for the present research consists of twenty five (25) learners at Roslyn Academy for Adult Learners (RAFAL). A stratified random sampling procedure is to be used in the study. Stratified random sample is a probability sample (Sekaren & Bougie, 2010; Gay, et al, 2006). In the probability sample each element has an identified zero probability of being nominated. It is important for elements to have an equal chance

of being selected. The reason for choosing this sampling method is because the population is less than 30 which is considered not a large population.

Data Analysis

All the data and information to be collected will be captured and analysed in order to meet the objectives of the study. Quantitative data analysis techniques will be utilised. In this regard Statistical Package for Social Sciences (SPSS) will be used to analyse data collected.

1.8 Chapter Outline

This research is arranged chronologically in order to allow the information to be presented logically as follows:

Chapter One – Introduction

This chapter consists of the introduction and background to the study. It includes a motivation for the study, statement of the problem, purpose of study, research questions, delimitations of the study, limitations of the study and proposed research methodology.

Chapter Two – Literature Review

This chapter presents an insight into the subject area of Adult Basic Education and Training. The focus is on understanding the legislative framework of ABET in South Africa, benefits of ABET and whether the various arguments about the effectiveness of ABET.

Chapter Three – Research Methodology

Chapter three provides details regarding the research design and methodology of the study. It entails how data was collected, respondents selected and a plan for organising and analysing the data.

Chapter Four – Presentation of Results

Chapter four presents the key findings of the research. These will be presented in graphs and table format

Chapter Five – Discussions

Chapter five provides the analysis of the results presented in Chapter 4 and also draws from Chapter 2.to make comparisons and references.

Chapter Six – Recommendations and Conclusions

This last chapter of the study presents recommendations and conclusions based on the findings. It makes recommendations for future research.

1.9 Delimitation of the Study

The research took place in one learning centre which is based in Newlands West which is a residential area mainly for Indian groups. As such the participants on the research were Indians and the other groups were not represented.

Another delimitation is that the age group consists of people over the age of 18 years. This is because of the nature of the study. The study focuses on ABET which is intended for adults and it is expected that the learners are above the school going age.

1.10 Limitation of the Study

The main limitation is that the research provides information based on one source, learners that are attending Adult Basic Education and Training (ABET) at Roslyn Academy for Adult Learners (RAFAL) and is not based on the empirical data from where the learners work. This is because of the time dedicated to undertake the research. In addition, at the time when ethical clearance was sought from the University of Natal permission to interview personnel from the organisations where these learners work was not sought but during the process of the study the author did realise the need for it.

The other limitation is that the population of the research consisted of one racial group. This may have resulted in skewedness of results.

1.11 Summary

This chapter has introduced an overview of the research on the effectiveness ABET as tool in promoting skills and alleviating poverty. One has to bear in mind that ABET is one of the key tool that the Department of Education and the Department of Labour could collaborate focus at in improving skills of the workforce of South Africa, The next chapter presents an overview of ABET, and how it impacts in the lives of workforce of South Africa.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This study seeks to establish the effectiveness of the Adult Basic Education and Training (ABET) programme at Rosslyn Academy for Adult Learning (RAFAL) which is situated in Newlands West, Durban, KwaZulu Natal. It is important to review existing literature in relation to what the current study intends to achieve. This chapter establishes a theoretical framework of this research paper by presenting a review of the literature on ABET, policy framework on ABET and Lifelong learning. An in-depth discussion on the above is outlined as it is necessary in understanding the research basis as well as the South African standing in terms of ABET. This chapter will also highlight the origins of ABET and the achievements since its implementation. It is also only fair to also look at the shortcomings of ABET and possible identify the reasons thereof.

2.1 Legislative Framework and ABET Policies

It is important to understand the legislative framework of ABET especially in the context of South Africa so as to understand what the intention was when the programme was introduced. It is also important to note that ABET in South Africa has been neglected (Nambinga, 2010). It was only with the coming of democratic government when things changed for the better with regard to ABET. It has become one of the priority areas targeted by government to turn things around in relation to skills shortages (Nambinga, 2010). The National Department of Education (1997) claims that the policy framework provides for an ABET system within which the various elements that impact on effective delivery are articulated and harnessed. Rule (2006) also maintains that South Africa has the legislative framework, the infrastructure and apparently the political will to implement an effective adult basic education strategy.

It is important to note that The Bill of Rights in the Constitution of the Republic of South Africa (1996) preserves the right of all citizens in the country to have access to elementary education, including adult basic education, and further education and training. ABET has therefore, a sound base as it is enshrined in the Constitution. The White Paper on Education (1995) states that there is a right to basic education which is applicable to all persons irrespective of whether it is a child, youth and adult. Basic education is thus a legal entitlement to which every person has a claim. Prinsloo (2010) sets out a South African context of ABET when the author states that because education for all is guaranteed by the Constitution, the government has since identified adult basic education and training as an essential objective to be realized through ABET programmes focused on particular age groups who have historically missed out on education.

The Skills Development Act No. 97 of 1998 is a critical Act in relation to ABET and the Act that replaced the Manpower Training Act, the Guidance and Placement Act and the Local Government Training Act. It provides for a system of levies to fund workplace learning. This was an attempt to integrate industrial training and ensure that there it is provided in a more structured and purposeful way. The Skills Development Amendment Act No 37 of 2008 provides adjustments on how skills should be administered, and this should be seen as a supportive framework for the Employment Equity Act. This Act encourages employers to empower the individuals who were previously disadvantaged and to ensure skills development being practiced in the organisations.

Aitchison (2003) highlights some of the post 1994 ABET documents on policy and implementation. Amongst them is, Education White Paper (March 1995), National Adult Basic Education and Training Framework: Interim Guidelines (September 1995), Adult Basic Education Development (1996), Towards a national language plan for South Africa (1996), Policy Document on Adult Basic Education and Training (October 1997), A National Multi-year Implementation plan for Adult Basic Education and Training: Provision and Accreditation (October 1997) and Adult Basic Education and Training Act (2000). Pretorius (2010) points out that the ABET Act of (2000) is an important piece of legislation which sets out codes of practice for ABET and

makes available the setting up of governance and funding of adult learning centres and quality assurance. Aitchison (2003) claims that the ABET ACT 52 of 2000, like other policies before it, is not going to make any meaningful implementation at present as many regulations needed to implement the Act in provinces had not been promulgated.

To add to this Aitchison (2003) claims that there has been a number of ABET policy documents which remained a wishful list and were never meaningfully implemented. These include The National Adult Basic Education and Training Framework: Interim Guidelines (1995), Adult Basic Education and Development (ABED) 1996 and Policy Document on Adult Basic Education and Training (1997). The author supports his or her claims with the fact that the Interim Guidelines were de facto unusable, the ABED (1996) had little impact and 1997 Policy Document was never popularised and its usage was very minimal despite it being an official policy.

2.2 Nature and Focus of Adult Basic Education Training

ABET is the fundamental life skill that is attained by adults through education and training (Nambinga, 2010). It involves acquisition of basic skills of literacy and numeracy, provides for opportunities for lifelong learning and development. Adult basic education and training is the model that is focused towards lifelong learning and development, consisting of knowledge, skills and attitudes required for social, economic, and political involvement and change applicable to a diversity of contexts (Department of Higher Education, 2012).

The Department of Education (2003) has formulated the following vision for adult basic education and training; among other things it has formulated the following:

“A literate South Africa within which all its citizens have acquired basic education and training that enables effective participation in socio-economic and political processes to contribute to reconstruction, development and social transformation” (Department of Education, 2003, pg 12).

ABET is meant to introduce a philosophy of learning and provide the fundamentals for attaining the knowledge and skills essential for social and economic growth, justice and equal opportunity. ABET is the basis for supplementary and advanced education, preparation and occupation. The intention is to bring together both literacy and post-literacy and ensure that literacy is connected with basic (general) adult education on the one hand and more importantly with training linked to income generation on the other hand.

As indicated above ABET is meant to pave the way for Further Education and Training (FET). It therefore means that ABET learners are equipped with the skills to continue to FET. When these two components of adult education and training are implemented in a proper format they should effectively put learners or workers that receive ABET into a pathway of lifelong learning and growth (Department of Education, 2003)

The Department of Education (2003) views ABET as a programme that includes both formal and informal learning activities undertaken by adults and youth who is out of school which provides them with new knowledge, skills and attitudes to improve their quality of life with respect to skills and getting recognition.

2.3 Adult Basic Education and Training and Lifelong learning

According to the Department of Education Policy Document on ABET (1997), ABET is both part of and a firm foundation for lifelong learning. This policy document further states that one of the principles is the establishment of links between learning and work so that a place of work becomes a place of learning. ABET serves as a facilitating personal development throughout life (Shelile, 2005). Lifelong learning is based on the premise that learning occurs throughout life in different ways and through different processes. As people continue to learn various ideas, feelings and behaviour develop (Shelile, 2005).

According to Nenzelele (2007) it is important to ensure that ABET forms the foundation of lifelong learning but in order to do so it is important to ensure that the following objectives are realized:

- To improve a crossing point between the ABET levels on the National Qualification Framework (NQF) and the General Education and Training (GET) band so as to provide a learning path into Further Education and Training (FET), and
- To create provision for an unending use of skills and knowledge attained by those learners who do not chose or do not have access to continuing education pathways.

Based on the above objectives as outlined by Nenzelele (2007) the current study will seek to find out if the skills and knowledge attained by learners through the RAFAL ABET programme are being used.

2.4 Adult Basic Education and Training and the Workplace

The business world requires more basic literacy skills than what is currently available in the workforce. In order for the adults to survive in the workplace they need to change and adapt to new technology. New technology is consistently implemented in the workplace and employees need to be able to understand and embrace that change in order to keep up with the work requirements and challenges of globalization (Aitchison & Harley, 2006). They further state that it is against this background that ABET becomes an integral part of the workplace.

As alluded to above, the workplace is a critical site of learning for both formal and informal learning opportunities. ABET can speed up the process of attaining knowledge and skills vital for personal, social and economic growth (Shelile, 2005). It has been established that employees produce knowledge in the work environment for work related solutions which also improve their skill. For ABET to improve it is important that life is looked at holistically, that is, work, social and education be seen in its totality.

Shelile (2005) argues that ABET at work is a form of investment in human capital. Learners are empowered through the acquisition of skills as well as knowledge. Hall (1994) describes human capital as the notion that individuals gain skills and knowledge to increase their value in the markets. The author further adds that experience, training and education are the three main mechanisms for acquiring such human capital with education being primary for most individuals. The question that arises in relation to this current study is to establish if the ABET programme at RAFAL does contribute towards human capital development. Shelile (2005) also believes that ABET at work could be a catalyst towards acquiring the knowledge and skills required for personal, social and economic development ABET is no different from other developmental programmes for workers. It needs constant monitoring and adjusting in order to suit economic, societal and individual interests and contexts (Shelile, 2005).

Xiao (2001) avers that simultaneous increase of school participation rates and earned incomes support the view that more schooling would lead to higher productivity and macro-economic growth. The author further asserts that human capital theory encapsulates that education or training raises productivity of workers by imparting useful knowledge and skills. This begs the question as to whether work performance of the learners attending RAFAL ABET programme has increased.

According to Nevhondo (2005) workers require a lengthy portfolio of technical, social, and personal skills. Education is also a weapon to communicate with the rest of the world as there is an ever growing global pressure, challenge in the productivity and challenges of social development and eradication of poverty. It is the Skills development mission to equip employees with the necessary skills to compete and succeed in the global markets (Hadebe, 2006).

Adult Basic Education and Training is intended to improve access to quality education and in improving the standards of employees while advancing their careers into higher ranks. Skills development has been an anchorage for training

workers and educating them for their career path (Hadebe, 2006). The author further argues that ever challenges of technology, workplace demands, global markets and customer demands are other variables that are driving force for employees to acquire more skills and further their education. Good collaboration between industries and ABET agencies is required. According to Hadebe (2006) a workforce that is unskilled or having low levels of skills and education is likely to impact on unemployment and poverty. Education therefore is a tool that emancipates individual and the nation at large to benchmark them with what is happening in the country with the rest of the world. According to Nevhondo (2005) adult centres are faced with the challenges in offering the applicable, high quality, standard content to the industry. To compete successfully in the employment market, workers must be aware that learning they undertake needs to be recognised by their employees organization and the Department of Education (Nevhondo,2005). The author further claims that continuing education addresses the need for the acquisition of skills for the continuation of basic education and education for all such that this develops the cultural values of communities and the nation at large. According Shelile (2005) ABET attempts to reconstruct and build a nation towards a future where there will be limited segregation, exploitation, and inequality of race. It is a powerful tool of a desired change to be used in the present situation.

2.5 Adult Basic Education and Training as a vehicle for social and economic change

One of the goals of further education and training, according to the White Paper on Education and Training (1995) is to improve efficiency and productivity in order to justify the cost of the education system to the public. ABET is one of the tools used to assist in achieving the goals of further education and training. ABET enables employees to enjoy social recognition of certification and gradually escalate towards the corporate ladder.

It has been established that there is a link between the quality of life of a person and his/her level of education. The lack of education tends to perpetuate poverty and unemployment level. According to Hadebe (2006) ABET is the general “conceptual foundation towards lifelong learning and development comprising of knowledge,

skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts". In South Africa the objectives and ambitions of the Skills Development Act (SDA) are to ensure that there is alignment between the available skilled manpower at all levels and what the market requires for the economic growth of the country. Additionally the SDA is a means to improve labour productivity and ensure that there economic returns to improve poverty and reduce inequality among people (Nevhondo, 2005). More specific objectives include raising labour productivity and promoting the spirit of a free enterprise and economic participation in order to increase economic efficiency in all sectors (Hadebe, 2006).

