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***“The Breakdown of the Will”: Motivation, self-regulation and Adult Basic Education and Training***

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A dissertation submitted in partial fulfillment of the requirements for the award of the degree of Master for the School of Management Studies in Organisational Psychology

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***COMPULSORY DECLARATION***

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature: Retuura Katjimune

Date: 14 May 2013

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## ABSTRACT

**Background:** *Due to South Africa's high illiteracy levels the Department of Labour (DoL) and the Department of Education (DoE) have collaborated with educators and employers to institutionalise Adult Basic Education and Training (ABET) programmes for employees who do not have a basic level of literacy and numeracy. Research was conducted with learners at a local plastics manufacturing company, focused on identifying issues affecting the enrolment and completion of ABET training.*

**Aim:** To describe and compare employee motivation and self-regulation (especially features of self-regulatory failure) in the context of enrolment, non-participation and drop-out in voluntary workplace ABET programme.

**Method:** Applied research focused on (86) ABET learners. Participants from three groups; a) actively enrolled: (n=25); b) drop-outs (n=36); and c) pre-assessed non-enrolled (n=25) were surveyed and interviewed to address descriptive questions within a correlational study design. Convenience sampling was used to survey cognitive, emotional and thought control capacity, trait impulsivity as well as motives and deterrents to participation and recruitment.

**Main findings:** A significant difference in individual income and pre-assessed educational literacy level influenced the groupings. The enrolled and drop-out groups were significantly influenced by the motive to launch future opportunities. The self-efficacy of the enrolled group was significantly higher than the drop-outs while the pre-assessed non-enrollers experienced significantly low self-confidence as a deterrent to participation. The drop-outs were proportionally more likely to view the course to be more relevant to work performance and future study opportunities than the enrolled and the pre-assessed non-enrolled. The cognitive instability impulsiveness of the enrolled group was lower than that of the drop-outs and pre-assessed at a value which closely approximated the chosen significance level.

**Conclusion:** While there is some evidence that dispositional and strategic differences in motivation and self-regulation influence enrolment and drop-out, for the most part

situational challenges impact on participation and long-term commitments to ABET. Alignments of the participants' work context and expectations with the learning material and the organisational training schedule is recommended in order to improve enrolment and retention.



## Chapter 1

### *Statement of the Problem and Aim*

The Gini coefficient is an indicator of unequal distribution of income. Compared to countries with similar income levels, South Africa's Gini coefficient of 0.60 is the highest recorded, indicating an extremely skewed distribution of income (Bhorat, 2004). Moreover, during the period of 1995 to 2002 the national unemployment rate in South Africa has risen from 29% to 39% (Bhorat, 2004). An estimated 25% of urban inhabitants and 67% of rural inhabitants are living in poverty. In 1999 this amounted to 33% of the South African population (McKay, 2007). Over the period of 1995 to 2002, employment has grown by 17% indicating an inadequate employment growth rate. The number of new entrants has increased by 5 million but employment has only grown by 17%, therefore 3.4 million new entrants have attempted to enter the market but remain jobless. This figure had increased to 7 million by 2002, thus the desired employment rate would need to have increased to 52% over this period to have absorbed the growth rate (Bhorat, 2004). There is little doubt that historical inequalities caused by the apartheid system continue to affect the employment growth rate. Indeed, poor economic growth is caused by both poor labour demand as well as the supply characteristics of the unemployed workforce. Born out of South Africa's political history, the apartheid system deprived South African people of colour from access to education. Bhorat (2004) suggests that the unevenness of growth is caused by this poor education provision and requires the upgrading of the potential employee's supply characteristics. Employers are seeking semi-skilled and skilled employees over unskilled employees, thus unless their supply characteristics are addressed unemployment will continue to rise.

The 2001 General Population Census found that approximately 4.7 million (16%) of adults had no schooling, 9.6 million (32%) had less than grade 7, and thus were considered functionally illiterate. Of the adults, 14.6 (48%) were functionally literate but with less than a full general education (i.e., the equivalence of Grade 9) (Aitchison and Harley, 2006). While most of these individuals are unemployed, a significant number are in unskilled and semi-skilled employment. The Department of Labour (DoL) and the Department of Education (DoE) have collaborated with educators and employers to institutionalise various supportive

policies, strategies and initiatives to address the supply characteristics of the semi-skilled and unskilled workforce.

Among the responses provided by employers has been the establishment of business schools that offer voluntary Adult Basic Education and Training (ABET) programmes to employees who do not have basic levels of literacy and numeracy. Politically, ABET is described as “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” (DoE, 1997, p. 5). It is designed to ensure that the participants are empowered through the development of basic knowledge, skills and competencies so as to create an opportunity for a skilled and mobile workforce that has the potential to result in a competitive industry (Baatjes & Mathe, 2004). These programmes offer the promise of personal growth and career development but they demand both relatively high levels of commitment associated with pursuing long-term educational goals, and the ability to manage learning in the face of many other responsibilities. Thus, we might expect that from the learner’s perspective, returning to education, especially adult basic education, will require a compelling set of *motivational factors* as well as effective *self-regulation strategies*. Indeed, while the programmes initiated by government and industry are notable, their success in the long run will depend crucially on how best to motivate and ensure the on-going commitment of learners.

The challenges of adult basic learning are complex. It might be assumed that employed but largely functionally illiterate groups tend not to attempt adult learning in so far as they are comfortable with the status quo and lack bold career aspirations. However, increasingly technological advances in the day-to-day operations of industry, as well as health and safety requirements, mandate basic skills training. Moreover, we cannot assume that the opportunity for basic literacy is entirely career focused. Workers might be motivated to attempt ABET programmes for personal reasons, for example to improve their general quality of life. On the other hand, undertaking basic adult learning presents a number of obstacles, not the least of which is commitment to a long-range goal with no guaranteed payoff. All of us struggle with commitments of this form. We might expect commitment to ABET when considered against the challenges of work and family responsibilities, as well as potential stigma associated with historical imbalances, to be an especially hard undertaking. Such learning requires an understanding of the underlying motives of learners and their commitment to succeed in such programmes. 1. This dissertation considers theories of motivation and self-regulation that

have attempted to respond to such questions, and reports empirical findings from a study of different groups of ABET learners (assessed non-enrollers, drop-outs, actively enrolled) at a local plastics company.

I provide a background for the context of ABET in South Africa, highlighting the purpose of adult education programmes (see Section 2). I focus especially on the legislative policies and strategies that have been introduced between 1995 and 2001. I examine motivation in the context of learning, both theoretically (see Section 3.1) and in terms of empirical studies, that have been carried out with adult learners (see Section 3.2). The empirical information available is limited (especially for South African workers) but we are nevertheless able to propose a set of motivational factors that might be relevant to adult learners who return to basic education.

Thereafter, I consider self-regulation (see Section 3.5). While motives for returning to education are important, such programmes are only of long-run value if learners are able to maintain their educational commitment in the face of specific challenges. In the context of organisational psychology, Lord, Diefendorff, Schmidt, and Hall have proposed that self-regulation is the “idea that individuals set goals, and make modifications to their behaviour or cognitions if there is a discrepancy between a goal and the current state” (Karoly, 1993 as cited in Lord, *et al.*, 2010, p. 545). Self-regulation processes are thus useful in describing the processes used to manage and adapt to dispositional (e.g. personality traits), situational (e.g. family constraints) and institutional (e.g. access to educational site) deterrents to attain and maintain goals. I focus on various forms of self-regulation and consider the specific nature of the challenges faced by adult learners (see Section 3.5 and Section 3.6).

This review serves to frame the empirical concerns of the present study, which involves describing and comparing groups of ABET learners in terms of both motivational and self-regularly features.

## Chapter 2

### *ABET, Historical and Legislative Considerations*

#### *2.1. History*

South Africa, while officially a developed country, is still very much a developing country across a number of domains. For example, Terreblanche (2002, p.25 cited in Baatjes & Mathe, 2004, p. 400) states that:

“The democratically-elected government of 1994 inherited a contradictory legacy: the most developed economy in Africa on the one hand, and major socio-economic problems on the other. The most serious of these are high rates of unemployment; abject poverty among 50% of the population; sharp inequalities in the distribution of income, property and opportunities; and high levels of crime and violence”.

While a full historical analysis for this state of affairs is outside the scope of this thesis, a brief outline of political origins of the problems of unemployment, poverty and illiteracy is of value. Before the National Party came to power in 1949, Christian missionaries from Europe voluntarily undertook the responsibility of teaching literacy and basic education for South Africans focusing on adults of colour (Mda & Mothata, 2000 cited in Mokhuoa, 2005). Ongoing efforts to educate adults were impeded by the conflicting goals of the National Party. The Nationalists were interested in creating racial exclusivity legislatively and as a result ensuring that South Africans of colour (Black, Coloured and Indian) were kept in a position of subservience. The apartheid system which was introduced managed every aspect of South Africans' lives to ensure inequalities along racial lines. The Nationalists instituted a commission that was responsible for formulating principles, which, crucially, managed education. The commission created the Bantu Education Act of 1953 which aimed at instilling the principles of separate community and enforcing narrow, ethnic nationalism. The commission proposed a low-quality separate schooling system for Black, Coloured and Indian South Africans. McKay (2007, p. 287) notes that the Bantu Education Act was designed to “specifically enforce obedience, communal loyalty, ethnic divisions, acceptance of allocated social roles, and identification with rural culture”. While in principle basic education was available at these schools, due to the underlying political agenda schools were

sites of liberation struggle rather than of education. This in turn resulted in disruption for those few who did attend during 1974 to 1994.

During the 1970's liberal and radical groups emerged and mobilised an attack against the system of inadequate and unequal services. They viewed education as one of the paths to social, political and economic empowerment. Thus they formed educational non-governmental organisations (NGOs) with international donor support. Unfortunately, the NGOs efforts were later criticised for "lacking direction, purpose and status" and being fragmented in nature (DoE, 1997, p.3). The turmoil of the liberation struggle left many without sufficient education and low literacy levels contributing to the massive need for adult education initiatives within the country.

The labour market was also divided by racial factors that defined the more advantaged principal market for white workers and ensured that African workers of colour were kept in inferior labour market employment. This was due to white workers having had access to good schools, colleges and universities while the Bantu Education system ensured their workers were low-paid, unskilled and had only temporary work. Pressure to reform came with the introduction of industrialisation, economic modernisation and globalisation. The collapse of the regime was assisted by the international trade sanctions and isolation from the global economic market. In order to recover from the economic stagnation, poor international competitiveness and promotion of trade liberalisation, the labour market was forced to shift from reliance on unskilled workers to an increased need for semi-skilled and skilled workers (Mayer & Altman, 2005).

The African National Congress (ANC) established democracy in South Africa in 1994 and was faced with the consequences of the apartheid regime. This political history created obstacles to government strategies intended to impact various areas of society, especially the labour market. One such obstacle in particular was poor literacy levels. Programmes such as ABET then became a vital instrument in setting the stage for implementation of strategies designed to target social issues, such as unemployment.

However, by 2002 official data illustrated that the 54% of the population had barely completed primary education, thus the level of literacy was increasing despite the introduction and implementation of policy changes and compulsory education (Presidency, 2003). This suggests a long-term need for ABET. In addition there are a large number of youths who do not attend school. There is also a "gender difference in illiteracy, with 41% of

men but 58% of women considered illiterate” (McKay, 2007). Increasingly, government has sought to rectify the problem by placing emphasis on education and training, and specifically workplace training. Previously disadvantaged workers are given the opportunity for advancement in the labour market.