Shelile (2005) argues that ABET is a transformational tool that could result in development of individuals to take more actions and responsibilities over their lives, moving from resignation, ignorance and subservience to active involvement in the civil society and in the nation's economy. The author further adds that literate and educated people are able to fight for their rights and promote democracy. Shelile (2005) further adds that ABET is not only an essential human right but rather an allowing right which unlocks a wider set of civil, political and economic rights. In short ABET skills increase community participation in the economic and social activities as they feel more confident to engage in the processes with their improved knowledge and skills

Shelile (2005) also believes that ABET is a main tool in laying foundation for real development resourcefulness, which should not be viewed as change for economic growth only but also for social, cultural, political and organisational development. According to Maboja (2009) education is understood as facilitator of collective transformation and national reconstruction in the sense that education is for everyone irrespective of social, economic and political status. The author considers that socio – economic and political structure creates and perpetuates volatility and circumstances of inequality.

It is argued that learning, education and training is of benefit to individuals, enterprises and society alike. In addition to that the amount of education acquired by workers has an important impact on labour market experience (Hadebe 2006). It also

develops an individual output and income-earning prospects at work and their mobility in the labour market, and widens their choice of career opportunities. It has been progressively recognised that people's improvement of skills, capabilities and investment in education and training are the key to economic and social development. Skills and training increase productivity and incomes, and assist everybody's partaking in economic and social life (Hadebe, 2006).

ABET offers access to free elementary education and associated educational provision services, leading to career training opportunities, personal advancement, and economic self-sufficiency in a supportive, cooperative and learner-centred environment (Nevhondo, 2005). Education is a product and the result of human activity that encompasses intrinsic worth, values such as personal, social, cultural and aesthetic that makes reflection practical and possible (Ngalele, 2010). The author sees education as freedom for competence and a normative concept, which is valuable and worthwhile because it modifies the person for ever in a perfectly good way. According to Maboia (2009) education is understood as a substitution of social change, national reconstruction in the sagacity that education is for everyone regardless of social, economic and political system. Maboia (2009) believes that social, economic and political system produces and propagates instability and conditions of inequality.

According to Hadebe (2006), apartheid education has created only educated employees who could use fewer or lesser skills in the work place hence it was concentrating on the theory while placing less emphasis on skills. Education is perceived as one of the transformational instruments to recompense inequality and unfair situations of employment. The fundamental target is to diminish unemployment rate and increasing highly skilled workforce while making social and economic conditions better.

Adult Basic Education and Training is intended to develop access to quality education and is intended to improve the standards of employees while advancing their careers. Skills development therefore has been seen as a port of call to train

workers and educating them for their career path (Hadebe, 2006). This current study will therefore seek to understand the effectiveness of the RAFAL ABET programme in relation to their work performance and upgrading.

Hadebe (2006) further argues that ever challenges of growing technology, workplace demands, global markets and customer demands are other variables that are driving force for employees to acquire more skills and further their education. According to Hadebe (2006) good collaboration between industries and ABET agencies is required, and further argues that a workforce that is unskilled or having low levels of skills is likely to impact on unemployment and poverty. Education therefore is a tool that sets an individual free and the nation at large to benchmark them with what is happening in the country and with the rest of the world. However Aitchison (2006) has a different opinion with regard to ABET, he believes that it has put its focus almost solely on training and labour for the formal economy and unfortunately it has to a certain extent ignored adult basic education which is the essential need of the masses not in the mainstream economic sector.

Adult Basic Education and Training learning areas, for instance language, literacy and communication can provide learners with the skill in understanding and using various modes of communication (Mgudlwa, 2006). The author further argues that writing and reading skills obtained through ABET enables learners to write and sign their names without being assisted or resorting to giving their thumb print. The learner's ability to master such tasks will also have the additional benefits of saving time of filling forms on behalf of non-literate adults. Mgudlwa (2006) further contends that ABET learning areas open up avenues of communication that would otherwise be closed for many people by enhancing their skills of collecting, organising and using information effectively. This allows them to participate in the community organisation leaders due to the skills and knowledge they may have gained in ABET centres. The author claims that acquisition of vocabulary developed through class discussion and presentation in ABET classes could result in the positive change especially in terms of their self- image thus strengthening their self-confidence. Learners are motivated to participate in their homes and in their communities for

example, acting as secretaries of their community meetings and becoming advisors to their families and friends. The author further contends that ABET can play a vital role in creating awareness around issues of HIV/AIDS, teenage pregnancy, home-based care, handling personal finance, which are serious challenges in South Africa. ABET could thus provide learners with understanding of credit agreements, controlling their accounts, and also improve skills in the technological innovations.

With regard to ABET efficiency Hadebe (2006) argues that ABET is both an economic development, social justice in the labour market programmes and economic restructuring. The author further argues that ABET is an intervention and cornerstone that led to the creation of National Skills Framework (NQF) and National Skills Fund Strategies (NSDS). Hadebe (2006) further contends that there is a fairly steady growth in the industries where they allow their employees to implement ABET so that they can compete in the labour market.

Education is a creation of human activity that encompasses qualities, values such as personal, social, cultural and aesthetic that makes reflection practical and possible. Ngalele (2010) sees education as emancipation for competence and a normative concept, which is appreciated and worthwhile because it changes the person for ever in a good way. According to Hadebe (2006) apartheid education only created educated employees who could use smaller number of skills in the work place and was concentrating on the theory while placing less emphasis on skills. Education is seen as a springboard for change to redress inequality and unjust conditions of employment in all sectors. The main objective of providing education to citizens is to ensure that most people are educated and the end result of that is the reduction of unemployment and increase in highly skilled workforce while making social and economic conditions better.

2.6 Adult Basic Education and Training and Poverty

Govinda (2008) states that studies and publications on poverty done in the last ten years have significantly shed some light with regard to understanding the relationship between education and development. The author further emphasizes

that not only are basic levels of health and education a right of the poor, they are also important in accelerating poverty reduction, as they allow the poor to take advantage of the opportunities created by economic growth. This study seeks to establish whether the ABET programme learners at RAFAL have improved their economic standing as a result of attending the programme.

One of the challenges facing South Africa is poverty and unemployment levels. As such one of the Millenium Development Goals (MDG) is the reduction of extreme poverty and hunger (UNESCO, 2009). ABET programmes should also contribute towards the realization of this goal as it is by its nature targeting the poor. According to Oxenhalm (2008) masses of those who register for ABET come from the poorer sectors of a society. The percentage of the poorest of the poor in ABET programmes may not be too high, but there is definitely a considerable amount of them. He asserts that ABET programmes are, by their very nature, focused on the very people who should profit from poverty reduction and as such should be benefiting them.

Oxenhalm, 2008 also raises another argument on the objective of the first MDG, which is to halve the proportion of people whose income is less than US\$1.00 per day. This therefore means there should be a concerted effort towards raising the income levels. Valerio, 2003 cited in Oxenhalm, 2008 used a national household survey in Ghana to investigate whether ABET assist in raising the incomes of the poor. The author concluded that, in Ghana at least, it did not. Contrary to Valerio the results from the calculations by World Bank suggest that ABET does improve the incomes of individuals. Oxenhalm, 2008 asserts that the World Bank study showed the estimated rate of return of 25%, Ghana 43% and Bangladeshi with 37%. In the author's conclusion Oxenhalm (2008) states that regardless of the uncertainty of these estimates there seem to be consensus that poor people benefit tremendously from the literacy programmes as it helps to improve their earnings and in the end get out of poverty. This current study will therefore establish if the learners attending the ABET programme at RAFAL have been upgraded at their workplaces.

2.7 Adult Basic Education and Training (ABET) and Health

It is an undoubted fact that South Africa is weighed down by health-related issues. These include tuberculosis, HIV/AIDS, and measles. Andrew (2006) argues that ABET learning areas such as Natural Science and Life Orientation provide learners and teachers with knowledge and skills which enable them to acquire their quality life and their standard of living will be improved. This will assist in improving the health and social conditions of all individuals who have acquired those skills. Andrew (2006) argues that thorough knowledge gained from ABET will benefit the learner in dealing with common societal problems like malnutrition and illnesses such as diarrhoea, fever and other diseases. Treatment like home-made glucose solution and boiling water from rivers before drinking it, will be applied by those who have learned and acquired ABET skills.

With better knowledge, adults who have undertaken ABET become more aware of the need for immunization. They take necessary precautions which assist in preventing common illnesses. There is also a tricky situation and a concern for malnutrition and hunger, which is attributed to poor infant feeding, associated with using unclean water and children spacing. It has been found that these issues have contributed enormously to infant deaths (Andrew, 2006). The knowledge and skills acquired through ABET enable them to deal with such issues thereby improving the overall family – health issues. Another family health related issue is that of teenage pregnancy. It is critical to note that falling pregnant at an early age in some instances result in health problems. ABET will therefore help in the area of family planning. As such ABET has a key role in this regard.

On the area of HIV/AIDS which is a pandemic in South Africa, Andrew (2006) also contends that ABET has a key role to play. Some of the reasons quoted for the spread of HIV/AIDS are ignorance and lack of enthusiasm of people to ask their partners to use condoms. Life Orientation, which is one of ABET's learning areas empowers learners by providing them with useful information on this subject area. ABET also help in dealing with the stigma of HIV/AIDS which enables people to disclose their status and to lead better lives.

Mukudi (2003) cited in Burchi (2006), interestingly looks at the benefits of education to rural people along the following lines: education has a key role in accessing public information, especially concerning health, nutrition and hygiene, education as fundamental to promote agency, which expresses the capacity of rural people to escape from poverty and hunger with their own power, education provides a psychological contribution to food security by making people more ambitious and self-confident.

2.8 Efficiency of Adult Basic Education and Training

There are different views on the ABET implementation and effectiveness. There are those who strongly believe that ABET has made a significant improvement in the lives of many people and those who believe ABET has failed to improve lives of people.

2.8.1 Views Against ABET

To begin with, Aitchison & Harley (2006), on re-examining South Africa's illiteracy statistics from mid to late 1990s, postulate that such statistics for the baseline starting point for various government adult basic education provision and campaign goals. They further state that despite the government initiatives such as South African Literacy Initiative and other related adult basic education provision programmes the actual numbers of illiterates was never meaningfully reduced.

Aitchison (2011) strongly believes that the adult education system run by the Department of Education is purely dysfunctional and the provision of ABET in the industry has an inadequate output. The author further emphasizes that it is high time that the authorities in the Department of Education admit that the ABET system run through the adult learning centres does not serve any meaningful purpose. Aitchison (2006) claims that it is sarcastic or rather ironic that NSDS and NQF are linked as establishments of lifelong learning that became in operation. ABET is therefore sidelined, disadvantaged, generally in deterioration and, arguably at least, in terminal

condition. It will be interesting to find out under the current study if the learners at RAFAL share the same sentiments with Aitchison.

Rule (2006) is also of the view that ABET's objectives have not been achieved. The author's argument is on the basis that the government has failed to make available the necessary resources, mainly budget and also utilization of resources. The author argues that government funding for ABET is inadequate in relation to the education budget that is given on yearly basis. This is seen as lack of commitment from the government. Department of Education (2012) seem to agree with this to a certain extent as it also states that Public Adult Learning Centres are currently paid for on a model based on learner registration. The argument is that in very weak institutions subsidies are based on learner enrolment and this has a negative impact on the building of institutional capacity.

Rule (2006) further argues that the provision of ABET within the formal system does not cater for a significant proportion of potential adult learners for whom the system is not accessible. The author's argument in this regard is based on the issue that the formal configuration of ABET is being located predominantly in schools, formal workplaces, usage of school educators and corporate trainers while its focus on instrumental purpose marginalizes those who are outside of these systems. This concern is further echoed by Education Training and Development Practices Sector Education and Training Authority ETDP-SETA (2012) who points out that learning opportunities for those in informal employment or in need of basic education and training in communities have been restricted and disjointed. This is therefore a major concern when one looks at unemployment rate running at between 30% and 40% and the level of poverty.

Department of Higher Education (2012) avers that most research that has been conducted reflects that few learners move up to ABET level 4 or NQF level 1. It is understood that few adults study up to their last level of ABET. Most of the ABET learners become dropouts and end up with few unit certificates. There are no good

progression results on ABET and the Department of Education is very much concerned about this (Department of Higher Education, 2012). According to Department of Higher Education (2012) this is partly due to the fact that the numbers of part-time learners who have enrolled in the centres have drastically declined.

Nevhondo (2005) argues that it is somehow a fairy-tale or an objective that is unrealistic that all career paths and occupations in most of the sectors will progress drastically to occupational levels with satisfying wages. The consequence will affect many people who have acquired skills through ABET and also other skills which will help in the economic system. According to Nenzelele (2007) irrelevancy of learning activities and courses result in learner attrition in the ABET programme and results in learner not progressing in their corporate ladder.

Gravitzky (2006) argues that either way the system of training has not had an anticipated effect of growing level of skills at the intermediate to the high level of the spectrum. One of the major reasons why learnerships fail is because the workplace learning component is neglected. Kraak (2003) advocates that larger number of learnership programmes have been registered but only a few are being utilized. This is mainly because participants do not have the required curriculum and learning materials. According to Kraak (2008) design and registration of a learnership programme can take anything between two to three years to complete. In order to overcome this problem accredited training providers need to be sourced, and if not accredited, they would then need to be accredited by an Education Training Quality Assurance (ETQA). Adult Basic Education and Training and learnerships are very resource-intensive, in terms of economic implications and skilled personnel (Gravitzky 2006).

According to Kraak (2008) employers have prioritised lower-end learnerships and ABET. The author is of the view that it could be related to government's drive to train large numbers of unemployed youth to bring about training such that it has largely taken place at the lower end (Kraak, 2008). However he is of the view also that learnerships are wasting time, not easy to manage and implement. Gravitzky (2006)

argues that either way, the system of training has not had the desired effect of increasing the level of skills at the intermediate level to the high level of the spectrum. The author further argues that one of the reasons why learner ship fails is because the workplace learning component is deserted. Nenzelele (2007) argues that ABET is or not useful to bring about social change and economic growth. While it is believed that ABET has brought about reconstruction of skills and knowledge and has made developments in the employees careers reflecting back from the nineties to date.