## *2.2. Legislative Policies and Strategies*

Being a global partner South Africa is subject to ever-increasing changes that impact the ways in which industry, commerce and services are structured and organised. One important area of influence is the demand for higher skills due to the dramatic changes in technological advancement and the accessibility of information. This has led to structural changes as there is less of a reliance on industries based on agriculture and mining and a growing need for service-related industries. Service industries place greater demands on efficiency and effectiveness, which in turn has resulted in a move to more integrated team based structures. Team based structures require individuals with a basic level of education to execute functions and activities. Organisations now require a workforce that is better educated in order to keep up with the accelerated pace of change. Indeed, the South African and international skills supply chain are being forced into a global approach of life-long skills development.

Government, aware of the necessity to increase investment in skills development has introduced various policies and legislative initiatives such as the Skills Development Act (1998) and the Skills Development Levies Act (1999). These strategies are designed to create a supportive environment for the economy, through employment growth and social development. Government has taken the position that for development and growth, productive participation of all economically active South Africans is required. To achieve this aim quality education and training is needed at all levels.

In order for skills development priorities to be achieved education initiatives were developed to support legislative policies. Adult education programmes such as ABET were formalised for the previously excluded and marginalised South Africans. ABET reflects the integration of education and training in the workplace by acknowledging the existing technical skills of the workers as integral to the learning and teaching process (Baatjes & Mathe, 2004, p. 402).

The relevant policies concerning ABET were initially developed and institutionalised by the Department of Education (DoE). These consisted of the Interim Guidelines (1995) and South

African Qualifications Act (1995). Thereafter, the Department of Legislation (DoL) recognised the need for human resource development through labour market policies that were responsible for transforming the supply characteristics of the South African workforce. Policies most associated with forming the foundation for ABET are the National Skills Development Strategy; National Skills Development Act (1998); Skills Development Levy Act (1999); National Skills Fund and Human Resource Development Strategy (2001). These policies form part of a legislative skills development framework that has made the training of employees a statutory requirement for employers. Each policy or institution has been designed to ensure that training targets and objectives are met (Appendix 1).

The government's intention to focus on education and training as a strategy was to increase flexibility, encourage life-long learning, diversify competence and promote susceptibility to global change. With the introduction of various legislative policies and initiatives it is undeniable that there has been a rise in human capital investment and expenditure on education and training. However, the quality of training initiatives is questionable and return on investment is currently not being achieved as there is still a growing population of functionally illiterate adults. It is important to establish a greater understanding of the expectations, needs and motives of the individual participating in the educational programmes in order to achieve the desired return on investment. The following section highlights the experiences and difficulties of organisations which conduct training for their workforce in South Africa.

### *2.3. Response from industry*

Similar to government, employers have also recognised the need for up-skilling and educating their workforce in order to function at a competitively advantageous level. However, employees cannot participate in up-skilling and training because many of them are functionally illiterate. Thus many organisations have reduced their education and training efforts. These declining efforts have necessitated the government's intervention by enforcing policies and frameworks, such as the National Skills Development Strategy (NSDS). Employers still experience a tension between compliance with legislative transformational requirements and the poor supply characteristics of the existing workforce. Therefore, employers are left with few options but to implement programmes such as ABET. These interventions aim to overcome the current low skills of employees and susceptibility to

continuous changes that are required by the semi-skilled and skilled worker (Badroodien, 2004).

The challenge organisations are faced with by starting educational programmes is that they cannot promise or create a direct link between the ABET qualification and career advancement (Wood & Sella, 2000). Eventually, this leads to participants' discontinued commitment when they lose sight of the importance of the learning process. It has been found that some employers are not committed to ABET outcomes and treat the initiative as a social responsibility instead of an essential long-term decision (Wood & Sella, 2000). In addition, Wood and Sella's review found that by facilitating basic education and training the employer has to take on the role of an educator, which conflicts with the core function of organisations, which is to generate profit.

Training is currently measured through the skills levy payments paid by organisations. It is currently not possible to precisely calculate the number of workers being trained because of the inadequately low participation from employers who are either not paying or claiming the levies. "Of the 208 697 employers who are required by the Skills Development Levies Act to participate in the levy-grant system by virtue of the size of their payroll, only 65.5% of firms pay their levies" (DoL, 2002, p. 5). This information is predominately based on larger organisations' participation in actively providing education and training. Therefore, training activities are largely unknown for informal, small, micro and medium businesses.

Organisations choose a training and development strategy based on their economic sector, their size and the employment status (permanent or contract) of their employees. There is large variance of training strategies across economic sectors because of the different characteristics of organisations. Kraak, Paterson, Visser and Tustin (2000) reported that the National Skills Survey of 2003 rated organisations based on the training that was organised and conducted. They found that the organisations that are characterised as labour intensive consisting of low skilled jobs conducted the least amount of training, for example, construction businesses at 22.3% and agricultural businesses at 14.8%. The manufacturing and engineering organisations provide an average level of training initiatives which offer a range of employment status at various skill levels, were rated at 34.4%. The organisations which provide the highest percentage of training are wholesale and retail or financial services at 56.6%.

Lastly, employers invest large sums of money into basic education and training programmes although employees do not stay committed to the process. Employers moreover, face the challenge of attracting their staff to participate and retain their active participation. Some employers view educational programmes such as ABET as a corrective action to improve their employees' skills and is one tool to resolve the poor skills base. However, there remains a low employer participation in the corrective action of education and they continue to view training that is not an asset, which can potentially contribute to productivity and growth (Badroodien, 2005). Employers have a higher preference for short in-house training that is specific to the requirements and competencies required of the job, as "this would in turn hinder the reduction of key 'low skill' impediments constraining the new skills regime" (Badroodien, 2005, p. 107). This approach is hampering the efforts put forward by the DoL and the DoE, which requires greater commitment from employers in order to improve the current levels of education and training levels.

Adhering to legislative educational policies has created new tensions and challenges for South African organisations. It is important that the extent of these challenges are understood and managed properly in order to avoid decreased dedication which tempt organisations to deceptively present their training activity as more appealing than they actually are. Institutionalising policies and strategies have led to an increase in structured learning programmes, although it is unclear of the depth, quality and contribution they have in improving the skills base of the workforce (Badroodien, 2005). This ambivalent attitude and approach proves to be a challenge and an institutional deterrent for employees because the employer will not genuinely support or prioritise employees' efforts to obtain higher level of skills. The impact of this attitude will be explored further in the next chapter.

## CHAPTER 3

### *Abet, Motivation and Self-Regulation*

Motivational theories provide a framework to understand and appreciate the individual differences and complexities experienced by enrollers, drop-outs and non-enrollers in basic education programmes such as ABET. The following section will examine the theories and empirical literature on motivation and self-regulation, as well as an assessment of the deterrents to motivation and self-regulation and how they impact the achievement of goals.

#### *3.1. Theories of Motivation*

Behaviourist theory in psychology was concerned with external environmental forces that impact the level of motivation. This approach was inadequate to describe how motivation was influenced by memory, language and perception. As a result, motivation was examined from a cognitive, theoretical point of view, which emphasised scientific and psychological mechanisms that mediate between the external forces and the psychological make-up (Bargh & Ferguson, 2000). Cognitive theories of motivation, which tend to predominate recent psychological literature, highlight the importance of an individual's thought processes based on rational evaluation of actions. Therefore, "the usefulness of a course of action arises from the internal rationalisation of the possible outcomes" (Fasokun, Katahoire & Oduaran 2005, p. 85).

Foundational theories of motivation in the behaviourist tradition are represented by Maslow, McClelland and Hertzberg. These theories emphasise that motivation is based on the specific needs that result from interaction with the physical, economic, social and psychological environment (Fasokun *et al.*, 2005).

Maslow, McClelland and Herzberg developed theories of needs based on the assumption that people ordered them hierarchically in order of importance. The move from one need to the next acts as a behavioural motivator, although once the need has been satisfied it can no longer act as a motivator (Nel, Werner, Haasbroek, Poisat, Schultz & Sono, 2008). While needs are usually emphasised, variations in emphasis on different kinds of needs are apparent. Maslow argued that people's needs are hierarchised in order of importance, thus the lower-order needs based on the innate basic human need for survival must be satisfied first in

order to move to the higher order needs of social and ego needs. McClelland suggested that there were three basic needs that were not hierarchically organised, namely; a need for affiliation, a need for power and a need for achievement. (Nel *et al.*, 2008). Herzberg suggested a two-factor theory that was divided into hygiene factors and motivation. The hygiene factors are closely related to the benefits and physical environment and do not motivate, although if inadequately managed they can lead to dissatisfaction (Nel *et al.*, 2008). Motivation factors are directly linked to the nature and content of goal. The above theories provide a foundation for understanding from which needs and motives are derived. Moreover, their emphasis is on distinguishing the differences between adults' external forces rather than the differences within adults (Van Eerde & Thierry, 1996).

Vroom's (1964) theory of expectancy takes this further, proposing that individuals will only act if they believe that they are capable of achieving the anticipated outcome. Weiner (2010) in his review summarises expectancy theories of motivation as proposing that the individual is driven by the need for particular achievements, which are related to their expectation. For example, Vroom's theory proposes the expectation assigned to an action outcome has to be of value to the individual (Robbins, 2005, p. 60). This theory has notably concentrated on motivation in the workplace, or more specifically organisational behaviour and training motivation. Applied to ABET learners Vroom's theory would suggest that the establishment of internally determined goals is decisive. Indeed, much of the literature on this question has examined learners' motives in terms of proposed outcomes or goals. The theory is made up of three key concepts: valence (V); instrumentality (I); and expectation (E), which together make up the VIE decision-making model. Vroom defined the concept of valence as the importance or value that an individual attributes to a potential outcome, for example, an employee is rewarded by something he/she values. Operationally, valence is the attractiveness, importance or desirability of the outcome (Van Eerde & Thierry, 1996). He referred to the concept of instrumentality as the conviction that an action undertaken will lead to a desired outcome and whether the individual is about to make the connection between achievement and incentive (Huitt, 2001 as cited in Semmar, 2006, p.14). Lastly, expectancy is defined as the perception that a certain amount of effort will cause a particular outcome. Thus a person is likely to apply more effort if they believe that (expectancy) if a particular action is carried out (instrumentality) it will increase their chances of achieving an important goal (valence) (Nel *et al.*, 2008). Van Eerde and Thierry (1996) argue that the individual concepts of VIE are effective in describing within-person motivation.

Organisational psychology theorists which have placed an emphasis on training and motivation have assisted in building a more comprehensive, explanatory framework. Although many theorists broadly agree with expectancy theory it has been argued that it lacks a holistic view. For example, Mathieu and Martineau (1997) modified the VIE model into a training motivation model where the relationship between expectancy theory concepts and motivation are influenced by individual and situational characteristics. The model recognises that individuals are driven by different personal and situational characteristics that can negatively or positively impact the training outcomes. Individuals are motivated to act if their environment is conducive and requires that action. Furthermore, the model proposes that pre-training motivation will prepare participants to “learn by heightening their attention and increasing their receptiveness to new ideas” (Mathieu & Martineau, 1997, p. 195). Adult learners’ self-efficacy, self-regulatory strategies and level of motivation need to be assessed prior to commencement of the educational programme as well as throughout the educational period. Moreover, participants have to perceive a link between the training outcomes and the intended usefulness in their working environment otherwise the training initiative will fail. The VIE concepts remain central and are highlighted in the model as creating the link between expectations, perceived effort and value of outcomes.