Learnerships and Adult Basic Education and Training implementation is largely influenced by the quality of work place of learning as the major part of learnership must happen in the workplace. Learnership automatically transforms the organisation. Gravitzky (2006) points out that the bulk of learnerships offered have been at National Quality Framework (NQF) level1 and 2 (entry level skills), and most of beneficiaries have not found sustainable employment. The skills strategy document proposes that 85% of the beneficiaries from learnerships and other skill development programs should be Black and that 54% of them be women.

Nenzelele (2007) postulates that there must be a closer retrospection on ABET failure because it is reproducing a school curriculum not the necessary skills that the workforce need. Nenzelele (2007) is of the view that there is a gap between learners' anticipations and the actuality of the work environment, because they become frustrated early seeing the lack of progress, or seeing that they are not given enough information before the enrolment to know when to expect change and what they must do to achieve it.

A host of innovative programmes have been run through various government departments, workplaces and civil society. Walters (2006) postulates that there is little coherence of programmes and activities across various departments, and sometimes within them, and as such there is fragmentation. The author further avers that there is no clear indication of the scale or quality of delivery.

2.8.2 Views Pro ABET

ABET has been effective in changing the lives of employees in different industries, it could be by changing social and economic conditions when the employer gets an increment when he has passed NQF levels, or when the employee become promoted at work because he has passed or progressed from one skill to another. Current government has encouraged ABET with the allocation of subsidies to the superintendent to support education in the underprivileged communities (Department of Education, 2003). The report by Education Training and Development Practices Sector Education and Training Authority ETDP-SETA (2012) avers that formalised training for employed people in formal workplaces and for professionals has improved.

The intervention by the Department of Education from end to end of ABET has proved that the number of adults learners who lack on basic education from grade nine has been adjusted from fifteen million to twelve and one hundred million (and about 30% of adult population is not capable to read and write (Nevhondo, 2005). ABET provided the right of entry to free basic education and associated educational support services, leading to further education opportunities, personal growth, and economic self – sufficiency in a supportive environment. ABET therefore addresses the mission statement of the Department of Education that states that “all persons should have access to lifelong education and training opportunities, which in turn contributes towards improving quality of socio-economic conditions” (The Department of Higher Education, 2012).

The Department of Higher Education (2012) states that there is an increase in student enrolment with ABET because in 2011 they enrolled more than 300 000 students. This further supports that more and more learners who have gone through ABET do not regard themselves as well educated because they enrol for secondary schooling and end up writing senior certificate examinations.

Shelile (2005) argues that economic productivity is achieved through literacy. Employees should be exposed to reading, writing and mathematical literacy. Lifelong

learning is the merging of learning and work which is required in the work place in all industries. According to Shelile (2005) strategic and systematic planning of training interventions will pay more fruits in terms of productivity. The author believes that lack of education tends to perpetuate the cycle of poverty, because educated people have access to information and development of skills, thus they tend to have more power, enabling them to be involved in decision making within the household, the community and the workplace. ABET is therefore important in improving the quality of livelihood, increasing self-esteem, self-fulfilment, and liberation from ignorance, poverty and exploitation.

2.9 Factors Contributing to Effective or Ineffective Implementation of ABET

Lewis and Dunlop (1991) believe that instruction that leads to a successful programme is driven by factors such as effective instructor skills, good instructional process, good instructional content, personality of the instructor and appropriate selection of instructors. They emphasise that effective instructors can contribute to a successful programme both through their skills such as being a good communicator or a subject matter expert and through their personality. Mashamaite (2006) echoes Lewis and Dunlop's view when he states that learner centredness must be the key principle in an ABET class and classroom must relate to the lives and experience of learners as much as possible. The current study therefore seeks to establish whether the RAFAL ABET programme learners are happy with the quality of training material and instructor effectiveness

The centres have little or no clear institutional identity and capacity. The issues that cause problems in these centres are that they have little or no clear institutional identity or capacity. It is argued that these centres are run without full-time staff and because they are not qualified or have less qualification certificates as required. They work through short-term contracts and the staff is not as dedicated as the permanently employed should do. This is due to the fact that, having the majority of teachers in adult learning centres as part-time contract workers, having to rush to centres after work and doing their work in hurry makes them to do their work incompetently. They work without contracts, leaving the sector without a hub of

permanent professionals and that severely affects long-term planning of the Department of Higher Education. The results of that also have serious career development implications for educators. It further affects the learning paths of learners. Most learners in the sector study part-time which is a relatively slow learning process being in place. This therefore requires long-term management and planning (Department of Higher Education, 2012).

In addition to that the ABET learning centres function in the evenings in the premises of other institutions such as schools, community centres or workplace (Department of Higher Education 2012). This is an identity issue. According to Aitchison (2010) there are a whole host of problems with regard to the curriculum and qualifications available. There is no core curriculum and there is insufficient standardisation of assessment across provinces (Aitchison, 2010). Despite all the challenges highlighted here the current study seeks to understand the views of the ABET learners at RAFAL regarding the effectiveness of the programme and what they would like to see changed in order to improve the ABET programme.

2.10 Conclusion

The literature review was aimed at getting information regarding ABET. This chapter has also revealed that ABET plays an important role in raising the economic conditions, employment, development, personal growth and social development. It is widely agreed that South Africa is not yet equipped with the skills it needs for economic and employment growth and social development and in order to survive in the global field it has to remedy the situation of illiteracy and ABET is the vehicle. It has been argued that the role of ABET is to improve the standard, quality of living and eradication of poverty and unemployment. The literature on ABET strongly supports the view that ABET should be given to the South Africans that are illiterate to develop them and improve their current situation and that of the country at large. Gaps in the literature review have been identified and forms the basis of this research. In the next chapter the focus will be on the research methodology of the current study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The main objective of this research was to establish the effectiveness of ABET with specific focus on Roslyn's Academy for Adult Learning (RAFAL) programme. The research approach was therefore of the kind of an evaluative case study. The study was conducted in order to contribute towards improving the practices of the RAFAL ABET programme's in-order to enable the learners to apply what they have gained from the ABET programme in their workplaces. This chapter outlines the research methodology that was adopted in carrying out this study and also gives account as to why the adopted methodology was used.

3.2 Aim of the Study

The research intended to ascertain the effectiveness of ABET at Roslyn's Academy for Adult Learning. This research aimed at finding out the performance and possible opportunities for employability following their participation in the programme. The investigation also sought to interrogate the kind and value of knowledge acquired by ABET learners after participating in the RAFAL programme.

3.3 Participants and Location of the Study

The participants in this research were twenty five (25) learners who were attending ABET because they are the ones who are able to give the information regarding their performance at workplace and also give information regarding their satisfaction with the way ABET has changed their lives in terms of promotions, getting employment and acquisition of knowledge. The research was conducted at Roslyn Academy for Adult Learners with data collected after hours during the learners' break. Provision of ABET takes place in the social and educational world through organizations manned by people. It is therefore imperative to examine this phenomenon in its natural setting hence the researcher's adopted methodological approach outlined below.

3.4 Research Approach

In this study a survey research design was used. According to Fraenkel & Wallen (2006), a research design refers to the overall plan for collecting data in order to answer the research question. They further state that the design shows which individuals will be studied, and when, where and under what circumstances they will be studied. They believe that the goal of a sound research design is to provide results that are credible and in the context of credibility referring to the extent to which results approximate reality and are judged to be trustworthy and reasonable.

In survey research design the investigator selects a sample of respondents and administers a questionnaire or conducts interviews to collect information on variables of interest. The surveys are used to learn about people's attitudes, beliefs, values, behaviour, opinions, habits, desires, ideas and other types of information (Fraenkel & Wallen, 2006) hence the researcher's choice of survey as a research design in this study. Creswell (2009) gives a succinct statement of the role of a survey research design when he argues that it provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population and then a researcher can generalize or make claims about the population from the sample results. The three primary reasons for frequent use of surveys are versatility, efficiency and generalizability, and over and above these reasons that through survey research design accurate information can be obtained from large numbers of people with a small sample, (Suter, 2006).

This research used a quantitative approach, which aims to make an effective and objective description of an occurrence. This includes among other things the collection of primary data from large numbers and the frequent collection of data with the intention of projecting the results to a wider population.

Conducting research in an objective manner formed the bedrock of conducting research in this study. It subscribed to the principle of ensuring that the researcher aims at obtaining objectivity by not letting his or her personal biasness to impact on

the analysis and interpretation of data. The research approach was largely quantitative in nature. Quantitative approach may be classified as descriptive, analytical or experiential. It is practically designed to test the theory. Quantitative methods aid to influence variables and control the natural occurrences (Collins & Hussey, 2003). Suter (2006) avers that quantitative methods construct hypothesis and tests them contrary to the hard facts of the reality. He further argues that quantitative data is usually data that is accumulated and collected under controlled conditions so that all data collected can be used in order to rule out the possibility that variables other than the ones under investigation, could account for the relationship among variables (Gay, Mills & Airasian, 2006). The study adopted the quantitative approach influenced by this approach's assumption that the world and the laws that govern the world are stable and predictable, and that conclusions drawn from such an approach makes it possible to apply scientific procedures to research (Suter, 2006).

The quantitative research approach is based on the assumption that reality exists out there and can be researched independently or that the investigator has the ability to detach him or herself from the object of investigation to avoid bias. Quantitative research relies, for its comparative statistical evaluation on standardization in its data collection (Collins & Hussey, 2003). This leads to a position where in a questionnaire the order of questions and possible responses are stringently prescribed in advance, and the conditions which the questions are answered should be held constant for all participants in the study. In a quantitative research results are statistically reliable (Gay, Mills & Airasian, 2006).

The quantitative approach uses some type of instrument or device to obtain numerical indices that correspond to the characteristics of the subjects (McMillan & Schumacher, 2001). Gay, et al. (2006) elaborate on this point when they state that the degree to which two variables are related is expressed as a correlation coefficient, a number between -1.00 and +1. Two variables that are not related will have a correlation coefficient of 0.00 and two variables that are highly correlated will have a correlation which is near to -1.00 or +1.00. Numerical indices were derived from the

data collected and this aspect of quantitative approach came in very handy. The above discussed principles, of a study that is quantitative in nature influenced and led to the decision of choosing the quantitative research approach for the RAFAL study.

3.5 Sampling

Kumar (2005) argues that before a researcher compiles a sample, he/she should know the characteristics of the population. Such knowledge enables the researcher to draw up a representative sample. The target population for the present study consisted of individuals that were attending ABET at Roslyn's Academy for Adult Learning (RAFAL). Sampling is the selection of a sub-group from a larger population (Sekaren & Bougie, 2010). The population therefore is the larger group from which a sample is or drawn or derived. The main purpose of having a sample in the research is to draw conclusions about the sample and give a generalization about the population used for the sample. It is further generalized back to the population. The sample helps to save time in a research process. In this study all learners at the RAFAL centre were used as the number of the population was less than 30 and considered not a large population.

A stratified random sampling procedure was used to select respondents who participated in the study. Stratified random sample is a probability sample (Sekaren & Bougie, 2010; Gay, et al, 2006). These authors postulate that in the probability sample every element does have a known probability of being selected and that it is imperative for elements to have equal chance of being selected. When compiling a probability sampling, sampling error can be calculated statistically (Gay, et al, 2006). The benefit of this sampling method is that it ensures that various groups in the targeted population are included in the study. All selected respondents were briefed about the procedure of the study and were requested to give consent for participation in the study. It was emphasised that responses were to be confidential.

It is noted that sampling can have its own limitations though, because at times, telephone reference book, cross-index, street directories, census zones and block

data and detailed social and economic characteristics of the universe are not available on the present basis, if at all, the researcher has to do an educated guess characteristics and population parameters, every so often with a slight basic data on which to build an accurate (Gay, et al., 2006). However, this study did not have this problem as the enrolment register was available and the researcher used all the entire population.

3.6 Instrumentation

The research instrument that was used in this study was a questionnaire. Questionnaires are one of the most popular methods in conducting scholarly research as they provide a convenient way of gathering information from a target population and this is one of the reason the researcher opted for this method. The researcher had limited time to conclude the research as part of her studies. The advantages of using questionnaires, among other things, are that they are easy to analyse, are cost-effective, especially when used in studies covering large geographic areas. Most people are familiar with questionnaires and they are less intrusive than telephone or face-to- face surveys (Walonick 1993). The researcher was also mindful of one disadvantage which relates to response rate to which the researcher must pay serious attention (Walonick, 1993). As a result the researcher administered the questionnaires herself as she understood the importance of each participant's response and to avoid any low response rate. Both closed-ended and open-ended questions for an example where the respondents are required to give their own suggestions about ABET were used and this was done to allow the respondents to choose from stated alternatives and also to provide free responses.

3.7 Development of the Instrument

It is clear that not any question can be in a questionnaire but that questions must be relevant to the purpose or aim of the study (Sekaren & Bougie, 2010). The questions in the questionnaire of this study took into account the intentions of the study. The questions were interlinked together and flow easily as indistinct or poorly worded items lead to random errors because they force respondents to interpret them.

Sekaren & Bougie (2010) assert that questions can be either flexible or closed-ended. Closed-ended questions are restrictive and open-ended questions are unrestrictive. A good questionnaire is one that includes both types of questions hence the researcher included both types of question in her questionnaire. The closed or restrictive questions are the type of items in which the responses of the subject are limited to stated alternatives. The reason for using closed questions in the questionnaire was to avoid boring respondents with long questions, which demand long answers. The researcher was also mindful of the drawback of closed questions which relates to the fact that they may introduce bias, either by forcing respondents to choose from alternatives or by making them select alternatives that might not have occurred. The researcher tried to eliminate this by providing a fair number of options. Inclusion of open-ended questions was also meant to provide an opportunity to express their views. Closed questions included nominal, ordinal, and likert scale. Closed questions assist the respondents to make quick decisions to choose among several alternatives given. For the purpose of this study, the researcher used questionnaires with both closed ended questions and open-ended questions with the aim of probing the role of ABET in changing the work performance of the learners at Roslyn's Academy for Adult Learning.