In addition to the above model, Ryan and Deci (2000) have stated that theorists who use expectancy theory as a component to their training models should include intrinsic and extrinsic motives to further explain the individual and situational characteristics. These characteristics are interrelated and influence motivation and behaviour. Motivation can be divided into intrinsic motivation, which refers to a person who is motivated to perform an action because they enjoy the task, while extrinsic motivation is when the person does not enjoy the task but performs the action to receive a reward or avoid undesirable consequences (Aamodt, 2004). Extrinsic motives are tangible and include pay or promotions but also include those actions that avoid punishment, such as retrenchment. There are two types of extrinsic motivation which represent intentional behaviour; on the one hand the individual has personal endorsement and a feeling of choice in completing the activity, and on the other hand the individual complies with an external requirement. Intrinsic motives are the feelings of value which the individual associates with the experience. Intrinsic motivation is a natural form of motivation that does not require extraneous incentives, and it varies from individual to individual depending on likes and interests. “This natural motivational tendency is a

critical element in cognitive, social, and physical development because it is through acting on one's inherent interests that one grows in knowledge and skills" (Ryan & Deci, 2000, p.56). This growth affects performance and persistence. However, in reality individuals will not always have the luxury of completing intrinsically pleasing activities, therefore it is important that the basis of the learners' motives are understood by educators and employers in order to clearly grasp their expectations and goals.

Katzell and Thompson's (1990) model attempts to explain how the above can be achieved by combining the VIE concepts into an integrated model based on extant theories of work attitudes, motivation and performance. They organised the constructs into a framework which outlines a causal interrelationship towards understanding work attitudes, motivation and performance in the workplace. Figure 1 below depicts the model connecting the various constructs. The context of the model is based in the work environment, which consists of policies, organisational goals and procedures that influence the individual work attitude, motivation and performance. The causal connections between the constructs is represented by the arrows: the solid arrows indicate a direct link whereas the dashed arrows indicate a moderating effect on the relationship between the constructs.

The motivational diagram is ordered from left to right and starts with the working environment construct that creates the cues for incentives or rewards and punishments. The type of work environment will influence the individual's perceptions and expectations of the amount of effort required to be rewarded. Moreover, the individual's personal dispositions acts as a moderator for the possible incentive or reward construct. This then shapes the his/her attitude and value towards the incentive or reward while the norm construct represents the influence that peers have on the individual's attitude. Attitudes are important as it relates to the effort which is mediated by goals. The model suggests that an individual with a positive attitude will set higher goals and exert more effort. The expectancy construct influences the type of goals chosen as well as commitment to that goal. Expectations are directly influenced by the situational and psychological resources. The resources affect the individual's self-efficacy to exert effort and perform. Performance and goal-attainment have the ability to either positively or negatively reinforce attitudes and future behaviour. Thus repeated reinforcement may affect long-term motives and innate dispositions in favour of enhancing motivation and self-efficacy (Katzell & Thompson, 1990). The reinforcement feedback loop is a regulatory mechanism that manages motivation levels.

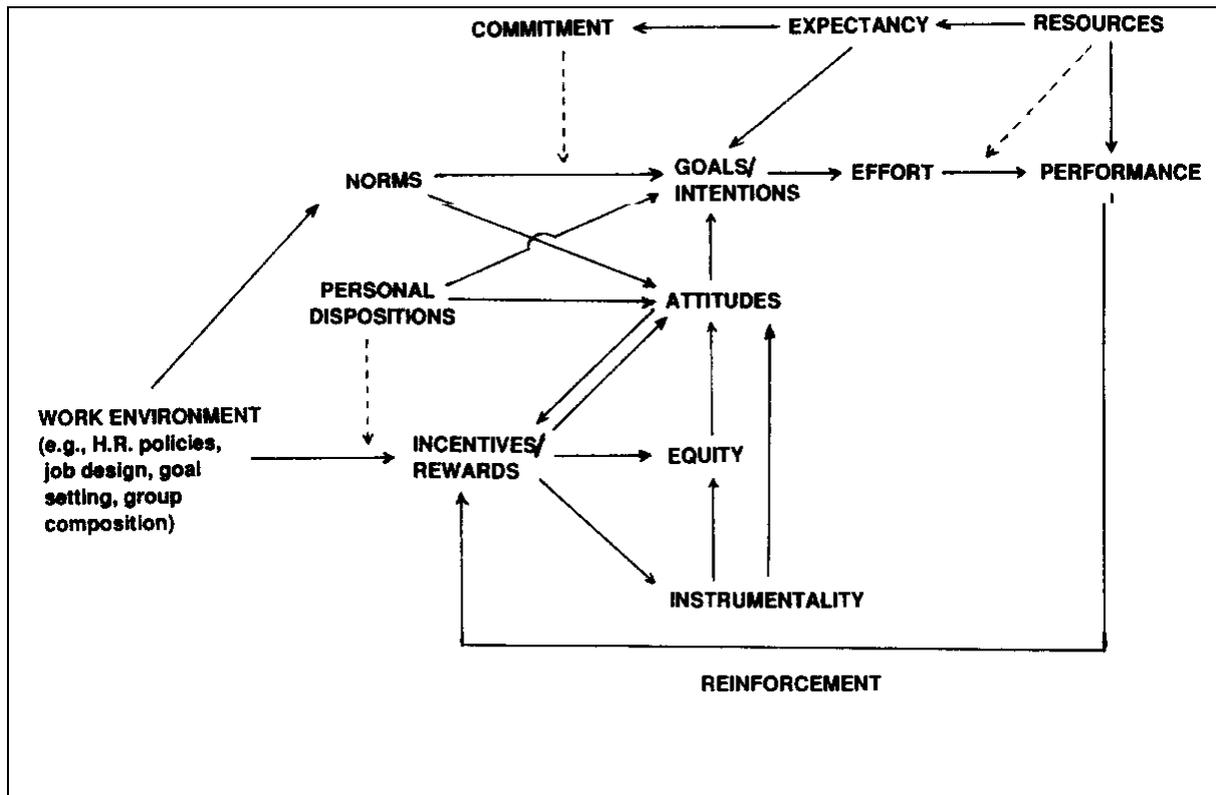


Figure 1. Integrative Model. Adapted from “Integrative Model of Work Attitudes, Motivation and Performance” by Katzell and Thompson, 1990, *Human Performance*, 3(2), p. 71.

Furthermore, the model can also be used to explain what occurs when an individual decides to withdraw from an activity. The individual’s perception regarding the rewards and alternative opportunities impact the motives to remain in the programme. The model argues that a change in the value attributed to the possible rewards induces a re-evaluation of the goal and attitudes associated with that goal. Moreover, the “norms may include the preferences of family members or colleagues; resources involve ease or difficulty of discontinuing the programme, and effort pertains to the energy involved in disengaging” (Katzell & Thompson, 1990, p. 75).

Colquitt, LePine and Noe (2000) have further reviewed and revised the VIE concepts in the context of organisational training. They observed different personality characteristics of individuals can influence learning directed behaviour, such as those which have a strong internal locus of control are more likely to have a positive attitude towards results of the training initiative. Colquitt and colleagues have found that an expectancy theory is useful for training contexts because it “predicts behaviour when the behaviour is under the individual’s

control, the environment provides consistent rewards and behaviour-outcome linkages are unambiguous within limited time span” (Colquitt *et al.*, 2000, p. 682). They also agree that the concepts cannot be assessed in isolation from individual and situational characteristics.

### 3.2. *International Studies of Motivation*

The European Union conducted an International Adult Literacy Survey which discovered that low socio-economic adults who occupy low-skilled jobs, have a greater likelihood of being functionally illiterate (Boeren, Nicaise and Baert, 2010). Moreover, these individuals were also identified as being the least likely to participate in basic educational programmes to change their circumstances (Desjardins, Ruben & Milana 2006 cited in Boeren *et al.*, 2010).

Empirical work with learners has largely focused on investigating one aspect of the above theories, namely; the rewards/incentives and expectations for participation. For example, the National Centre for Education Statistic (NCES) conducted surveys in the USA from the period of 1965 to 2006, investigating the reasons for adult participation in education. The results suggested that the main motives for participating were job-related reasons. Additionally, Official Statistics Finland (OFS) conducted adult education surveys between the periods of 1980 to 2000. The results are used to track the number of adults participating and reasons for participating in these educational programmes. The main motives for participation were self-improvement and occupational development. Barriers to participation were most commonly due to irregular working hours, tiredness and lack of employer sponsorship. Of course, general population surveys encompass adult learners of all levels. While the most common motives given are informative, they might not represent the motives of basic education learners.

Researchers have also studied the reasons why low-literate adults choose to enrol in adult basic education (ABE) programmes. For example, Merriam and Caffarella (1991) reviewed Houle’s (1961) studies based in Chicago, conducted on 22 participants, in order to understand the reasons that motivate adults to participate in learning activities. From the findings he divided the reasons into groups of people, namely; goal-orientated participants who use learning to achieve a goal, activity-orientated participants who use learning for social interaction, and learning-orientated participants who use learning to acquire a new skill. The

study is reviewed as it is seen as a stepping stone on which other theorists built their motivational theories.

Based on the above study, Beder and Valentine (1991) further researched why low-literate adults voluntarily chose to enrol and participate in adult basic education (ABE) programmes. They aimed to distinguish different types of learners based on motivational factors and a range of background variables. Ten factors were identified as drivers of behavioural action, namely; self-improvement, family responsibilities, diversion, literacy development, community/church involvement, job advancement, launching, economic need, educational advancement and urging of others. The factors were used to create a framework explaining the dimensions of motivation that result in the decision to participate. Six types of ABE students were identified, including “mainstream women”, “those urged” or encouraged to participate, “young adults”, “least affluent” and “least employed” and “low ability strivers”. These groups suggest clusters of motivational factors which influence adult basic education learners. Again, however, our particular research interest is narrower as we are concerned with employed individuals, who by themselves might be considered to constitute a particular group or cluster.

Zachry (2002) conducted a study questioning low-literate participants’ experiences of their childhood education and their current adult educational experience. The respondents characterised their childhood educational experience as negative. The main reasons for returning to learning were given as self-improvement and personal development, particularly in order to succeed and become more marketable in the working environment. Additional reasons were to improve confidence, achieve academic goals and improve literacy.

### *3.3. International Studies of Motivational Deterrent of Participation*

Understanding the underlying motives for adult participation is clearly important, although understanding why adults do not participate, especially those who would benefit the most, is an equally pressing concern. Johnstone and Rivera (1965) conducted national studies of participation and found that the most commonly cited reason for non-participation was the cost associated with the programme. The second most commonly cited reason was that they were too busy and did not have the time to participate. Merriam and Caffarella, 1991 discovered other reasons for non-participation by asking “How often do you believe each reason influences people not to participate in educational activities?” The cluster of responses

were organised into: not enough time; unawareness of educational activities; no value for educational activities; personal problems associated with cost; too difficult to succeed and previous negative educational experiences.

Hawk found that “for both sexes, price and income variables were found to be less important than other personal characteristics in determining the probability of enrolment” (1988, p. 14, cited in Merriam & Caffarella, 1991). These results are consistent with the NCES data indicating that the source of payment for 39% of men and 53% of women was funded by themselves or by family. Some of these reasons for non-participation have been developed by researchers to explore the barriers of non-participation. Johnstone and Rivera (1965) created two categories for potential barriers, which were situational (external environment) and dispositional (internal). Their research found that dispositional barriers were experienced more by older adults while younger adults and women experienced situational barriers. Furthermore, “persons of lower socioeconomic circumstances face both kinds of obstacles” (Johnstone & Rivera, 1965, p. 221). Cross (1981) added institutional barriers to his study of non-participation reasons.