3.8 Data Collection

The researcher carried out the study according to the plan outlined under the research approach section. Figures and information were obtained from the learners and the facilitator. The data was collected in order to obtain the learners' response on the effectiveness of ABET at Roslyn's Academy for Adult Learning, inputs were obtained by short questionnaires as provided in the specimen in Appendix A, which was given to 25 learners. Sekaren & Bougie (2010) asserts that questionnaires are used by researchers to transform the information given directly by a person into data.

The questionnaire was administered in person, physically by the researcher. The researcher was confined to the local area at the Roslyn's Academy for Adult Learning as this was the case study. The main benefit of the personally administered questionnaires is that the researcher can assist the subjects to complete all responses within a short period of time as clarity would be given when there is doubt.

The researcher was also afforded the opportunity to introduce the research topic and motivate the respondents to offer their frank answers.

3.9 Analysis of the Data

Tables and graphs were used to present the data. Observation of data trends as well as statistical analysis using Statistical Package for the Social Science (SPSS) was conducted to make sense of the data. The data gathered by means of a questionnaire was coded and transferred to SPSS. The analysis of the data that was collected for this research was analysed using both descriptive and inferential statistics. The researcher used descriptive methods to summarise raw data collected from the field through the use of percentage bar graphs and pie charts.

3.10 Ethical Considerations

Miller & Brewer (2003) argue that ethical responsibility is crucial at all stages of the research, that is, from the design of the study thought to how the participants are recruited and treated as well the consequence of their participation. The researcher observed ethical principles in conducting this study. To ensure that the research design meet ethical requirements ethical clearance was sought and was issued by the University of KwaZulu Natal Humanities & Social Science Research Ethics Committee and is attached as Appendix B. Permission to administer questionnaires was sought and obtained before such activity could take place. In this regard a gatekeeper's letter is attached as Appendix C.

Of paramount importance in ethical considerations is the principles of anonymity and confidentiality. Anonymity means that the researcher will not identify the respondent whilst on the other hand confidentiality means that the researcher can match names with responses (Miller & Brewer, 2003). Sekaren & Bougie (2010) argue that it is important for the researcher to keep the information supplied by the respondent highly confidential and guard his or her privacy. In this regard the researcher informed the participant that their names will not be used in the report. Confidentiality

rather than anonymity, therefore, formed the core of participation by ensuring that the names of the participants do not appear in this research.

Consent is also considered to be a central norm governing the relationship between the researched and participants (Miller & Brewer, 2003). Sekaren & Bougie (2010) assert that no individual should be forced to participate in a survey. The researcher informed the participants about all aspects of the research that might influence their willingness to participate. In fact, an informed consent form was attached as part of the questionnaire and was filled in and signed by all the participants. In addition to that the participants were informed of their right to withdraw at any stage of the study.

Sekaren & Bougie (2010) state that in all data collection methods, the self-esteem and self-respect of the participants must never be violated. Respect and dignity of the participants was upheld. It is also noted that the information obtained from the participants through this study would never be used to prejudice them in any way.

3.11 Conclusion

The researcher believed that the methods used in this research were valid and reliable for the collection of relevant data as required for this study. Through the use of questionnaires, the researcher was able to draw on beliefs as viewed by the facilitator and their effects on work performance. In the next chapter an in-depth analysis of data collected is offered, showing how the findings on each and every question contributed to significant conclusions in the study.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

This chapter deals with the presentation of results and provides an analysis of the findings. The data obtained from the questionnaires was analysed using Descriptive Statistical methods. The presentation of results was obtained from the computerised and international standard quantitative statistical software called Statistical Package for Social Science (SPSS) version 15.

4.2 Reliability Test (Cronbach's alpha test)

Summated scales were used in the questionnaire to probe underlying constructs that the researcher wanted to measure. However, the question of reliability rises as the function of scales is stretched to encompass the realm of prediction. There are several internal consistency reliability estimates but the most frequently reported are the (a) Split-half Reliability Coefficient, (b) Kuder-Richardson formulas 20 and 21 (also known as K-R20 and K-R21) and (c) Cronbach alpha (Tavakol & Dennick, 2011; Reynaldo & Santos, 1999). Either one provides a sound under-estimate (that is conservative or safe estimate) of the reliability of a set of test results. However, the K-R20 can only be applied if the test items are scored dichotomously (i.e., right or wrong). On the other hand Cronbach alpha has the advantage over K-R20 of being applicable when items are weighted. Split-half can be viewed as a one-test equivalent to alternate form and test-retest, which use two tests. In split-half, you treat one single test as two tests by dividing the items into two subsets. Reliability is estimated by computing the correlation between the two subsets. The drawback is that the outcome is affected by how you group the items. Therefore, the reliability coefficient may vary from group to group (Tavakol & Dennick, 2011). Hence, the researcher opted for the use Cronbach alpha in this research.

The reliability of the questionnaire was ascertained by means of statistical computations, which reveals that the Cronbach's co-efficient alpha indicates a high

reliability of: **Alpha = .741**. The rule of thumb states that if alpha value is >0.7, there is internal consistency and reliability, thus as 0.741 it is considered to be efficient (Bryman & Bell 2007). This indicates that this research instrument's (questionnaire) continuous study variables has complete internal consistency and reliability.

4.3 Biographical Data of Respondents

The biographical data (gender, age and ethnic group) of respondents is discussed in this section.

4.3.1 Gender

The gender data of respondents is shown in Table 4.1 and Figure 4.1. Table 4.1 indicate that there were 25 respondents and that 22 of them were female and only 3 male. This is an indication that Roslyn's Academy for Adult learning is female dominated thus leading to the majority of females being part of this research.

Table 4.1 Gender of respondents

Gender	Count	%
Female	22	88.0
Male	3	12.0
Total	25	100

Figure 4.1 shows a clear picture of a percentage split of the respondents in as far as gender is concerned. It shows that 88% was female and the male component was 12%.

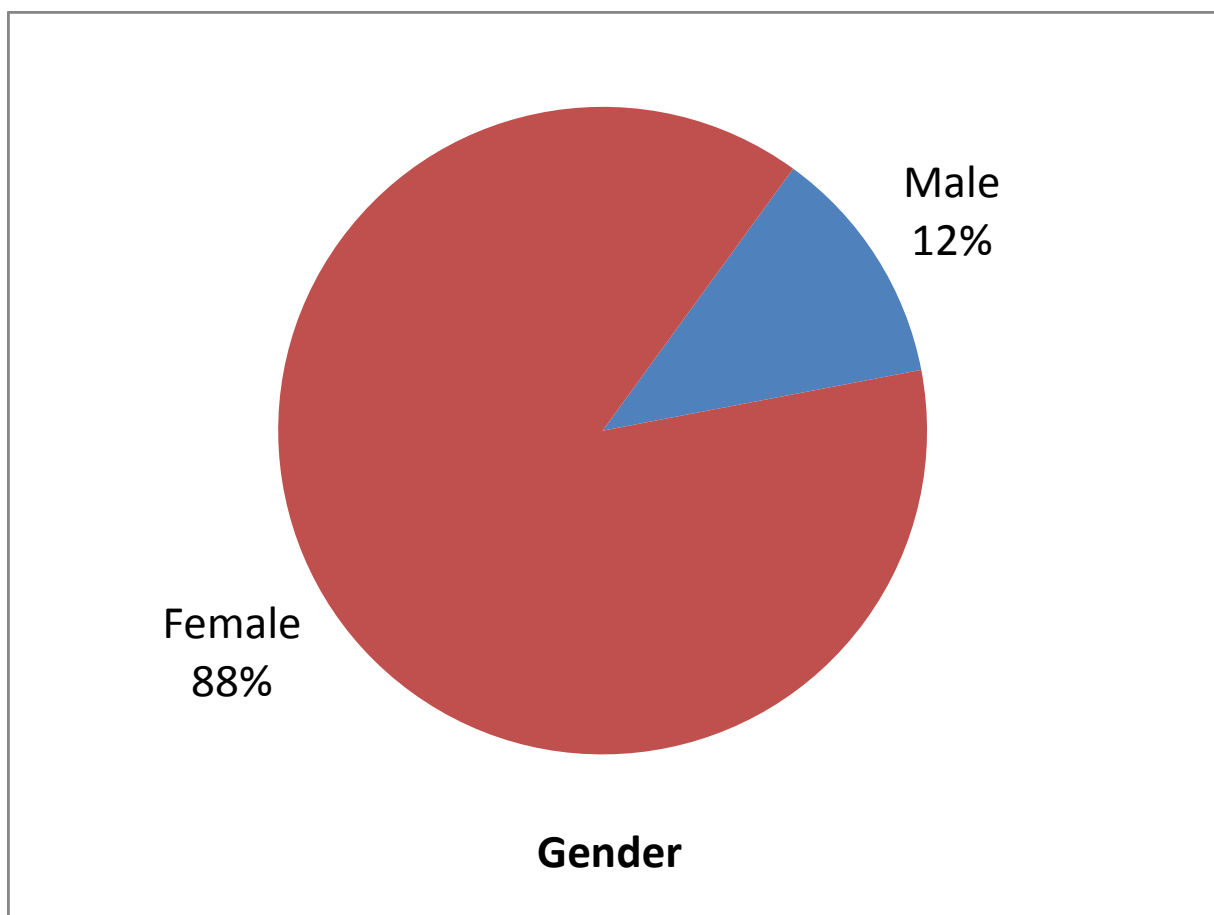


Figure 4.1 Gender of respondents

4.3.2 Age Structure

Table 4.2 and Figure 4.2 indicate the age group of respondents at Rosyln Academy for Adult Learning. There was only one (1) respondent in the age category of 20-29 years and one (1) in the 30-39 years of age category and 23 respondents in the category of 40 years and above as indicated in Table 4.2.

Table 4.2 Ages of Respondents

Age	Count	%
20-29	1	4
30 - 39	1	4
40+	23	92
Total	25	100

Figure 4.2 specifically paints a picture with regard to the ages of the respondents. In this regard 4.0% is between the ages of 20-29 years and the age group of 30-39 years makes another 4% and the rest which is 92.0% is the age of 40 years and above. This means that the majority of the respondents were 40 years and above.

The data reveals that even the younger individuals are part of the ABET programme and shows the skills development is being implemented. Although there is youth, the Roslyn Academy for Adult Learning Programme is dominated by older people.

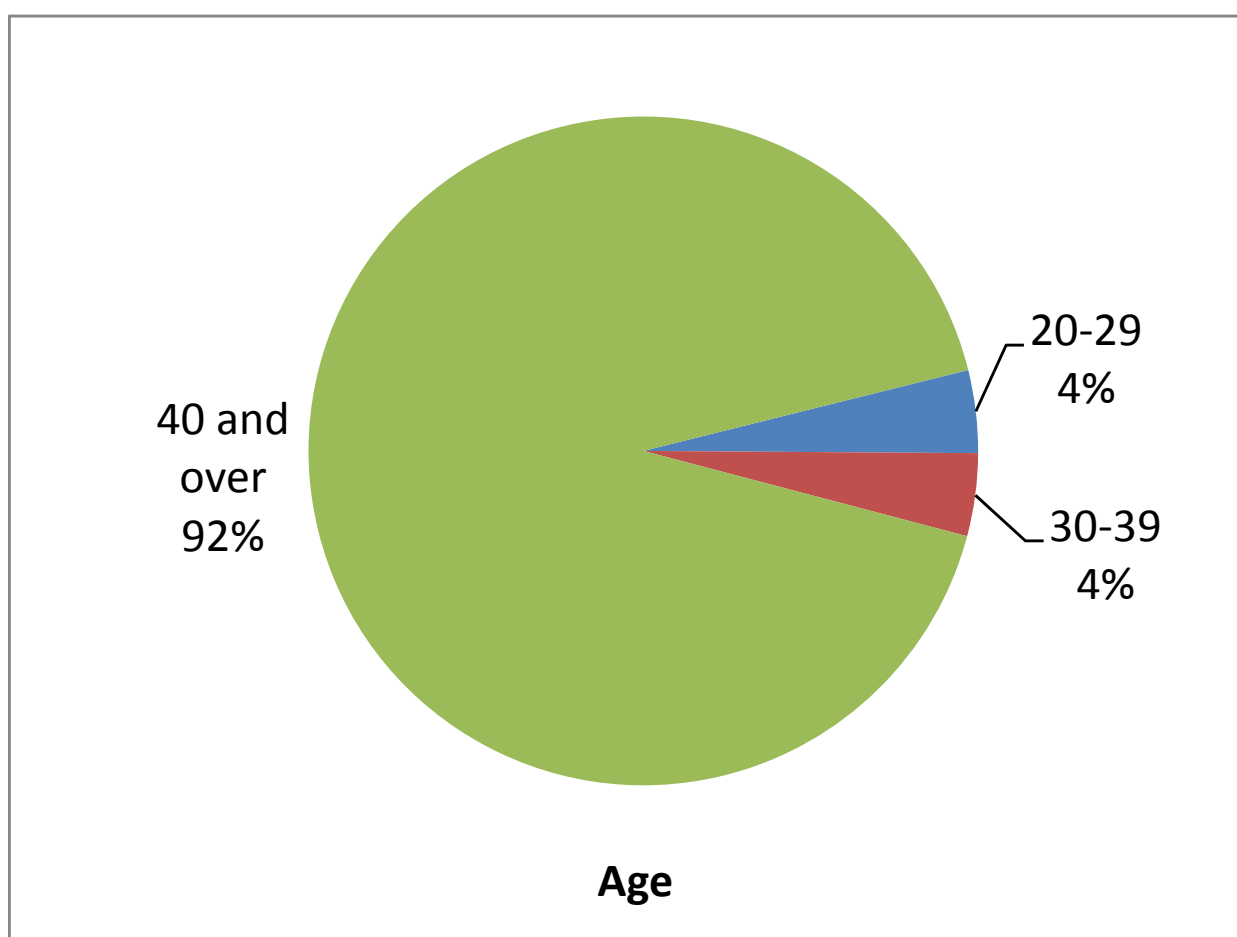


Figure 4.2 Age Structure of respondents

4.3.3 Ethnic Group

The results indicate that 100% of the respondents were Asians. This reflects that there is no diversity and it does not correspond with the demographics of KwaZulu-

Natal province which is 86, 9 % African 1.3% Coloured, 7.5% Indian/Asian and 4.0% white and in eThekweni Municipality being 73.6% Black/African, 2.5% Coloured, 17.0% Indian/Asian and 6.5% White (Statistics South Africa, 2012).

Table 4.3 Ethnic distribution in KwaZulu-Natal, eThekweni Municipality and RAFAL

Ethnicity	KwaZulu-Natal	eThekweni Municipality	RAFAL
Black/African	86.9%	73.6%	
Coloured	1.3%	2.5%	
Indian/Asian	7.5%	17%	100%
White	4.0%	6.5%	

Source: Statistics South Africa, 2012

Figure 4.3 depicts the comparison of the population distribution in terms of ethnicity between KwaZulu-Natal, eThekweni Municipality and Roslyn's Academy for Adult Learning centre. It clear shows that the African population which is the majority in KwaZulu-Natal and eThekweni Municipality is not represented at RAFAL and neither are Coloured and Indian population.

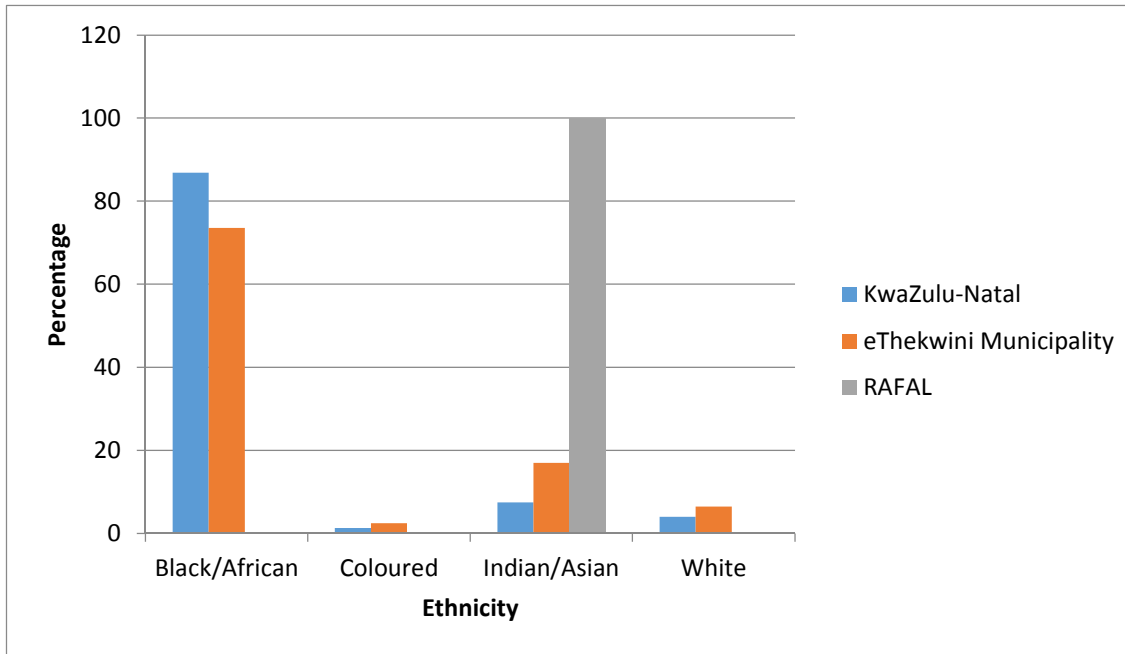


Figure 4.3 Ethnic distribution in KwaZulu-Natal, eThekweni Municipality and RAFAL

4.4 Division at workplace

Table 4.4 Indicates that 23 of the respondents were in the administration division at their place of work and one (1) was in finance and one (1) in production.

Table 4.4 Division at workplace

Division	Count	%
Administrator	23	92.0
Production	1	4.0
Finance	1	4.0
Supply Chain	0	0
Total	25	100

Figure 4.4 is a graphical representation of the division in which the respondents were working. The picture is clear that the majority (92%) were in the administration division with finance and production making up 4%, respectively.

DIVISION AT WORK PLACE

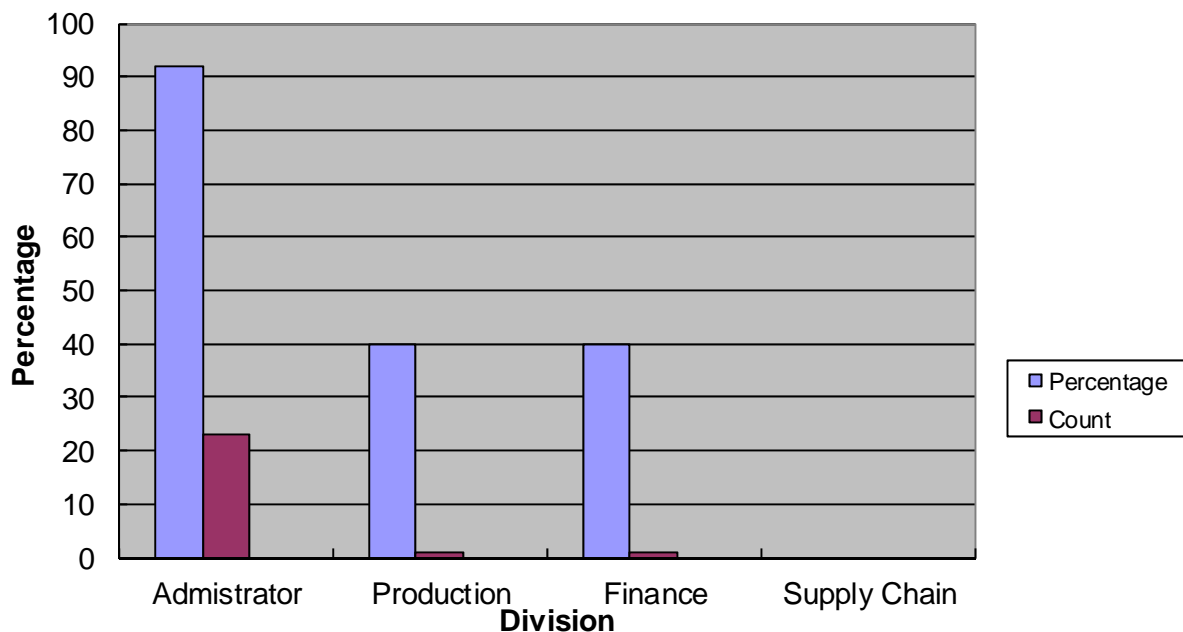


Figure 4.4 Division at workplace

4.5 Formal Workshop training

In order to determine whether the RAFAL ABET programme was the only form of education responsible for the respondents' improvement if there was any and whether their workplaces offers other opportunities, the respondents were asked to indicate if they had previously been exposed to any other formal training. Table 4.5 indicates that 12 of the respondents have attended other formal training programmes provided by their organisation whilst 13 have never attended formal training at work.

Table 4.5 Formal Training at work

Formal training	work	Response	Count	%
		Yes	12	48
		No	13	52
		Total	25	100

Figure 4.5 indicates the percentage split of those respondents who have attended other formal training workshops and those who have not. It is noted that the difference is marginal with 52% had not attended and 48% had attended formal training workshops.

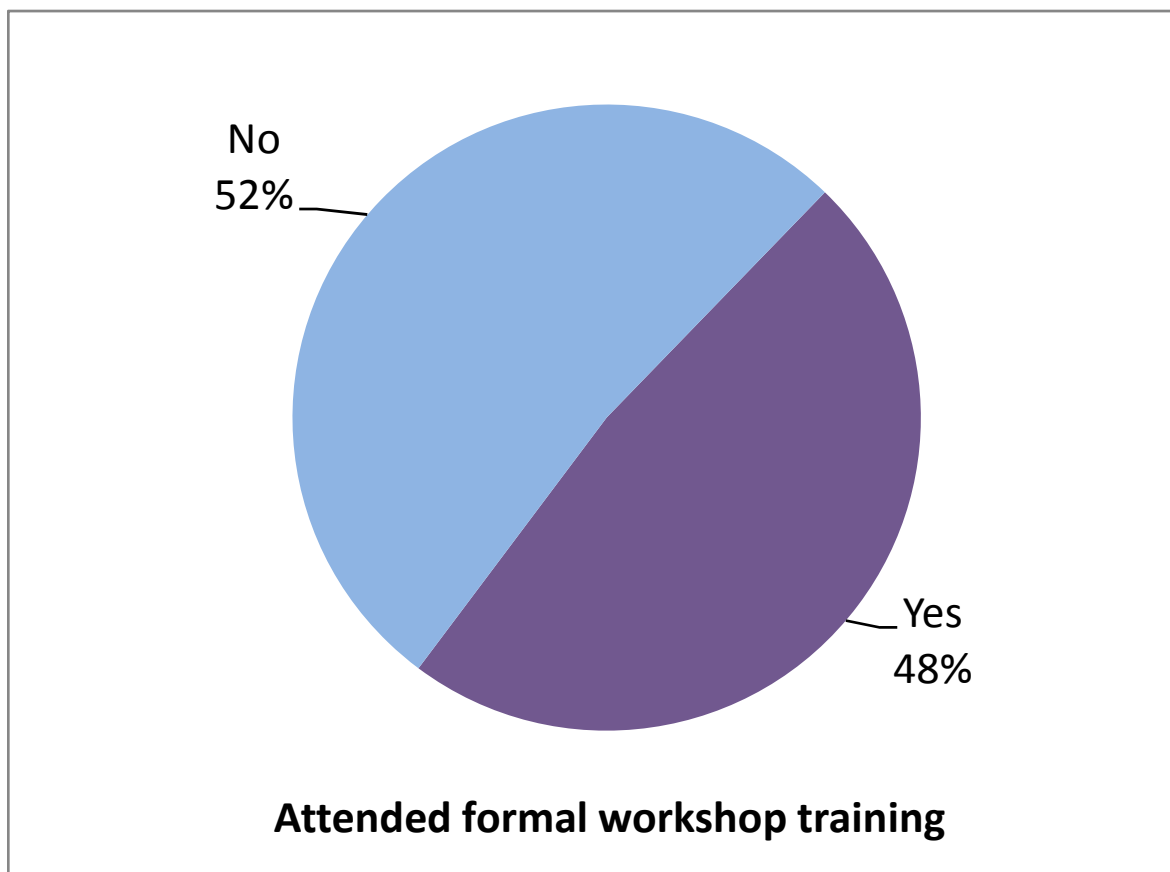


Figure 4.5 Formal Training at work

4.6 Satisfaction with ABET training

In order to determine the level of satisfaction with the RAFAL ABET programme respondents were asked to indicate their level of satisfaction. All the respondents (100%) indicated that they were happy with the training provided at RAFAL.

4.6.1 Quality of training

Table 4.6 indicate that the majority (92%) of respondents were extremely satisfied with the quality of training provided at RAFAL whilst 8% reported to be very dissatisfied.

Table 4.6 Quality of training

Variable	Very dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very satisfied		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Q7 Quality of the training material	2	8.0	0	0	0	0	0	0	23	92.0	25	100.0

4.6.2 Effectiveness of Instructor

One of the elements to determine the effectiveness of the ABET programme of RAFAL was to understand the effectiveness of the instructor as this has a bearing in the overall satisfaction with the programme. Table 4.7 shows that 84% of the respondents were very satisfied with the instructor, 8% being a little bit satisfied and the rest (8%) neutral. Although there were those that were not so sure on the effectiveness of instructor 84% of those very satisfied is still a good percentage.

Table 4.7 Effectiveness of the instructor

Variable	Very dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very satisfied		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Q7 Effectiveness of the instructor	0	0	0	0	2	8.0	2	8.0	21	84.0	25	100.0

4.7 Applicability of training to the job

It was important to understand whether the learners' skills that they acquired at RAFAL programme were being put to use at the workplace. In this regard Table 4.8 shows that 22 respondents were very satisfied that the training provided was applicable to the job and 3 responded to be somehow satisfied.

Table 4.8 Applicability of training to the job

Variable	Very dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very satisfied		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Q7 Applicability of the training to my job	0	0	0	0	0	0	3	12	22	88	25	100

Figure 4.6 depicts the level of satisfaction the quality of the training material, effectiveness of the instructor and the applicability of the training to the workplace. It shows that on all three areas more than 80% of the respondents reported to be very satisfied and about 10% reported to be somewhat satisfied with the effectiveness of the instructor and applicability of the training to the workplace. It is important to note that this figure shows that less than 10% reported to be very dissatisfied with the quality of the material.