Darkenwald has worked with various researchers to develop a scale of deterrents to participation that used factor analysis to reveal the underlying reason groupings for non-participation; the Deterrents to Participation Scale (DPS). The DPS was adapted and used on low-literate adults where five factors for non-participation were discovered: low self-confidence; social disapproval; situational barriers; negative attitude to classes; and low personal priority (Hayes & Darkenwald, 1988). From these results Hayes created a typology that classified low-literate adult’s learners, suggesting that “low-literate adults should not be treated as a homogeneous group in respect to their perceptions of barriers to participation” (Hayes, 1988, p. 8).

Valentine and Darkenwald (1990) attempt to understand the extent to which different types of potential learners experience factors that hinder participation, their purpose being to explain the deterrents to participation perceived by adults. From the findings, a five cluster typology of adults’ deterrents to participation was created. The typologies of adults were deterred by personal problems, lack of confidence, costs associated with participation, and no interest in the education courses. Valentine and Darkenwald concluded “that an individual’s decision not to participate in organized adult education is typically due to combined effects of multiple deterrents, rather than just one or two in isolation” (1985, p. 187).

### *3.4. South African Studies of Motivation and Deterrents to Participation*

While these surveys are useful more work needs to be carried out in the South African context. In this respect only limited data is available. The DoE initiated a literacy campaign in collaboration with the University of South Africa (UNISA) in 2000 targeting 75,000 functionally illiterate adults. The aim was to reduce the levels of illiteracy and to provide educational opportunities. The campaign recruited participants onto the South African National Literacy Initiative (SANLI). Sibiyi and van Rooyen (2005) reviewed the intervention to determine what motivated illiterate adults to participate and what aspects of motivation contributed to continued participation. Moreover, they aimed to obtain an understanding of how to decrease drop-out rates and to ensure that learners' expressed needs were being met. A number of different reasons for participation were identified. In particular the following themes prevailed:

- return of hope as a consequence of participation. The confidence that the learners felt and the sense of achievement by overcoming their impediment by participating in the programme acted as a large motivation to continue;
- vocational motives for the participants who were looking for work, or to increase their capabilities at work to improve their earning capacity;
- education of children. The adult learners gained "tremendous satisfaction from the opportunity to interact with their children, to encourage them to stay in school, and to help in their learning process" (Sibiyi & van Rooyen, 2005, p. 491);
- family relationships. A consequence of literacy was to improve knowledge and rights that the participants have and to be able to educate their families and community;
- health. It became evident to participants that literacy education enables them to become aware and understand information regarding diseases and how to prevent or look after themselves or family.

Analysis of the results further distinguished between age and gender:

- Age: 19% of learners who attended literacy classes did so because they were direct victims of the apartheid regime and were forced to drop-out or overcome poverty. The older students wanted to be able to read their bible.

- Gender: Men and women have different reasons for participating in adult learning courses. Men have work-related reasons whereas women participate for personal fulfilment or religion.

Harris (2008), in an unpublished dissertation investigated what motivated previously demotivated individuals to join ABET programmes. Additionally, what barriers did they face in partaking in such programmes? The researcher made use of the quantitative survey method and the qualitative in-depth interview method with a sample of 48 workers at the City of Cape Town's (CCT) electricity department, who had established an ABET programme. Seven main reasons for participation in the ABET programmes were reported. These included better pay, becoming recognised in their trade (as electricians), self-improvement, gaining respect, formal education, freedom of choice in jobs, and family and social status. The majority were influenced by their supervisors to participate while some were encouraged by family and friends. Furthermore, the main psychological barriers expressed by the participants was their "negative childhood and teenage experiences, early learning disabilities, unsupportive families and peer pressures, and their lack of interest in learning created by negative interaction with the school system" (Harris, 2008, p. 62). Some reported education as being a waste of time since in their view they were already fully equipped to do the job. The practical barriers were problems with transport to the learning site and the shortage of internal facilitators at the training centre.

A large scale South African study has been conducted by the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MerSETA). This SETA evaluated the implementation of ABET in their sector. The overall goal for study was to evaluate and determine the efficiency and effectiveness of the ABET programme from an objective position. The PD Consulting (2010) was tasked with evaluating the perspectives of the relevant stakeholders, namely; learners, facilitators, service providers and employers. The researchers also dedicated a section on assessing learner perspectives on motivation and deterrents to participation. The sample consisted of 434 learners comprising employed as well as unemployed adults in the seven regions across South Africa where MerSETA is present. The research relied on a combination of interviews and questionnaires.

Learners were attracted to joining ABET programmes because they wanted to improve their skills and make use of opportunities to further their studies; to find employment and increase their chances of receiving a promotion or higher salary. The majority (92%) of learners felt

that ABET programmes had the potential to assist them in achieving their future plans (PD Consulting, 2010). The main reason cited for absenteeism and dropping-out of ABET programmes were family related problems, with work commitments as the second highest reason and difficulty with transport as the third, especially when classes are conducted after hours or over the weekend. While informative, and supporting other work on barriers to participation, this study places all emphasis on personal differences as the determinant for motivation and deterrents to participation, thereby omitting potentially important interpersonal influences on decision making.

According to Mathieu and Martineau (1997, p. 198), VIE constructs are not highly predictive of performance outcomes but are better predictors for “choices between discrete alternatives”, such as participating in a voluntary education programme. To broaden and deepen the model we could further focus on individual variability in cognitive and affective processing. Thus, for example, Lord, Hanges and Godfrey (2003, p. 21) state that research would do well to focus on neuropsychological grounded theories of cognitive processes to create an understanding of “how human information processing capacities constrain motivation and decision-making”. Moreover, it is notable that extant work has not interrogated participants on the self-regulation strategies used to overcome obstacles in completing their studies. Indeed, while motivational theories provide a useful foundation for understanding adult learners’ valued needs, expectations and corresponding goals, it can be argued that they do not thoroughly examine the dynamics of on-going action versus non-action. That is, once an individual has become motivated, what characteristics and strategies enable them to remain motivated? Self-regulation techniques are required to stay committed to long-term goals in the face of barriers, even when the motives remain clear to the individual. The next section will focus on different levels of self-regulation and the deterrents to these levels.

### *3.5. Self-regulation*

In the context of organisational psychology Lord and colleagues have proposed that self-regulation involves individuals “setting goals and making modifications to their behaviour or cognitions if there is a discrepancy between a goal and the current state” (Karoly, 1993 as cited in Lord, *et al.*, 2010, p. 545). Self-regulation is described as processes in attaining and maintaining goals in the context of work that occurs at multiple internal levels. Figure 2 below, describes the theory of self-regulation which is based on a negative feedback loop. It

begins with the individual setting a goal and then evaluating the progress against the desired result if there is a discrepancy, then corrective behavioural or cognitive modifications have to be made to ensure achievement of the goal (Lord *et al.*, 2010). The model consists of inputs, comparators and output which are influenced by situational or environmental factors that impact the behaviour required to achieve the goal. The input function states the perception of how the individual is performing and then the individual selects a desired goal. The comparator compares the current state of performance with the goals standard in order to assess whether there is any discrepancy between them. If a discrepancy is found to exist then the individual will be required to self-regulate his/her behaviour or change the interpretation of the goals standard, input or discrepancy. “Self-regulatory processes are controlled and integrated not only by a conscious executive system that uses information deliberately, but also by goal structures maintained in the frontal lobes and affective systems in the midbrain that collaborate to automatically manage goal maintenance, knowledge access, and attention regulation” (Lord *et al.*, 2010, p. 550).

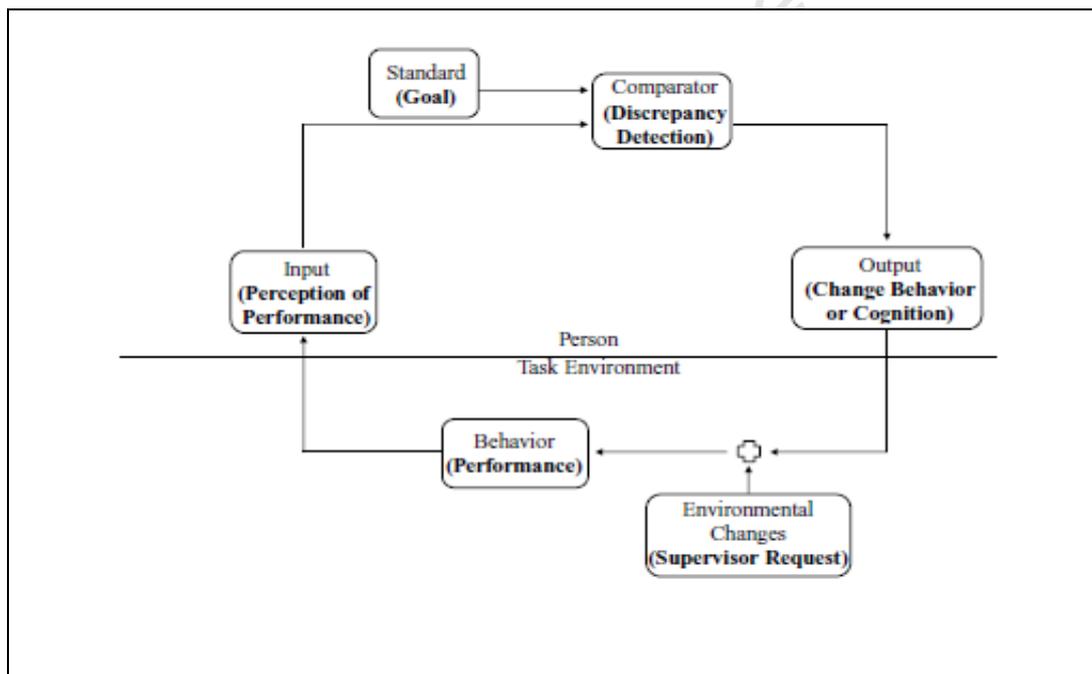


Figure 2. Negative feedback loop. Adapted from “Self-regulation at Work” by Lord, Diefendorff, Schmidt, and Hall, 2010, *Annual Review of Psychology*, 61, p. 546.

The different levels of self-regulation will be used to describe the processes used to manage and adapt to dispositional, situational or institutional deterrents to attaining and maintaining adult learning goals.

### *3.5.1. High-level of Self-regulation*

The highest level of self-regulation is an examination of self and past experiences to determine one's identity. This refers to the biographical memories that the individuals have regarding their history. For example, whether they were able to attain their past educational goals, what their experiences have been and how it affected their identity. This memory influences the learners' perspective of how they see themselves over a long-term period (Lord *et al.*, 2010). Thus when applying it to the current study, the adult learners' existing identity has already been shaped by their previous educational experiences. This identity may influence their level of motivation and particular self-regulatory strategies or habits, which in turn might be expected to shape their current learning attempts.

Organisations can play a supportive role in redefining the individual's self-regulation strategies at the identity level if, firstly, environmental and institutional factors are supportive of the desired identity change, and secondly, if constructive feedback is provided to ensure the development of an ideal self. The role of environmental factors is particularly central. Such factors can influence and constrain an individual's identity through organisational culture and values, as well as through key leaders in the organisation, and relevant subgroups (e.g., work teams) to which the individual might desire to belong. Outside the organisation, home and community culture as well as significant others also have pivotal influence on the individual's identity. Institutional factors too, concern the role of the structures and educational programmes that have been created specifically to develop employees. In the present study adult learners' ability and attitudes towards negative events or unwanted thoughts will be assessed in order to determine how the sample view themselves, and how their biographical history has informed how they approach positive and negative situations, emotions and thoughts. The Cognitive Emotion Regulation Questionnaire (CERQ) and the Thought Control Questionnaire (TCQ) was used to measure how individuals view their ability, which attitudes will impact their identity of self.