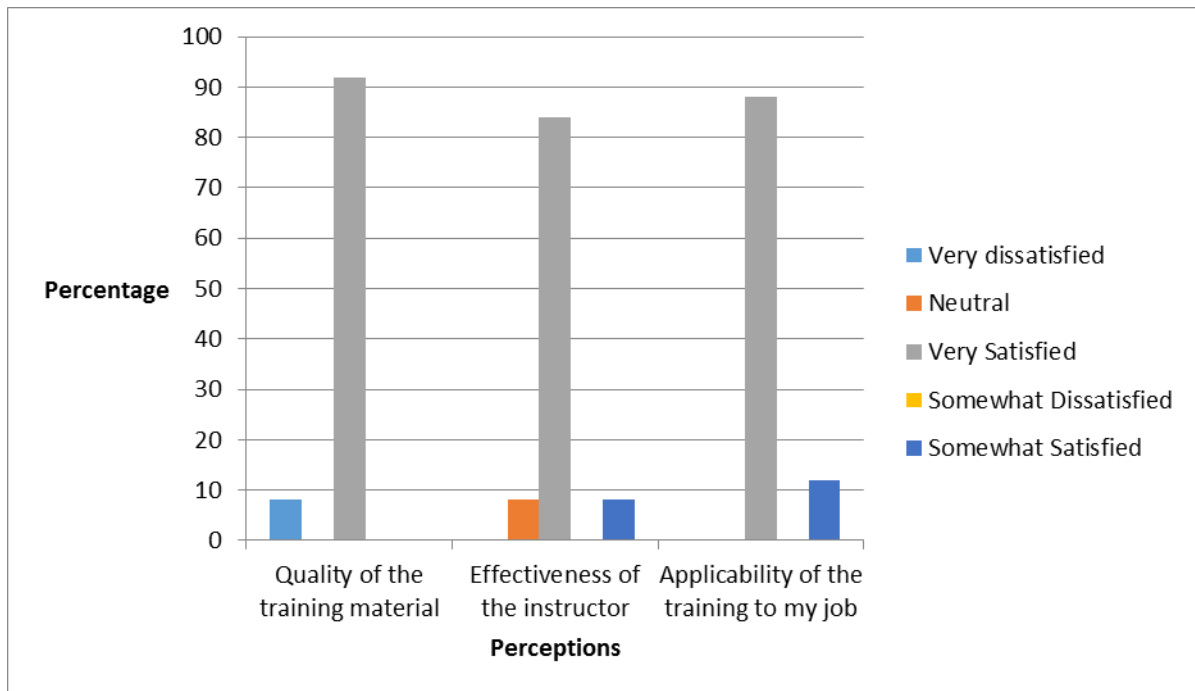


Figure 4.6 Quality of training, effectiveness of instructor and applicability to the job

4.8 Length of training

The time taken for training is an important factor in determining the effectiveness of the RAFAL ABET programme and a question was put to the respondents to indicate their perception about length of time taken for training. All respondents found the length of training to be just right.

4.9 Performance improved

Respondents were also asked whether their performance at their workplace has improved as a result of them attending the RAFAL ABET programme. All respondents indicate that their performance at work had improved.

4.10 Benefits of ABET

Respondents were asked to rate their perception on the benefits of ABET. Table 4.9 indicates that 19 respondents rated ABET as enabling more equitable succession

planning as the greatest benefit and 15 respondents rated ABET as redressing the inequalities of the past as the least benefit.

Table 4.9 Benefits of ABET

	1		2		3		4		5		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Q10 It creates a bigger pool of employees for the organisation to choose from	8	32.0	10	40.0	2	8.0	5	20.0	0	0	25	100.0
Q10 It redress the inequalities of the past	15	60.0	9	36.0	1	4.0	0	0	0	0	25	100.0
Q10 It enables the organization to get a cross section of expertise	1	4.0	0	0	15	60.0	6	24.0	3	12.0	25	100.0
Q10 It enables the organization to attract new business	0	0	5	20.0	5	20.0	12	48.0	3	12.0	25	100.0
Q10 It enables more equitable succession planning	1	4.0	1	4.0	2	8.0	2	8.0	19	76.0	25	100.0

Figure 4.7 shows clearly the rating of the five benefits of ABET by the respondents. It shows that ABET is mostly considered as a mechanism that helps in equitable succession planning.

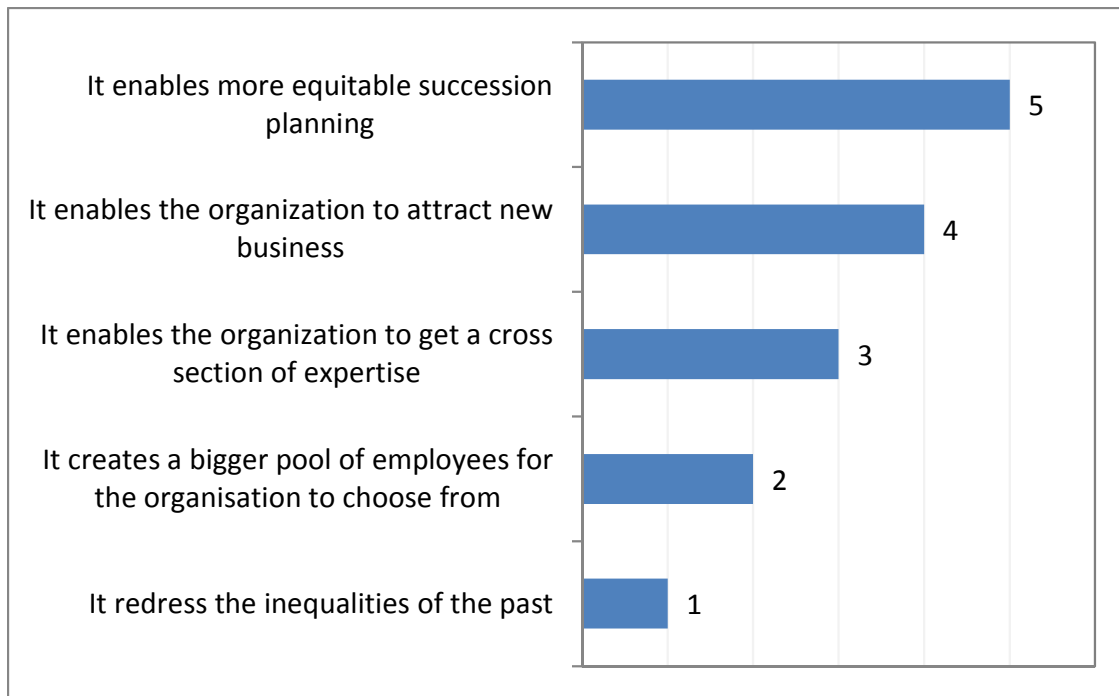


Figure 4.7 Benefits of ABET

4.10.1 ABET as a form of developing employees

Respondents were asked whether ABET was a form of developing employees 96% of respondents, as shown in Table 4.10, strongly agree that ABET is a form of developing and upgrading employees. Notable is the fact that none of the respondents disagreed.

Table 4.10 ABET a form of developing employees

Variable	Response	Count	%
Q11 ABET is a form of developing and upgrading employees	Strongly disagree	0	0
	Disagree	0	0
	Neutral	0	0
	Agree	1	4.0
	Strongly agree	24	96.0
	Total	25	100.0

4.11 Appointment based on education upgrade

In order to understand the impact of ABET on the employability respondents were asked to indicate whether they have been appointed on the basis of them upgrading their education. Table 4.11 shows that a total of 64% have been appointed on the basis of upgrading their education with the other 36 % stating that their appointment were not based on their upgrading of education.

Table 4.11 Appointment based on education upgrade

Variable	Response	Count	%
Q12 Have you been appointed on the basis of upgrading your education?	Yes	16	64.0
	No	9	36.0
	Total	25	100.0

4.12 ABET Policy

Respondents were asked to indicate their perception of ABET policy at their workplace. Table 4.12 indicates that 76% of respondents reported that the ABET policy was strong, and 20 % reported it being neutral and 4% reported it being weak.

Table 4.12 ABET policy at work

Variable	Response	Count	%
Q13 ABET policy	Weak	1	4.0
	Neutral	5	20.0
	Strong	19	76.0
	Total	25	100.0

4.13 Divisions at work that need ABET

Having asked the respondent to indicate the divisions that they worked in at work they were further asked to voice their opinions as to which divisions they think needed to undergo ABET programmes. Table 4.13 reflects that 84% of respondents indicated the Administration division needed ABET and 16% indicated Production division.

Table 4.13 Divisions that need ABET

Variable	Response	Count	%
Q14 Which divisions in your company need ABET	Administrator	21	84.0
	Production	4	16.0
	Finance	0	0
	Supply chain	0	0
	Total	25	100.0

4.14 Satisfaction with implementation of ABET at RAFAL

The respondents were asked about their satisfaction with the implementation of the RAFAL ABET programme. Table 4.14 reflects that 92% indicated that they were very satisfied with the ABET implementation at RAFAL with 4% being somewhat satisfied and a further 4% being neutral. This is further depicted in Figure 4.8. It is noted that there were no respondents that reported being dissatisfied.

Table 4.14 Satisfaction with implementation of ABET at RAFAL

Variable	Response	Count	%
Q15 How satisfied are you with the manner of ABET implementation at RAFAL	Very dissatisfied	0	0
	Somewhat Dissatisfied	0	0
	Neutral	1	4.0
	Somewhat Satisfied	1	4.0
	Very satisfied	23	92.0
	Total	25	100.0

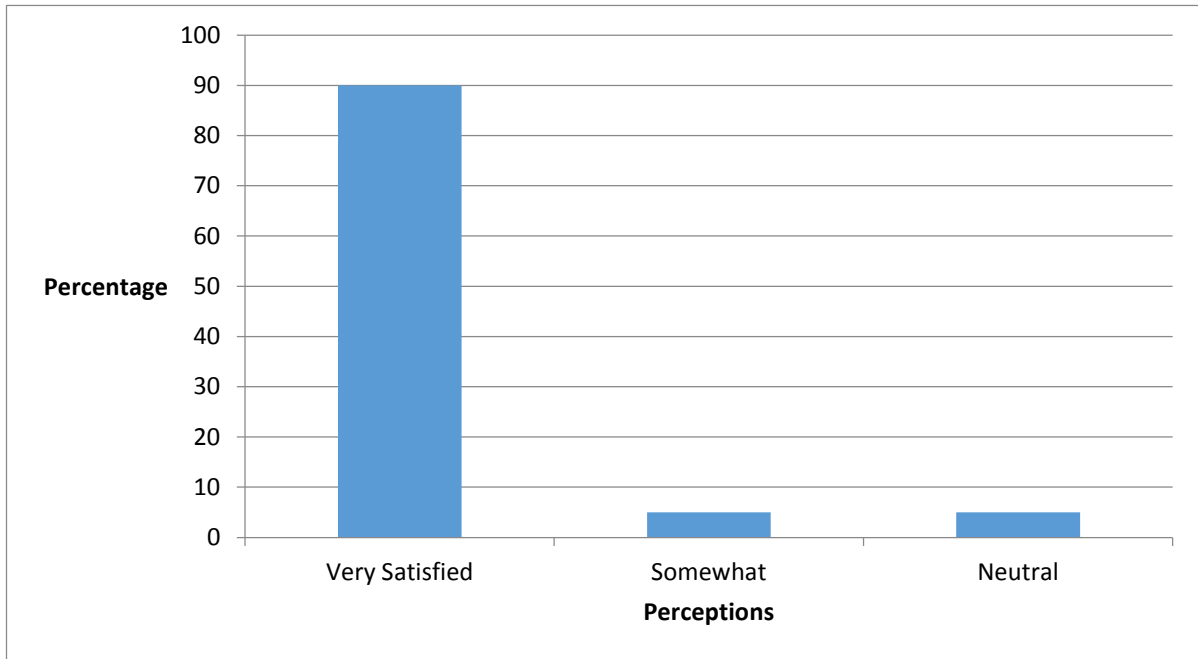


Figure 4.8 Satisfaction with the implementation of ABET at RAFAL

4.15 Accessibility of ABET

It is also important to understand if ABET was made available to all employees at their workplace. Table 4.15 shows that 80% of respondents found ABET to be accessible to all employees at their workplaces and 20% noting that it was not accessible to all employees.

Table 4.15 Accessibility of ABET

Variable	Response	Count	%
Q16 Is ABET accessible to all employees in your company?	No	5	20.0
	Yes	20	80.0
	Total	25	100.0

4.16 Likelihood of leaving company on account of ABET

It was also important to understand the aspirations of the respondents after having received their ABET whether there was any likelihood of them leaving the company after having received the skills through ABET. Table 4.16 reflects 56% of

respondents were very likely to leave the company on account of receiving ABET and 24% likely to leave and 16% were neutral on this statement of leaving the company after receiving ABET.

Table 4.16 Likelihood of leaving company on account of ABET

Variable	Response	Count	%
Q18 What is the likelihood of you leaving your company on account of a recognizing the effect of you undergoing ABET?	Very unlikely	1	4.0
	Unlikely	0	0
	Neutral	4	16.0
	Likely	6	24.0
	Very likely	14	56.0
	Total	25	100.0

Figure 4.9 depicts that about 60% reported that they were very likely to leave their current company after receiving their skills through ABET. It also shows a minimum percentage of less than 5% of the respondents reported that they were very unlikely to leave.

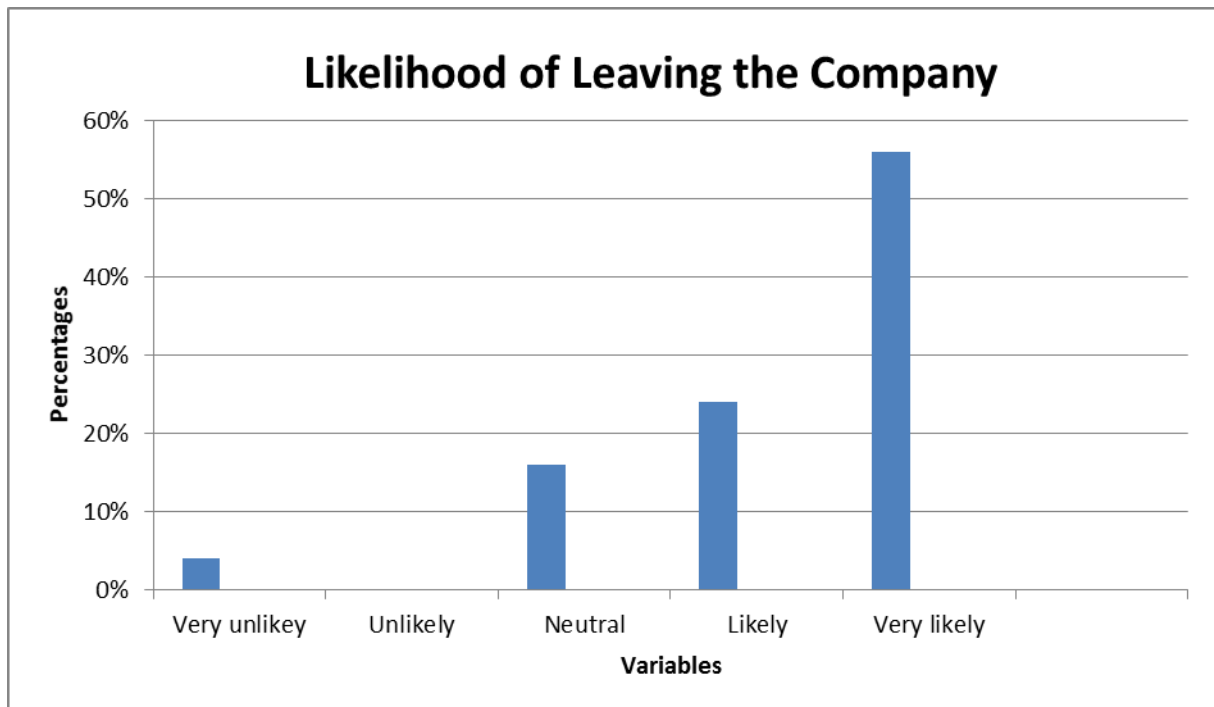


Figure 4.9 Likelihood of leaving company on account of ABET

4.17 Views on Abolishing ABET

The respondents were also asked to indicate their views on completely abolishing the ABET policy. Table 4.17 reflects 20 respondents strongly disagree that ABET should be abolished and 3 also disagreeing with 2 wanting it to be abolished.

Table 4.17 Views on abolishing ABET

Variable	Response	Count	%
Q19 I believe that ABET policy should be abolished	Strongly disagree	20	80.0
	Disagree	3	12.0
	Neutral	0	0
	Agree	2	8.0
	Strongly agree	0	0
	Total	25	100.0

Figure 4.10 shows a graphical presentation on the respondents' views of abolishing ABET. It shows that 80% are against abolishing ABET whilst there is 8% wanting it to be abolished.

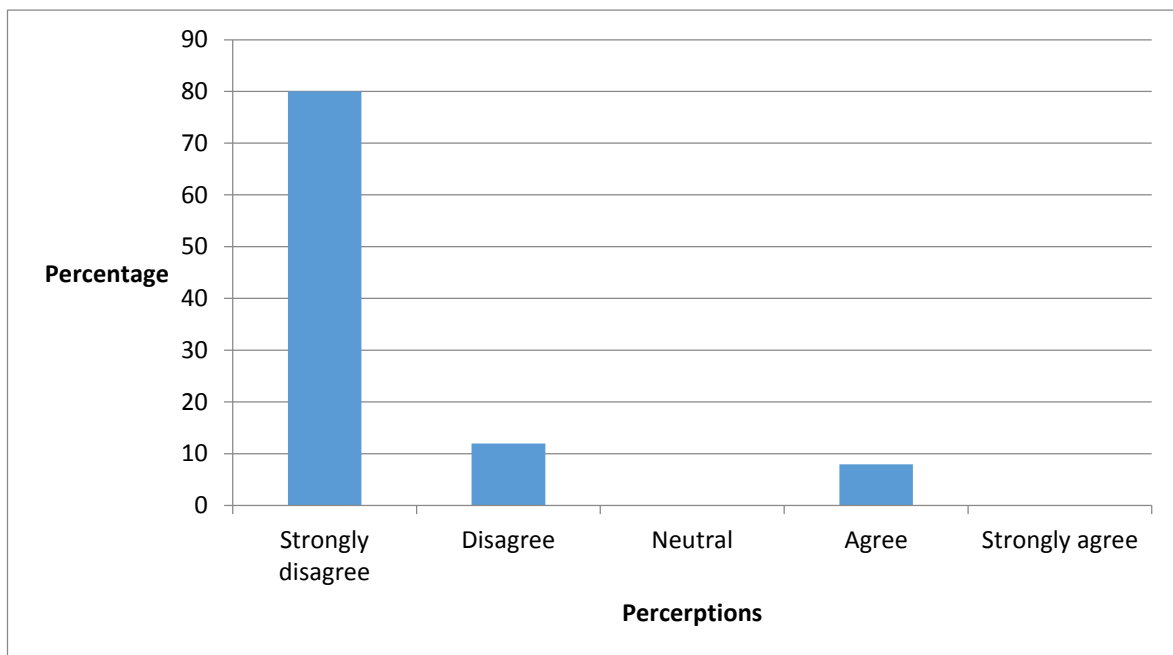


Figure 4.10 Views on abolishing ABET

4.18 Summary

This chapter has presented the views and perceptions of the respondents about the RAFAL ABET programme and ABET in general. The data reveals that majority of the respondents believe that their performance at work has improved as a result of ABET and the majority have been appointed on the job based on their upgrading of education. The majority of the respondents revealed that they were satisfied with the quality, instructor and the applicability and standards of ABET. However a level of dissatisfaction with the quality of training material was noted. The survey also revealed that most of the respondents were from the Administration division and this division was also seen as the one needing to attend the ABET programmes. Most notable is that the majority of the respondents do not want ABET policy to be abolished. The next chapter provides conclusions and recommendations to be made for the purpose of the effective implementation of ABET Programmes in promoting skills in the South African population to remedy the problem of skills shortages and unemployment.

CHAPTER FIVE

ANALYSIS OF RESULTS

5.1 Introduction

The analysis of results is done after all required information is gathered. The analysis and interpretation of results is the culmination of any research study. This is no exception because the outcomes of the study are also discussed in this chapter with reference to the research objectives derived from chapter 1. This chapter makes an attempt to clarify and analyse the issues that have been discussed in the previous chapter.

5.2 Improved organizational and individual performance

This study has revealed that ABET assist individuals to improve their performance at work. All respondents in this research indicated that their work performance has increased due to ABET. This finding is in line with Hadebe (2006) who argues that ABET grows individuals' productivity and income-earning prospects at work and their freedom of movement in the labour market, and widens their choice of career opportunities.

5.3 Adult Basic Education and Training (ABET) as a social and economic tool for change

Shelile (2005) argues that ABET is a transformational mechanism that could result in development of individuals to take more actions and responsibilities over their lives, moving from resignation, ignorance and subservience to active involvement in the civil society and in the country's economy. The author further adds that ABET is not only an essential human right but rather an empowering right which reveals a wider set of civil, political and economic rights. This research supports Shelile's arguments

as it has been revealed that 64%, as indicated in table 4.11, has been appointed in their current positions based on upgrading their education through ABET.

It is therefore submitted that ABET is an in effective tool in changing the lives of employees in different industries, by changing socio–economic conditions when the employee gets an increment when she / he has passed certain NQF levels, or when the employee become promoted at work because she/he has passed or progressed from one skill to another.

There is a strong sense that ABET enables more equitable progression planning in the work place. It further reveals that the content of ABET is applicable in general to the work environment. Eighty eight percent (88%) of the respondents, as depicted in Table 4.7, indicated that they were very satisfied with the applicability of ABET in their work place. Adult Basic Education and Training (ABET) is perceived as one of the transformational tool to redress and managing damage control in inequality and unfair conditions of employment. Sixty percent (60%) of the respondents, as show in Table 4.9, confirm this notion as they indicated this to be the greatest benefit of ABET.

5.4 The use of Skills acquired through ABET in the workplace

Contrary to Nenzelele (2007) who argues that there is a gap between learners in looking forward for the coming future prospects and reality, because they become frustrated early seeing the lack of progress, this research found that learners are very satisfied with the quality of ABET as well as its implementation. The respondents also indicated that they see ABET as a form of developing and upgrading employees.

5.5 Accessibility of ABET to employees

It has been found that ABET is easily accessible to employees in the work places. Table 4.15 shows that eighty percent (80%) of the respondents in the research

indicated that ABET is accessible in their workplaces. This means that organisations are contributing in the implementation of ABET policies by ensuring that their employees have access

This research reveals and confirms that females are now part of ABET and this shows that ABET has addressed the imbalances of the past by allowing all gender to participate. This has been confirmed by the research study as shown in Table 4.2 that eighty eight (88.0%) were female respondents, while 12.0% were male respondents. This also refutes the perception that ABET is male dominated.

The results also indicate that the age group of respondents in the ABET at Rosyln Academy for Adult Learning(RAFAL) varies from young to adult with 20-29 years group being 4.0%; 30 – 39 years group making up 4.0% and 40 years and above group represented by 92.0%. This shows that even the younger individuals are part of the ABET programme and shows the skills development is being implemented. It also became clear that the older age group is interested in improving their skills and eager to improve their lifestyle.

5.6 Summary

This research reveals that ABET improves employee performance in the workplace. It clearly indicates that learners at Rosyln Academy for Adult Learners (RAFAL) are very pleased and satisfied with the sound effects of ABET and ABET training in general. It is clear that this has been a stepping stone in their livelihoods because it has enabled them to improve their lives through personal advancement.

CHAPTER SIX

RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

Within this study the researcher attempted to examine and understand the effectiveness of ABET using RAFAL as a case study. In doing so the researcher looked at employee performance as one area to help to determine ABET's effectiveness. A major issue which necessitated this research was the question of ABET's effectiveness. ABET has been implemented in South Africa for a long time. It is therefore necessary to establish whether it is achieving its purpose and if it is still relevant. The research reveals that the respondents clearly believe that ABET improves their skills and performance in the workplace. The researcher reviewed her recommendations in line with the research objectives.

6.2 Objective 1: Examine the impact of ABET on employee performance.

6.2.1 Recommendations

The study revealed that respondents believed that their performance has increased due to their attendance of ABET. It is therefore recommended that employers consider increasing the responsibilities of those employees who shows that they can perform duties above their current level. It is noted that not all companies will have these opportunities available. In that case it is recommended that employers recognise the outstanding performance of employees by other forms of recognition such as wage increase.

It has been established that employees produce knowledge in the work environment for work related solutions which also improve their skills. This equates to increased performance of the company. It is recommended that employers put measurements in place to measure the actual impact of ABET in their workplace.

6.3 Objective 2: Establish ABET's contribution to the improvement of people's social and economic conditions

6.3.1 Recommendations

It has been clearly established that ABET is key in the social and economic development of individuals. It is therefore recommended that individuals in the community be encouraged to attend ABET programmes with the view of developing the community and the economy of the country. For individuals that are unemployed, attending ABET programmes will also increase their chances of employability as a result of them acquiring skills through ABET.

6.4 Objective 3: Investigate if the skills acquired through ABET are being utilized in the workplace.

6.4.1 Recommendations

The respondents indicated that they put into practice their skills acquired through ABET. It is recommended that employers allow the ABET learners to make use of their newly acquired skills. This will also enable them to gain confidence and increase their performance.

6.5 Objective 4: Establish if ABET is accessible to all employees of the company.

6.5.1 Recommendations

It is recommended that employers advance and motivate their employees to participate in the Further Education and Training programmes so that their employees can compete in the labour market and thus their level of education can be improved.

6.6 Objective 5: Identify some means to improve the RAFAL ABET programme to contribute towards the attainment of the Skills Development Act objective

6.6.1 Recommendations

The majority of the respondents indicated that they were satisfied with the RAFAL ABET programme. The literature review presented in Chapter 2 revealed that a successful programme is driven by factors such as effective instructor skills, good instructional process, good instructional content, personality of the instructor and appropriate selection of instructors. It is therefore recommended that the instructor improves his/her skills and also do a satisfaction survey from time to time in order to ensure that learners are still happy in terms of the factors mentioned above.

6.7 Limitations of this study

The research took place in one learning centre which is based in Newlands West which is a residential area mainly for Indian groups. As a result the population of the research consisted of one racial group. This may have resulted in a skewedness of results. The main limitation is that the research provides information based on one source, learners that are attending ABET at RAFAL and is not based on the organisations where the learners work.

6.8 Recommendations to overcome the limitations

The study used a population that comprised one racial group. The research could be advantageous if the population consisted of a variety of racial groups. It is therefore recommended that a heterogeneous population be selected.

6.9 Future Research

This research indicated that respondents were very happy with ABET in general and viewed it as a tool for upgrading employees. However, it is not clear how far the ABET learners go with their education. Further research need to be done to determine if those individual who undergo ABET do progress further with their

education to get to higher levels. If not, it needs to be determined what would be the resultant performance thereafter.

In South Africa, the two key concerns in education are: to increase the productive skills of workers, so that national economic competitiveness in the world order is enhanced; and to provide a route for meaningful advancement for members of the working class out of the lowest ranks of skilled labour. The workplace is one of the important place where this can materialise through ABET. It is against this background that it is suggested that future research should try and look into the role of employers in advancing ABET.

This research did not look into the role of employers with regards to ABET. Future research could examine what input has been made by employer organisations with regard to ABET. The study reveals that individual performance improves with ABET. Since this means companies do benefit from employees who undergo ABET it is therefore important to establish what role played by employers in ensuring that employees undergo ABET. Employers need to recognise the performance of their employees and thus award them accordingly.

6.10 Summary

The main objective of the research was to establish the effectiveness of ABET. Rosyln Academy for Adult Learners (RAFAL) was chosen as venue for this case study. It has emerged through the literature review ABET is meant to be a catalyst in changing the lives of the poor in all aspects as it improves their social, economic and health status. This research has confirmed that indeed ABET has a positive impact on the individuals as well as the companies. This research is a contribution to the area of ABET and can be considered a step towards monitoring and evaluation of ABET. It has been noted that there is room for further studies. It is highlighted the importance of government intervention as it is the critical donor.