### *3.5.2. Intermediate-Level of Self-regulation.*

The intermediate level "emphasises the role of goals and goal-performance discrepancies as they function within negative feedback loops" (Lord *et al.*, 2010, p. 555). "Negative feedback systems respond to discrepancies in a manner that reduces deviations from goals" (Lord *et al.*, 2010, p. 543). Goals have to be established to provide a standard. External feedback is

then used to regulate and re-evaluate behaviour and effort to achieve that standard. However, there are external factors that can influence commitment and persistence of achieving the goal. Both positive and negative feedback from the individual's environment will contribute to his/her self-efficacy to control emotions and thoughts. It is important to assess how the individual manages and copes with the feedback, which will influence self-regulation strategies. The individual has to select the tasks needed to be completed and needs to plan the activities to achieve the learning goal and avoid failure while managing to accomplish numerous other tasks and goals in other aspects of his/her life (work, family and community).

Zimmerman (2002, p. 65) states that self-regulation learning is “not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills”. Adult learners who enrol in education programmes are taking a proactive stance to lifelong learning. However, in order for them to succeed, Zimmerman (2002) argues that these learners will require techniques of self-regulation to manage their emotional, cognitive and environmental experiences to remain motivated and adaptive to methods of learning. “This implies that self-regulated learners are aware of and use specific learning strategies that are appropriate to attain expected outcomes and are able to persist in their efforts to attain certain academic goals and monitor their progress to ensure timely intervention or adjustment in learning strategy” (Bothma and Monteith, 2004, p. 141).

Furthermore, self-regulation applied to the current study is defined as the “process by which learners set and maintain cognitions, affects, and behaviours in motion, which are thoroughly geared towards achieving their goals” (Semmar, 2006, p. 7). In order to achieve these goals, the individual has to have a high level of self-efficacy which refers to an “individual's confidence about his or her abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context” (Stajkovic & Luthans, 1998, p. 66). Moreover, adults have been found to be more successful in goal achievement when they have a high level of self-efficacy and are thus able to use a broad variety of self-regulation strategies and sustain a high level of motivation. “When learners are self-efficacious, they are likely to engage in monitoring their learning process and progress and be motivated to exert the necessary efforts to reach their academic goals” (Schunk, 2001 cited in Semmar, 2006, p. 3). In contrast, an adult with a low level of self-efficacy may approach a difficult task differently in that they may feel deterred and will

attempt to stay away from such tasks. “They do not appear to have a strong commitment towards reaching their goals and may also relate failure to their lack of abilities, give up quickly, and do not persist when they encounter adversities” (Semmar, 2006, p. 3). Pajares (2001 as cited in Semmar, 2006, p. 8) states that the higher an individual’s self-efficacy belief is the higher the likelihood that it will positively impact the individual’s self-regulation strategies which will in turn affect his or her overall performance. The learners need to be provided with “the necessary feedback to revitalize the interaction among these cognitive and affective factors so that learners are able to reach their best academic potential” (Semmar, 2006, p. 18).

Impulsivity is a behavioural construct of interest when discussing self-regulation strategies on the intermediate level as it “reflects spontaneous and rapid decision-making processes without regard to the consequences” (Leblond, Ladouceur & Blaszczynski, 2003, p. 207). It is a personality trait that affects numerous areas, including education. “The educational process is a long-term, goal-oriented undertaking, which could be undermined by an impulsive tendency to act on immediate demands” (Spinella and Miley, 2003). It is defined as the “tendency to act hastily on one’s urges or on environmental demands and connotes a short-sighted approach to situations, placing importance on immediate results, often at the expense of future accomplishments”. If an individual is impulsive this behaviour may oppose the long-term and goal-orientated behaviour required to achieve an educational goal as it “deals with one’s control over one’s thoughts and behaviour” (Dahlen, Martin, Ragan & Kuhlman, 2004). It is reasonable to argue that individuals who exhibit impulsive characteristics are predisposed to make unplanned choices that will deter their academic goals and performance. For example, control of impulsive urges would allow the individual to choose to attend classes on a Saturday instead of attending a more appealing social function. Thus, by assessing the current participants’ impulsivity it will allow for greater understanding of the personal dispositions that differentiate the adult learners.

### *3.5.3. Low-level of Self-regulation.*

This level of self-regulation is concerned with short-term behaviour that necessitates less attention and more knowledge-dependent processes associated with simple objectives, such as reading a book (Lord *et al.*, 2010). Processes at this level function at a faster pace than the high and intermediate levels of self-regulation. “It is generally more dependent on

automatically accessing appropriate behaviours based on cues from higher-level achievement goals or the situation than on conscious search or problem solving” (Lord *et al.*, 2010, p. 556). For the purposes of this study, this level will not be assessed to determine the impact on the adult learner’s behaviour and cognitive self-regulation strategies.

As stated above, self-regulation is foregrounded when individuals are faced with conscious and unconscious challenges and factors that impact the goal achievement plan. The next section will assess in more detail the challenges and deterrents towards achieving a goal that individuals may face, which requires them to rely on their ability to self-regulate.

### *3.6. Challenges and deterrents to self-regulatory levels*

Self-regulation is required to deal with these challenges and barriers that can influence one’s cognition, affect and behaviour towards achieving a goal. We can group barriers into three different kinds, namely; dispositional (personality characteristics), situational (environment), and institutional (opportunity and facilities). Each requires self-regulatory control in order to overcome the effects. It is worth exploring each of these in more detail in order to gain a fuller perspective of self-regulation, especially self-regulatory failure.

#### *3.6.1. Dispositional deterrents.*

Dispositional deterrents are the unique personality characteristics or traits, such as self-efficacy, attitudes, emotions and ability. Dispositional factors are important because they are within a person differentiator, which provides a clear picture of who individuals are, how they view themselves and how they function within their environment (Garnefski, Kraaij & Spinhoven, 2001). Zimmerman (2008, p. 312) “suggest[s] that personality affects behaviours due to their influence on the individual’s affective responses, goals, and values, beliefs regarding the consequences for behaviours, interpretation of events and situations, and choice of response to situational factors”.

Gramzow, Sedikides, Panter, Sathy, Harris and Insko conducted a study on 199 introductory psychology students over a five week period to assess the self-regulatory processes that underpin different personality traits, specifically the Five-Factor Model (FFM) that influence emotions, thoughts and behaviours. The FFM (Conscientiousness, Extraversion, Emotional Stability, Agreeableness and Openness to Experiences) was used to assess the differences between individuals and how these directly and indirectly impact their self-regulatory

approach to goal attainment. That is, “individual differences in self-regulation generate patterns of emotional and behavioural responses, and these patterns are represented by descriptive models of personality, such as the FFM” (Gramzow *et al.*, 2004, p. 368). The findings support the view that self-regulatory processes are linked to personality characteristics.

Consciously controlling and self-regulating one’s emotions is recognised as a determinant for successful functioning as it is responsible for “monitoring, evaluating and modifying emotional reactions to accomplish goals” (Thompson, 1994, p. 27 as cited in Garnefski *et al.*, 2001, p. 1311). Garnefski and colleagues researched nine coping strategies required to manage one’s emotions and behaviour when faced with problems or unfavourable situations, which information can prove valuable in providing interventions to assist with coping strategies for learners. Related work by Wells and Davies (1994) has studied the strategies used to control intrusive and negative thoughts. For example, some strategies to suppress unwanted thoughts are distraction; social control; worry; self-punishment and re-appraisal. For purposes of the present work, it is possible that differences in cognitive self-regulation might also predict learner commitment. The way in which individuals regulate these systems may have important implications for problems of self-regulation, such as motivation to participate in ABET courses.

### 3.6.2. *Situational deterrents.*

Situational deterrents are influenced by the individual’s environment and whether it is conducive to participate and remain motivated. The ABET learners will be faced with various environmental and societal difficulties and challenges. By understanding how individuals psychologically manage or deal with negative experiences and environments can assist in furthering the understanding of what differentiates those learners who decide to drop out compared to those individuals who decide to remain enrolled in the programme. Sparks (1998) highlights in his qualitative ethnographic study that dropping-out from an adult basic education programme should not only focus on the failings of the individual to continue the programme but on the programme itself.

The purpose of the Sparks’ (1998) research was to understand issues of non-participation in literacy programmes. Thirty American Hispanic individuals, 18 years old and older, were

involved in the study using participant observation and in-depth interviews. The researchers assessed and compared the individuals' experiences of their youth education with the adult education experiences. Learners' experience of their teachers both in the youth and adult education programmes was that of "being put in an inferior status while as youth, they remember the putdowns that were used to maintain low self-esteem" (Sparks, 1998, p. 9). Teachers were described as exhibiting attitudes of insensitivity, lacking care and poor guidance and attention to the academic needs of the students thus leading to a breakdown in trust. This was demotivating and the discouraging display of attitude resulted in learners from both youth and adult education programmes discontinuing. The learners did not trust the academic quality and service that they received both in the youth and adult education. Learners' current educational goals, needs and responsibilities were not taken into consideration because the classes were structured. This no doubt is what led to adult classes being structured in the same way as youth classes. Lastly, the learners' experienced cultural and language discrimination and found that the teachers did not take their cultural background into consideration when creating the teaching programme. All of these factors could prove to be critical in task achievement, which is the intermediate level of self-regulation.

### *3.6.3. Institutional deterrents.*

Institutional deterrents, such as a lack of facilities, a lack of learning opportunities or organisations that do not encourage learning are considered. By assessing the approach to learning, support, structure and opportunities that an organisation provides we may gain a firmer handle on how self-regulation plays out at the high and intermediate level among adult learners undertaking ABET programmes.

Factors which influence adult learners' decisions to drop-out or persist in adult education programmes were the focus of Park and Choi's (2009) study. Although this study evaluates online distance education, which is not a viable option for ABET learners, this study provided indicators to predict drop-outs which may be of relevance. The sample was made up of 147 adult learners from a large Midwestern university in America. There were 98 persistent learners and 49 drop-out learners. The participants were tested using a family support and organisational support measure and the Instructional Materials Motivation Survey (IMMS). Characteristics such as age and gender did not have a significant effect on the drop-out

decision (Park & Choi, 2009). They found that external barriers to participation were organisational support, family responsibility, workload, financial problems and time constraints. The findings from the study indicated that adult learners in the persistent group and the drop-out group had different perceptions of family and organisational support as well as a motivational level in terms of satisfaction and relevance depending on the courses chosen. The predictor for the dropping-out group showed a high significance with organisational support, course relevance and the subject choice. The researchers suggested that if individuals do not have the support from their organisation to learn and the course is not relevant to their required knowledge and experience for their jobs then this will largely contribute to the decision to discontinue.

The current chapter reviewed the literature on reasons and motives for participation, self-regulation techniques and possible deterrents to those techniques. The following chapter will describe the research study in detail by outlining the sample participants, the measuring instruments utilised, the research approach and methodology adopted as well as the procedural steps to capture the data.

## CHAPTER 4

### *Research Methodology*

The aim of this chapter is to present the research design of the current study. It will explain the method used to investigate motivation and self-regulation among adult ABET learners at a plastics company in Cape Town, South Africa. This includes a discussion of the applied research approach adopted as well as the rationale for using a survey/questionnaire design. The measures used in the study and the data collection procedure are also described in detail. Finally, the approach to data analysis and ethical considerations are discussed.

#### *4.1. Research Approach*

There are two types of scientific research, basic and applied. The approach adopted is determined by the broad nature of the questions to be addressed. Basic research in psychology is concerned with questions about fundamental “psychological issues to seek knowledge for its own sake”, while applied research is concerned with questions about “psychological issues that have practical significance and potential solutions” and that can typically be applied to an immediate situation (Jackson, 2009, p. 13). Both kinds of approach may address causal or descriptive research questions.