References

- Aitchison, J.J.W. 2003. *Ten years of ABET policy, implementation plans and research*. Centre for Adult Education: University of Natal, Pietermaritzburg.
- Aitchison, J. 2006. *A Study of Literacy of Education in four countries, Botswana, Ghana, Kenya and South Africa* University of South Africa. International Institute for Educational Planning, Libreville, Gabon.
- Aitchison, J. & Harley, A. 2006. South African illiteracy statistics and the case of the marginally growing number literacy and ABET learners. *Journal of Education*, No.39, pp. 89-112.
- Baatjes I (2008) "Adult basic education and training" in Kraak A. and Press K. *Human Resource Development Review 2008*, HSRC Press, Cape Town.
- Bryman, A & Bell, E. 2007. *Business Research Methods. 2nd Edition*. Oxford University Press, Oxford.
- Burchi, D. 2006. *Education, Human Development and Food Security in Rural Areas: Assessing Causalities*.
- Collis, J & Hussey, R. 2003. *Business Research*. 2nd Ed. Basingstoke: Palgrave, Macmillan.
- Creswell, J.W. 2009. *Research Design: Qualitative, Quantitative and Mixed Approaches*. Sage, Los Angeles.
- Department of Education. 1995. *The White Paper on Education and Training in the Republic of South Africa*. Cape Town
- Department of Education 1997. *Policy Document on Adult Basic Education and Training*. Department of Education, Pretoria.
- Department of Education. 2002. *Adult Basic Education Act 52 of 2000*. Government Printer, Pretoria.
- Department of Education. 2003. *Policy Document on Adult Basic Education and Training*. Government Printer, Pretoria.
- Department of Higher Education 2012 *National Plan for Higher Education*. Government Printer, Pretoria.

Department of Higher Education 2012 *Green Paper for Post-School Education and Training*. Government Printer, Pretoria

Department of Labour 2004 *The National Skills Development Strategy*, 2005-9, as agreed at a National Skills Authority workshop, Benoni.

Education Training and Development Practices Sector Education and Training Authority (ETDP- SETA). 2012. ABET Sector Skills Plan 2013/14 Update. Available on <http://www.etdpseta.org.za/> (Accessed on 14 February 2014)

Fasih, T. 2008. Linking Education Policy to Labour Market Outcomes. *The World Bank. Washington*. Available <http://siteresources>. (Accessed 14 February 2014)

Fraenkel, R.J. & Wallen, E.N. 2006. *How to design and evaluate research in education*. 6th Edition. California: McGraw-Hill.

Gay, L.R., Geoffrey, E. M. & Airasian, P. 2006. *Educational Research: Competences for Analysis and Applications*. 8th Edition. New Jersey Columbus, Pearson/Merrill Prentice Hall.

George, G., Surgey, G & Gow, J. 2013. South Africa's Private Sector Investment in Training and its Erosion as a Result of HIV and AIDS. *Health Economics and HIV and AIDS Research Division (HEARD), University of KwaZulu-Natal and School of Commerce, University of Southern Queensland, Toowoomba*.

Govinda, R. 2008. *Non-formal Education and Poverty Alleviation: Analysis of Field Experiences from Asia*. University of Educational Planning and Administration, New Delhi.

Gravitzky, R. 2006 *SETAs- a Vehicle for skill revolution, Developing Policy Research Unit*. University of Cape Town, Cape Town.

Hall, J. 1994. *Investment in Education: Private and Public Returns*.

Hadebe, P.T. 2006. The role of Skills development of employees' work performance: A case of Inyathelo Training and Development. University of KwaZulu Natal.

International Labour Office. 2008. Skills for improved productivity, employment growth and development. International Labour Conference, 97th Session Geneva.

Kumar, R. 2009. *Research Methodology: A Step for Beginners*. Sage, London.

Kraak, A. 2003. *Human resource development and skills crisis in human resource development*. 660-687. HSRC Press, Cape Town.

- Kraak, A. 2008. A Critical Review of the National Skills Development Strategy in South Africa: *A Journal of Vocational Education and Training*, vol. 60 No. 11, pp1-18
- Larney, R. 2006. *ABET programmes and community learning Centres in the Western Cape*. University of Cape Town.
- Lewis, H.C. & Dunlop, C.C. 1991. *Successful and Unsuccessful Adult Education Programmes: Perceptions, Explanations and Implications*. New Directions for Adult and Continuing Education No. 49. Jossey-Bass Inc. Publishers
- Maboa, T. E. 2009. *Evaluating The Impact Employment Skills Development Services and Training (ESDS) in the Department of labour*. Johannesburg.
- Malaolu, V. & Ogbuabor J.E. 2013. Training and Manpower Development, Employee Productivity and Organizational Performance in Nigeria: an Empirical Investigation. *International Journal of Advances in Management and Economics*. Vol 2 (5) 163 – 177. Available online at www.managementjournal.info . Accessed on 23 September 2013
- Mashamaite, T.H.P. 2006. *Factors influencing attendance in Abet Centres in Bolobedou, Limpopo*. Master of Technology Mini-dissertation (Educational Management) Tshwane University of Technology.
- McGrath, S. 2004 The shifting understandings of skill in South Africa since industrialisation, in McGrath, S., Badroodien, A., Kraak, A. and Unwin, L. (eds.) *The Shifting Understandings of Skills in South Africa*, HSRC Press, Cape Town.
- McMillan, J.H. & Shumacher, S. 2001. Quantitative research designs and methods, in *Research in Education – A Conceptual introduction*.
- Mgudlwa, N. 2006. *Aspects of Daily Lives which have been influenced and changed as result of completion of levels 1,2 and 3 by ABET learners*.
- Miller, R.L. & Brewer J.D. 2003. *The A-Z of Social Research. A dictionary of Key Social Science Research Concepts*. SAGE Publications Ltd, London.
- Nambinga, S. T. 2010. *The Role of ABET Programmes in the Development of Rural Black Women in the Omusati Region in Namibia*. UNISA -Pretoria
- Nenzelele, T. E. 2007. *The Role of ABET in the Rural Soth African context*.

Nevhondo, N. 2005. *Adult Engagement with Computers in Adult Basic education and Training Programme*.

Ngalele, R. 2010. An Analysis of the Values and Principles Guiding the Further Education and Training Curriculum Policy.

Oxenham, J. 2008. *Adult Basic Education and Training (ABET) vs. Poverty: What have we learned?* <http://www.aldsa.org/themes/poverty/oxenham.html> . Accessed 12 June 2012.

Pretorius, S.G. 2010. *The South African Education System*. In Lemmer E. & Van Wyk N. (eds.) 2010. Themes in South African Education for the comparative educationist. Cape Town: Heinemann. Chapter 6

Prinsloo, M. 2000. Global and local literacies: standards and situated practice. *Journal of Education*, 25 pp109 – 130

Rao, T. 2005. *Research Methodology*. Hyderabad. India Paras Medical

Republic of South Africa (RSA). 1996. Constitution of the Republic of South Africa No. 108 of 1996. Government Printers, Pretoria.

Reynaldo, J & Santos, A. 1999. Cronbach's Alpha: A Tool for Assessing the Reliability of Scales. *JOURNAL of Extension volume 37*. Available on www.joe.org [accessed 18 January 2014]

Rule, P. 2006. The time is burning: The Right of adults to basic education in South Africa. pp113-135.

Sekaren, U & Bougie, R. 2010. *Research Methods for Business: A skill building Approach*. 5th Edition. John Wiley & Sons, United Kingdom.

Shelile, M. 2005. *The Impact on Current and Former Learners of ABET Programme at DurvaPowerhouse House* (Vol. 23: 6). Johannesburg.

Steyn, A. 2001. *ABET and Development in the Northern Cape Province*. Cape Town

Statistics South Africa. 2012. Census 2011 Municipality Report- KwaZulu Natal. Pretoria South Africa. Report no. 03-01-53. Available on www.statssa.gov.za {Accessed 18 January 2014}

Suter, N.W. 2006. *Introduction to Educational Research: A Critical Thinking Approach*. Sage Publications: London.

UNESCO Institute for Lifelong Learning, 2009. Global Report on adult learning and education

Tavakol, M & Dennick, R. 2011. Making sense of Cronbach's Alpha. *International Journal of Medical Education*.2; 53-55.

Walonick, D.S. 1993. *Everything you wanted to know about questionnaires but were afraid to ask*. <http://www.com/research-papers/questionnaires.htm>

Walters S. (2006) "Adult Learning within Lifelong Learning: a different lens, a different light", Journal of Education, No 39, 2006, University of Kwazulu Natal, Pietermaritzburg.

Xiao, J. 2001. Determinants of salary growth in Shenzhen, China: An analysis of formal education, on- the- job training and adult education with a three-level model. Chinese University of Hong Kong. Hong Kong.

Appendix A

Informed Consent Letter 3C

UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Dear Respondent,

MBA Research Project Researcher: Sibongile Juliet Maphumulo (0835539218) **Supervisor:** Dr A Kader (0829010225)

Research Office: Ms P Ximba 031-2603587 I, **Sibongile Juliet Maphumulo** an MBA student at the Graduate School of Business and Leadership, of the University of KwaZulu Natal. You are invited to participate in a research project entitled **The Effectiveness of Adult Basic Education (ABET) AT ROSYLN for Adult Learners**. The aim of this study is to: Examine the impact of ABET on employees in their organization.

Through your participation I hope to understand how does ABET impact employees work performance in the work place. The results of the focus group are intended to contribute to the employers and the Department of Education in ascertaining whether ABET is effective in improving performance at work place.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN. If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above. The survey should take you about five minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature _____ Date _____

UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project Researcher: Sibongile Juliet Maphumulo (0835539218)

Supervisor: Dr A Kader (0829010225)

Research Office: Ms P Ximba 031-2603587

CONSENT

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

This page is to be retained by researcher

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS & LEADERSHIP**

MBA Research Project
Researcher: S J Maphumulo (0835539218)
Supervisor : Dr Kader (0829010225)

Research Office: Ms P Ximba 031-2603587

**EFFECTIVENESS OF ADULT BASIC EDUCATION AND TRAINING (ABET): THE CASE OF
NEWLANDS WEST AT A POINT ROSLYN'S ACADEMY FOR ADULT LEARNING (RAFAL)**

Hello: You are invited to participate in our survey of finding out the effectiveness of ABET at ROSYLN ACADEMY FOR ADULT LEARNING. In this survey, approximately forty Respondents will be asked to complete a survey that asks questions about ABET. It will take approximately less than 5 minutes to complete the questionnaire. Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn your opinions. Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. If you have questions at any time about the survey or the procedures, you may contact S J MAPHUMULO at 0835539218 or by email at maphumulo.sibongile@gmail.com . Thank you very much for your time and support.

1. Race

Black	
Indian	
Coloured	
White	

2. Gender

Male	
Female	

3. AGE

20-29	
30-39	
40 and over	

4. What division do you work in?

Administrator	
Production	
Finance	
Supply chain	

5. Have you attended any formal workshop training that is provided by your organisation?

Yes	
No	

6. What is your overall level of satisfaction with the training?

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Dissatisfied	Very Satisfied

7. Please rate your satisfaction with the following attributes of the training session.

	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
Quality of the training material					
Effectiveness of the instructor					
Applicability of the training to my job					

8. Do you feel that the length of the training was?

Too long	Too short	Just right

9. Do you think your workplace in the performance has improved as a result of skills gained at ABET?

Yes	
-----	--

No	
----	--

10. Rank what you believe are the benefits of attending ABET where 1 is the greatest benefit and five of the least benefit. Do not repeat any numbers.

It creates a bigger pool of employees for the organisation to choose from	
It redress the inequalities of the past	
It enables the organization to get a cross section of expertise	
It enables the organization to attract new business	
It enables more equitable succession planning	

11. ABET is a form of developing and upgrading employees

Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
-------------------	--	----------	--	---------	--	-------	--	----------------	--

12. Have you been appointed on the basis of upgrading your education?

Yes	
No	

13. I believe that ABET policy at my company is

Weak	Neutral	Strong

14. Which divisions in your company need ABET

Administrator	
Production	
Finance	

Supply chain	
--------------	--

15. How satisfied are you with the manner of ABET implementation at RAFAL?

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied

16. Is ABET accessible to all employees in your company?

Yes	
No	

17. What would have improved this training?

18. What is the likelihood of you leaving your company on account of a recognizing the effect of you undergoing ABET?

Very unlikely		Unlikely		Neutral		Likely		Very likely	
---------------	--	----------	--	---------	--	--------	--	-------------	--

19. I believe that ABET policy should be abolished

Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
-------------------	--	----------	--	---------	--	-------	--	----------------	--

20. What suggestions do you have for ABET in the future?

End of the Questionnaire

Thank you for taking the time to complete the questionnaire.

Appendix B



17 July 2012

Ms Sibongile Juliet Maphumulo 210531024
Graduate School of Business and Leadership

Dear Ms Maphumulo

Protocol reference number: HSS/0495/012M

Project title: Effectiveness of Adult Basic Education Training, at Roslyn's Academy for Adult Learning.

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)

/px

cc Supervisor Dr Abdul Kader
cc School Admin. Ms Wendy Clarke

Professor S Collings (Chair)
Humanities & Social SC Research Ethics Committee
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban, 4000, South Africa
Telephone: +27 (0)31 260 3587/8350 Facsimile: +27 (0)31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za
Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Inspiring Greatness



R A F A L

Roslyn's Academy for Adult learning

EDUCATION FOR LIFE!

Contact: Roslyn Narain-Mohan

P.O BOX 3576

Newlands West Drive

084- 714 7320

roslynroses@gmail.com

Date (07/05/2012)

To whom it may concern:

GATE KEEPERS LETTER

I Roslyn Narain - Mohan hereby grant permission for Sibongile Juliet Maphumulo to conduct research at RAFAL, the adult education programme that I co-ordinate in Newlands West, Durban. Her research topic is 'The Effectiveness of ABET'. I am aware that the research is for an MBA degree.

Therefore I hereby allow her to pursue her research in interviewing my students at my Academy.

Yours Sincerely

R. N. Mohan

Roslyn Narain-Mohan