Descriptive enquiries focus on describing the frequency and relationship “characteristics of a population by directly examining samples of that population [typically] through the use of surveys and interviews” (Glatthorn & Joyner, 2005, p. 101), whereas causal inquiries aim to go further by uncovering the causes behind observed relationships. Different research designs then lend themselves more or less validly to providing relevant descriptions and causes. A correlational research design, for example, is “designed to analyze the relationship between two or more variables but cannot prove causation” (Glatthorn & Joyner, 2005, p. 42). It allows one to study and understand the patterns among variables, “although such studies cannot prove causation, they are [still] useful in predicting one variable from another or building a theory about a complex occurrence” (Glatthorn & Joyner, 2005, p. 101). This form of non-experimental design allows the researcher to describe the situation under review but without influencing or manipulating variables to examine causal effects. Experimental designs, on the other hand, involve the deliberate manipulation and control of variables with

the aim of identifying specific causal effects. Various observation techniques are available for recording data within each design. For example, a survey/questionnaire based observation (i.e., asking individuals directly about their behaviour, mood, and attitudes), naturalistic (unobtrusive) observation, and systematic observation (e.g., tests, assessments).

For the purposes of this study, I have made use of an applied research approach, which focuses on descriptive questions that use a correlational study design and a survey/interview observation technique, which contributes toward an understanding of issues affecting enrolment and completion of ABET training. The data collection took place at a local large plastic manufacturing company that has established a business school which offers voluntary ABET level training for its employees. The company was especially interested in understanding the reasons for employees either dropping out of the training or not pursuing an expressed interest in the ABET course (i.e. not enrolling after pre-assessment).

The aim of this dissertation is to describe employee motivation and self-regulation (especially features of self-regulatory failure) in the context of enrolment, non-participation and drop-out in a workplace ABET programme.

#### *4.1.1. Research Questions.*

A battery of surveys and interviews were used to investigate the following questions.

- What motives (reasons/attributions) for enrolment, drop out and non-enrolment in ABET courses are given by employees?
- Do differences in dispositional self-regulation capacities (e.g., impulsivity) and in self-regulation strategies (e.g. emotional regulation and thought control) distinguish between non-enrolled, attending and dropped-out respondents?
- What situational and institutional challenges to motivation characterise on-going participation versus drop-out versus non-participation among employees?

#### *4.2. Sample Selection*

Sampling is a process of selecting a subgroup of the population that is relevant to the research study (Hair, Babin, Money & Samouel, 2003). This process utilised in the current study was

non-probability convenience sampling, which focused on recruiting employees from three relevant subgroups of interest.

The investigation took place at the Cape Town offices of a business school at a local plastics company. People who had some experience/exposure with the adult education programme were targeted for inclusion in the study. Since the introduction of the business school 124 individuals had had some dealings with the ABET training. These were made up of three groups:

Inclusions:

- *Actively enrolled learners*

The group consists of adult learners who have either completed the course and who are enrolled and are actively participating in the ABET programme.

- *Drop-outs*

Adult learners who have dropped out of the ABET programme.

- *Non-enrollers*

Employees who were approached (based on prior assessments) for ABET participation but who subsequently refused participation after voluntarily agreeing to the pre-assessment.

Exclusions: All individuals who had some dealing with the adult education programme were accepted as candidates regardless of their age or racial profile. No language or literacy level exclusions were made.

Table 1

*Mean (SD) or N (%) for socio-demographic characteristic by group*

Characteristic	Sample	Pre-Assessed	Enrolled	Drop-Out
N (%)	86 (100.0)	25(29.1)	25(29.1)	36(41.9)
Age	32.0 (5.7)	31.7 (5.2)	33.6 (6.4)	31.0 (5.4)
Gender				
Male	43 (50.0)	10 (40.0)	12 (48.0)	21 (58.3)
Race				
Black	12 (14.0)	4 (16.0)	2 (8.0)	6 (16.7)
Coloured	74 (86.0)	20 (80.0)	23 (92.0)	29 (80.6)
Home Language				
Afrikaans	58 (67.4)	17 (68.0)	17 (68.0)	24 (66.7)
English	16 (18.6)	4 (16.0)	6 (24.0)	6 (16.7)

Other <sup>a</sup>	12 (14.0)	4 (33.3)	4 (25.0)	17 (29.3)
Education				
Below Grade 11 <sup>b</sup>	9.3 (1.9)	9.89 (0.33)	9.5 (0.55)	8.44 (2.92)
Grade 11 or more	11.6 (0.7)	11.56 (0.51)	12.00 (0.91)	11.41 (0.50)
Child Dependents	2.1 (1.1)	2.30 (1.5)	1.9 (0.9)	2.06 (0.9)
Relationship Status				
Single	36 (41.9)	8 (32.0)	13 (52.0)	15 (41.7)
Married/Partnered <sup>c</sup>	41 (47.7)	16 (64.0)	8 (32.0)	17 (47.2)
Divorce/Separated	9 (10.5)	1 (4.0)	4 (16.0)	4 (11.1)
Employment status				
Permanent	80 (93.0)	24 (96.0)	23 (92.0)	33 (91.7)
Length of Employment	8.3 (4.5)	8.44 (3.6)	9.32(5.5)	7.31 (4.1)
Financial Status (Rands)				
Personal income *	3671.4 (1336.5)	3681.0 (1267.4)	4225.17 (1450.4)	3273.7 (1188.6)
Household income	5089.5 (2550.9)	5857.4 (2998.5)	5359.27 (2472.2)	4400.2 (2156.7)
Type of Housing				
Informal Dwelling	20 (23.3)	7 (35.5)	5 (25.0)	8 (40.0)
Formal Dwelling	66 (76.7)	18 (27.3)	20 (30.3)	28 (42.4)

*Note.* Statistical significance was determined by Chi-square or one-way ANOVA. Values are mean and standard deviation for continuous variables and number of participants and percentage for categorical variables.

<sup>a</sup> Corresponds to IsiXhosa, IsiZulu and French

<sup>b</sup> Corresponds to Grade 1, Grade 8, Grade 9 and Grade 10 respectively

<sup>c</sup> Includes Remarried participants

\* $p < 0.05$

Of the 124 eligible participants, 86 individuals completed the survey. The participants were drawn from three groups, consisting of 25 pre-assessed (29.1%), 25 actively enrolled (29.1%) and 36 drop-outs (41.9%), making a total of 61 participants enrolled in the course. There were approximately an equal number of males and female participants, whose average age was 32 years old, the majority (83.7%) self-identified as Coloured racial status. Afrikaans was the most common home language (67.4) followed by English (18.6%) and isiXhosa (9.3%). The majority (71.8%) of the participants reported obtaining a Grade 11 or higher level of education. On average participants were financially responsible for two children of school going age. Of the sample, 45.3% were married or living with a partner while 41.9% was single. The majority of participants (93.0%) are full time employees and the average number of years worked for the company is 8 years. The majority (76.7%) of the participants

live in formal dwellings while 23.3% live in informal dwellings. The average monthly household income after tax is R 5 089.50.

### *4.3. Procedure*

South African language translations of the surveys used in the study were not readily available, however, as study participants were low-literate adults whose most common language was Afrikaans. It was essential, therefore, that they have the option of answering the questionnaire in their mother tongue. (It should be noted that some participants were fully bilingual). The researcher thus carried out a translation of the questionnaire into Afrikaans. Someone unfamiliar with the English versions of measures also performed a written back-translation in order to ensure accuracy and transferability of measure concepts. Input from fully bilingual employees was then solicited for problematic items.

#### *4.3.1. Recruitment*

Prior to the survey being administered, a pilot was conducted with a learner, as well as the business school manager in order to ensure that the instructions and questions were clear and easily understood. Once feedback had been received, modifications were made. The organisation helpfully printed off the questionnaires and recruitment posters. Recruitment posters and A5 flyers (Appendix 2) were translated into Afrikaans and with the assistance of the HR department and the business school were posted onto the notice boards throughout the company. In addition, A5 recruitment flyers were attached to all eligible participants' payslips. A competition draw of three prizes to the value of R 1 000.00 was offered to employees for participation as an incentive. Initially, questionnaire administration was scheduled for Saturday mornings, although due to the organisation's experience with poor attendance at this time the HR department and the business school allowed the administration to take place on site during the working week on Monday, Tuesday and Wednesday for one month. In order to boost and promote participation every morning reminder emails were sent out to the supervisors and the heads of departments to encourage participants to attend.

#### *4.3.2. Questionnaire administration*

Hard copies (print and paper form) of the questionnaires were handed out to the participants to record their answers. The questionnaire was read aloud with a full explanation on how to complete each item with a consent form (Appendix 3) clearly stating that their participation

guaranteed anonymity and confidentiality. This ensured minimum errors or missing data and helped with the consistency of understanding. Once the explanation was complete the individuals completed the questionnaires on their own, or with assistance as required. There were no refusals to participation, which took place at different times throughout the day depending on shift availability. The majority of participants had basic English and Afrikaans reading and writing skills and were thus able to complete the questionnaire with supervision. However, there were some individuals who had difficulty reading both English and Afrikaans and for these individuals the researcher read each item aloud and its possible response category. The enrolled and the drop-out group completed all the same questions although the non-enrolled group did not answer 17 of the questions because of their lack of experience with the programme lessons. After the completion of the questionnaire, the researcher looked through all questionnaires to ensure that questions were complete or correctly answered in terms of response categories. All the participants were asked if they would be comfortable in participating in the focus group interviews. Finally, participants completed a competition entry slip that was placed in a box and later three winners were chosen.

#### *4.3.3. Focus group administration*

The focus groups' interviews were divided into three separate groups: the enrolled, drop-out and non-enrolled/pre-assessed participants. The individuals selected were those who had a better understanding of English to ensure that communication was not an obstacle. The drop-out and the non-enrolled groups were asked additional separate questions to formulate a greater understanding of their experience with the ABET programme. The focus group interviews were scheduled for Saturday morning and text messages were sent out during the week reminding participants to attend. However, due to poor attendance the HR department and the business school arranged for specific days and times when the interviews were allowed to take place during working hours. The interviews were tape recorded to ensure accuracy.

#### *4.4. Measures*

The study utilised six surveys, five of which are established international measures. However, no psychometric studies have investigated the performance of these measures in a South African context. The questionnaire was compiled to probe socio-demographic variables as

well as aspects of motivation and self-regulation. Items were mostly closed ended (or pre-coded) questions. Although minimal, some open-ended questions were included for sensitive questions or where the researcher needed more description of the participants' opinions thus allowing them to answer freely. The measures are described in more detail below.

The Cognitive Emotion Regulation Questionnaire (CERQ, Appendix 4) (Garnefski *et al.*, 2001) identifies cognitive regulation strategies for controlling emotions after experiencing a negative event. It was theorised that if the individual had poor control of his or her emotions when a negative situation occurred, this would deter the individual's commitment to an activity such as continued participation of the ABET course. The CERQ consists of 36 items which measures nine different strategies. The responses were coded and summed into nine factors associated with different strategies of dealing with negative emotions. They are self-blame, acceptance, rumination (i.e., thinking all the time about the negative event), positive refocusing, refocus on planning, positive reappraisal, putting into perspective, catastrophising and blaming others. This questionnaire is considered to have adequate reliability with a Cronbach alpha reliability coefficient of 0.92 indicating a high internal consistency (Garnefski *et al.*, 2001). Test-retest reliability has been established at 0.62 (Garnefski *et al.*, 2001). For the current study, an item-reliability on the CERQ questionnaire was conducted and the Cronbach alpha was 0.83. This is above the generally accepted 0.70, indicating good reliability (Hair *et al.*, 2003). The scale showed high item-total correlations of  $.824 < r < .834$ . Therefore, all items in this scale could be used for this study.

The Thought Control questionnaire (TCQ, Appendix 5) (Wells & Davies, 1994) investigates the approaches that participants choose to suppress and control unwanted thoughts. It has 29-items on a 5-point scale with 5 distinct categories of thought controlling strategies where the respondents have to choose options that are applicable to how they react to unwanted thoughts. It was theorised that if an individual is unable to control unpleasant thoughts that this would act as a deterrent to their commitment and active participation in the ABET course. The measure was coded and summed into four factors, namely: distraction, social factors, worry, punishment and reappraisal. They were strategies that the participants most commonly utilised to control negative thoughts. The internal consistency of the TCQ has been shown to range from 0.62 to 0.79 for the various strategies indicating that the measure is acceptably consistent. In addition, a test-retest approach was conducted over a 6 weeks period to assess the reliability of the TCQ and the scores ranged from 0.67 to 0.83 indicating as

acceptable to very good standard of reliability. In order to determine predictive validity of TCQ the measure has been correlated to other measures and has scored between 0.1 and 0.4 for the various thought control strategies (Wells and Davies, 1994). For the current study an item-reliability test was conducted and the Cronbach alpha was 0.6 which is below 0.7. Findings from this measure should therefore be regarded cautiously. The scale showed item-total correlations of  $.530 < r < .618$ .

The Barratt Impulsiveness Scale (BIS, Appendix 6) (Patton, Stanford and Barratt, 1995) measures the personality and behavioural construct of impulsivity; acting without planning for the future. The questionnaire is coded and summed into two parts, the first order factor items and the second order factor items. The first order items are attention, motor, self-control, cognitive complexity, perseverance and cognitive instability. It is a 30-item questionnaire on a 4 point unbalanced scale ranging from 1 (never) and 4 (almost always) that measures 6 first-order factors and 3 second-order factors (Leblond, Ladouceur, & Blaszczynski, 2003, p. 207). It measures various aspects of impulsivity, namely: non-planning, motor impulsiveness and cognitive impulsiveness. A total score is obtained by summing the first and second order factors with the higher scores, reflecting a greater impulsiveness. For the purposes of the current study an item reliability test was conducted on the BIS questionnaire and the Cronbach alpha was 0.690, which closely approximates the value of 0.07 that is generally regarded as a sufficiently high level of internal-consistency reliability. The scale showed an item-total correlations of  $.669 < r < .690$ .

Additionally, a battery of measures assessing motivation and deterrents to participation were employed. The Motivational Profiles (Appendix 7) (Beder & Valentine, 1990) assess the motivational orientations that influence learners to participate in educational programmes. The Motivational Profiles measure was used to assess the motives and values that the participants associated with the ABET courses. The responses were coded and summed into 10 factors that were associated with a possible value or motive for participating in an ABET course. The 10 factors are, namely; self-improvement, family responsibility, diversion (e.g., escapism), literacy development, community/church involvement, job advancement, launching (e.g., to restructure and take control of one's life), economic need, educational advancement and urging by other. It is a 49-item questionnaire with ten factors on a 3-point unbalanced scale. The items reflect the extent to which respondents are influenced by the statements to enrol. The measure has been shown to have a coefficient alpha of 0.89 (Beder

& Valentine, 1990). With the current sample the item reliability that was conducted found a Cronbach alpha of 0.93. The scale showed high item-total correlations of  $.927 < r < .931$ . Therefore, all items in this scale could be used for this study.

The Deterrents to Participation Scale (DPS, Appendix 8) (Hayes, 1988) aims to provide understanding of practical barriers that hinder low-literate adults participation in educational programmes. It consists of 23-items with 5 factors on a 3-point unbalanced scale. The responses were coded and summed up into four factors, namely; self/school incongruence, low self-confidence, lack of access to classes, and situational constraints. The participants are required to indicate which statements are deterrents to their participation. The reliability of the DPS has been found to be 0.82 (Hayes, 1988). With the current sample the item reliability test for the Deterrents Participation scale had a Cronbach alpha of 0.86. The scale showed high item-total correlations of  $.850 < r < .864$ . Therefore, all items in this scale could be used for this study.

A structured questionnaire was developed for the study (Appendix 9). This measure probed into the socio-demographic background of the participants and further allowed participants to indicate their opinion of the ABET programme at their organisation. The researcher designed this questionnaire in collaboration with the business school manager. Within the structured questionnaire, two self-administered self-efficacy measures were used. The first self-efficacy measure was based on self-efficacy questions on how classroom experience influenced the participants' confidence. The six items were taken from a questionnaire containing 35 Likert-type items, which assessed various constructs that impacted adult participation (Dixon, Dixon & Siragusa, 2007). The items were measured on a 5-point scale that was recoded and then summed up to calculate a total self-efficacy score. In addition, the Perceived Self-Efficacy measure was included, which provides an index of "goal-setting, effort investment, persistence in face of barriers and recovery from setbacks" (Schwarzer & Jerusalem, 1995) in the face of daily stresses. This is a 10-item measure with a 5-point scale and is calculated by summing responses to yield a total score that ranges from 10 to 40.

Lastly, focus groups were used to interview participants with a semi-structured questionnaire (Appendix 10). The motives, deterrents and self-regulation difficulties or lapses of the pre-assessed, enrollers versus the drop-outs were examined.

#### 4.5. Data Analysis

Data analysis involves scanning and organising data into meaningful summaries directed at addressing specific research questions (Hair *et al.*, 2003). The raw data for the current study was entered and analysed in SPSS software. Descriptive statistics were employed to describe the sample under examination, characterising the motives and self-regulation strategies of the ABET learners. Chi-square, Fisher's exact and one-way ANOVA tests were used to make group comparisons. Chi-square and Fisher's exact used for categorical data analysis tests the statistical association between the frequency distributions of two or more groups by comparing observed frequencies of responses with expected frequencies expected under the null hypothesis of no relationship (Hair *et al.*, 2003). A Fisher's exact test was used to determine the exact probability of observing existing cell frequencies with less than 5% with the use of STATA MP 11 computer sub-programme (StataCorp, 2009). One-way ANOVA tests compare the means of a continuous variable across two or more categories of an additional category or grouping variable (Hair *et al.*, 2003). The Tukey post hoc analysis was used in conjunction with ANOVA tests to determine significant pairwise comparisons. For qualitative analysis, the responses from the focus group interviews were transcribed and common themes were identified.

#### 4.6. Ethical Issues

Research carries with it the obligation to treat participants ethically. Permission for the research from the organisation through the business school manager and HR department was obtained. The researcher ensured participants were protected by verbally stating the purpose of the study to each participant as well as seeking their informed written consent. Identification numbers were allocated to the participants' questionnaires to ensure confidentiality was maintained in survey responses (i.e., names were not recorded on questionnaires, and linking information through a register was kept securely by the researcher and not made available to the company). In addition, during the focus group interviews participants were asked not to mention names to protect the identities of those involved.

This chapter has explained and reviewed the methods and design used in this study in an attempt to understand motivation and self-regulation of ABET learners. The next chapter will present the data collected by using the measures described above.

## CHAPTER 5

### *Results*

This chapter will present the analysed results from the six surveys and the focus group interviews conducted at a local plastic manufacturing company. The results presented are structured to answer the research questions presented in the Methods section (See Section 4.5). Firstly, I consider differences in background characteristics between groups and assess the organisational procedures and how these are reinforced to influence the sample. Thereafter, I review the participants' motives and self-regulation strategies as well as how they manage deterrents to these strategies.

#### *5.1. Background Characteristics*

Comparison of ABET groups did not differ significantly on the majority of socio-demographic measures (pp. 105-108). There was, however, a significant difference ( $p = .040$ ) in individual income, with drop-outs earning significantly less than enrolled and pre-assessed groups (see Table 1)(p. 104, question 12).

The majority of participants (48.8%) were assessed for the course in 2009, which was the first year that the programme commenced (p. 106, question 16). The number of participants who wrote the pre-assessment tests per year was considered in group comparisons. The pre-assessed group were mostly (64.0%) assessed in 2009 whereas 28.0% were assessed in 2010 and 8.0% in 2011. The majority (68.0%) of the actively enrolled group were assessed in 2009, and the remainder were assessed in 2010 (12.0%) and 2011 (20.0%). Fifty percent (50.0%) of the drop-out group were assessed in 2009 while 41.7% were assessed in 2010 and 8.3% in 2011. A chi-square test of association was used to assess whether the year in which the participants wrote the pre-assessment impacted the groupings. There were 6 cells that had an expected count of less than 5, therefore a Fisher's exact test was conducted. Overall group comparisons were non-significant ( $p = .106$ ) suggesting that the year the pre-assessment test was written did not influence all ABET groupings.

However, when assessing the actively enrolled versus drop-out group a significant difference was found ( $X^2(3, N = 61) = 9.8, p = .034$ ). The majority of the actively enrolled (72.0%) group started in 2009 while 16.0% started in 2010 and 12% in 2011. The majority of the

dropped-out group also enrolled in 2009 (52.8%) but proportionally (at a value approximating the chosen significance level) more drop-outs than active enrollers began ABET in 2010 (38.9%) (p. 106, question 18). Post hoc comparisons (Kendall's tau-b = .099,  $p = .441$ ) did not reveal significant pairwise differences between groups, although there were proportionally more drop-outs who enrolled in 2010 (83.3%) than actively enrolled in 2009 (55.2%). The majority of the drop-out participants (50.0%) did not complete the course or a year, 27.8% left the ABET course in 2010 after completing a year's work and 22.0% left in 2011 after completing a year's work.

Based on the pre-assessment test results, the participants were placed into different literacy or numeracy levels. There are four levels, 1 being the first level of learning and 4 the highest level. The participants chose the area of interest, which was either literacy or numeracy or both (p. 106, question 19). A chi-square test of association was conducted for the level that the participants were assessed at across groupings. For literacy, groups were significantly different ( $X^2(8, N = 86) = 45.6, p = .021$ ) suggesting that the literacy level had an influence on ABET participation and drop-out. The post hoc comparisons (Kendall's tau-b = -.193,  $p = .086$ ) did not reveal significant pairwise differences between groups, although there were proportionally more enrolled assessed on higher levels than drop-out. The majority of the enrolled group were assessed on the level 4 (44.0%), the dropped out (40.0%) whereas the majority of the drop-out group were assessed on level 3 (33.3%) while the majority of the pre-assessed group (56.0%) do not remember but of those who do, 28.0% state that they were assessed on level 1.

For the numeracy level the chi-square indicated that there was no significant group difference ( $X^2(8, N = 86) = 51.0, p = .096$ ) (p. 106, question 19). The majority for both the enrolled (60.0%) and the drop-out (30.6%) were assessed on the level 3 of numeracy. However, the majority of the pre-assessed group (68.0%) do not remember but of those that do, 20.0% were assessed on level 1. Thus lower pre-assessment affected the participants' enrolment on the course.

The enrolled and drop-out participants were asked to indicate the learning area; literacy or numeracy that they had successfully completed (p.107, question 20). Fifty-four percent (54.1%) of participants had completed some literacy levels. Literacy level 4 had the most completed (18.0%) while literacy level 3 had the second highest completed (16.4%) and the

level 1 and 2 had the lowest completed (9.8%) respectively. There were 28 participants who had not completed any of the levels which made up the drop-out (75.0%) group, which indicates that fewer participants completed the lower levels. Fifty-six percent (55.7%) of participants stated that they had completed different numeracy levels. Numeracy level 3 had the most completed levels (21.3%) and numeracy level 2 and level 4 (14.8%) had the second and most completed levels respectively. There were 27 participants who had not completed any of the levels and were made up of 34.4% of the drop-out group.

## *5.2. Organisational Procedures and Reinforcement*

Research Question: What institutional challenges to motivation characterise on-going participation versus drop-out versus non-participation among employees?

The participants were asked their opinion on the organisation's learning culture (p. 113, question 39). The majority of the participants (80.2%) agreed that the company had a learning culture while 19.8% disagreed. The researcher enquired into how the participants became aware of the ABET course (see Figure 3) (p. 106, question 15). The majority had heard about the course from the business school while some found out about the course from posters that were placed on their departmental notice boards or heard about it from a fellow co-worker.

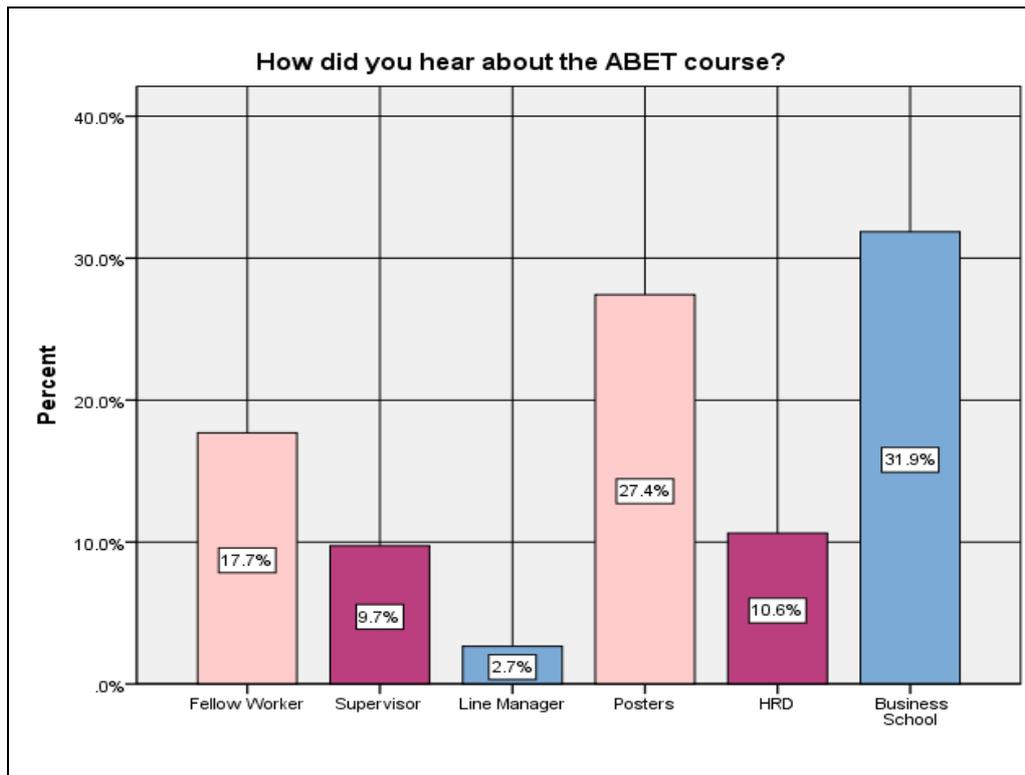


Figure 3. Method of course awareness

From the 61 individuals who participated in the ABET courses, 58 (95.1%) stated that they received learning material when required (p. 107, question 21). Moreover, when asked how useful they had found the learning material, 92.4% of the participants said they had found the learning material was useful. There was no significant relationship ( $p = .493$ ) between reported usefulness of learning materials and drop-out occurrence. The participants were asked to state how helpful they had found the additional resources (e.g. dictionaries, calculators or stationary) provided by the business school (p. 107, question 22). Most of the participants (85.2%) found the additional resources 'helpful'. However, 14.7% found that the additional resources were only 'slightly' or 'not helpful' to their learning experience. They were asked to indicate the helpfulness of the course facilitators (p. 107, question 23). The majority of the participants felt that the facilitators were very helpful (85.3%) while 13.1% felt that the facilitators were only 'slightly' or 'not helpful' (1.6%). Groups did not differ in ratings of facilitators.

The enrolled and drop-out participants were asked if they had found having a combination of the different literacy or numeral levels taught at the same time as disruptive to their learning process (p. 108, question 24). The majority of the participants (62.2%) found a combined

class 'helpful'. However, 13.1% found it to be slightly helpful while 18.0% thought this was 'not at all helpful' to their learning experience (6.5% did not experience the mixed classes). A Fisher's exact test was conducted and there was no significant ( $p = .230$ ) group difference in ratings of mixed classes.

The enrolled and the dropped out participants were asked whether they thought the business school was supportive of their goals (p. 113, question 38). There were 79.3% of the participants who agreed that their goals were supported, while 13.1% stated that they neither agreed nor disagreed that the business school was supportive, and 4.9% disagreed. A Fisher's exact test was conducted and there was no significant ( $p = .861$ ) group difference in the opinion of the supportiveness of the business school. All the sample participants were asked whether they would recommend the ABET course to a fellow co-worker (p.116, question 43). The majority of the participants (61.6%) would recommend the course, 27.0% might consider recommending the course, while 8.1% would not recommend the course at all. A chi-square test was conducted with no significant ( $p = .755$ ) group difference.

The norms for the three groups were measured by enquiring about the support that the participants received from ten possible supporters (p. 108, question 25). Within each support type, 'always' was the majority response (21.8%) for the business school. 'Always' was also commonly endorsed for the facilitators and the respondents' families. However, a number of the participants stated that they 'never' received support from their union representative, their manager or from their supervisor (see Figure 4).

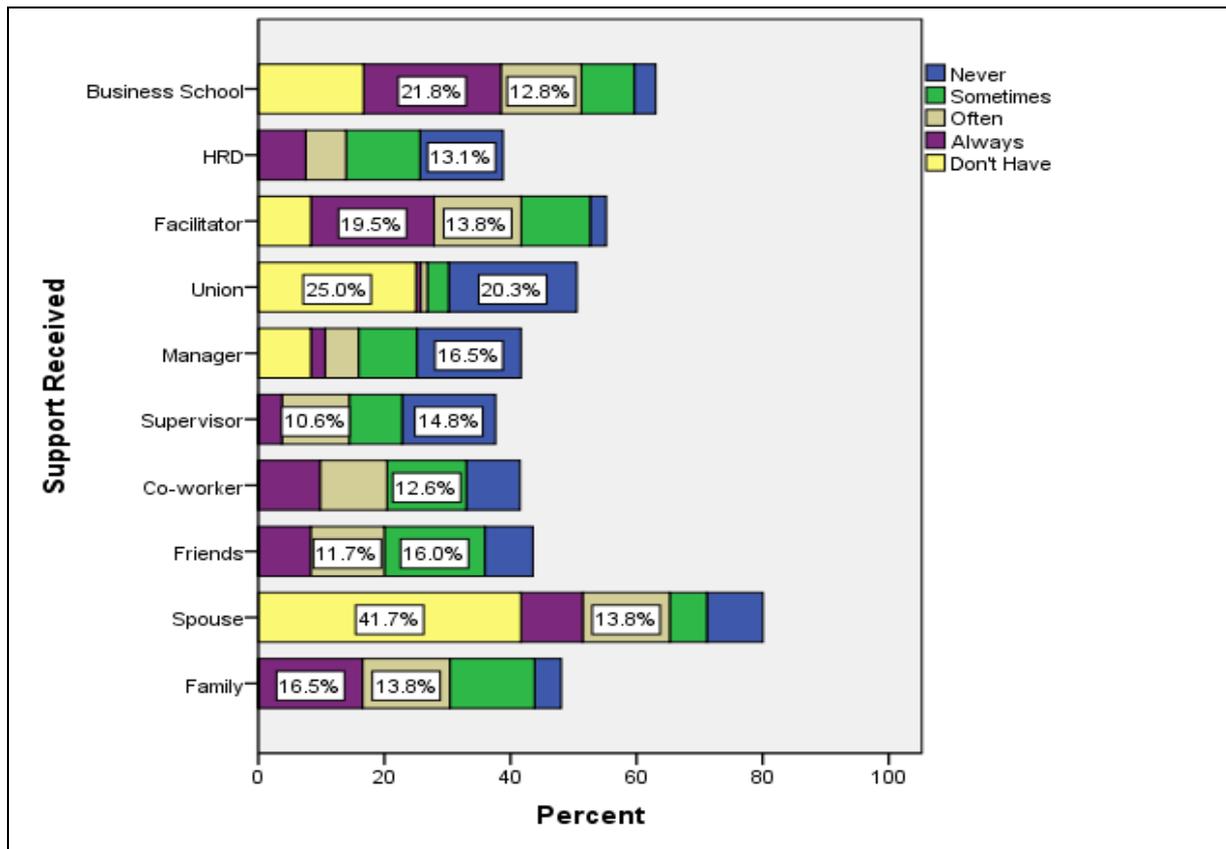


Figure 4. Support received

### 5.3. Motives

Research Question: What motives (reasons/attributions) for enrolment, drop-out and non-enrolment in ABET courses are given by employees?

All three groups were compared on sub-scores from the motivation profiles measure. A one-way ANOVA test was conducted, which showed a significant difference in score on the launching variable value by group [ $F(2, 82) = 6.3, p = .003$ ] although no significant effect was found for the other variables (see Table 2). A post hoc test was carried out to determine group by group differences. The Tukey post hoc comparisons of the three groups indicated that the enrolled group ( $M = 8.7, SD = 2.0, p = .040$ ) had significantly lower ratings than both the drop-out group ( $M = 10.1, SD = 2.0, p = .002$ ) and the pre-assessed group ( $M = 10.8, SD = 2.4$ ) on the launching variable score.

Table 2

*ANOVA of Motivational Profiles for groups*

Source	df	SS	MS	F
<b>Launching</b>				
Between Groups	2	57.019	28.509	6.296*
Within Groups	82	371.287	4.528	
Total	84	428.306		

\* $p < 0.05$ 

Based on the sub-scales (see Table 3, p.45), the most common reason for participating across all three groups is self-improvement. The least likely reason for participating was urging of others.

Table 3

*Mean (SD) for Motivational Profiles sub-scales per group*

Characteristic	Pre-Assessed	Enrolled	Drop-Out	Total
Self-improvement	29.04 (3.8)	28.3 (4.6)	30.0 (2.5)	29.2 (3.7)
Family Responsibilities	13.4 (1.8)	12.3 (3.4)	13.4 (2.3)	13.1 (2.5)
Diversion	6.9 (1.9)	6.3 (1.7)	6.6 (1.4)	6.6 (1.6)
Literacy Development	12.4 (2.8)	12.8 (2.6)	12.4 (2.4)	12.5 (2.6)
Community/Church Involvement	9.3 (2.5)	8.8 (2.3)	8.7 (2.3)	8.9 (2.3)
Job Advancement	9.6 (1.6)	9.9 (1.4)	10.1 (1.4)	9.9 (1.5)
Launching	10.8 (2.4)	8.7 (2.0)	10.1 (2.0)	9.9 (2.3)
Economic Need	14.7 (2.0)	14.5 (2.2)	14.7 (1.7)	14.6 (1.9)
Educational Advancement	7.2 (1.8)	7.4 (1.4)	7.7 (1.3)	7.5 (1.5)
Urging of Others	5.0 (2.3)	4.4 (1.9)	4.8 (2.0)	4.7 (2.1)

Next, the enrolled and the drop-out participants were asked to what extent they valued participation in the ABET programme in order to investigate the construct of valence. First, they were asked if they thought the information learnt from ABET would be used in their daily lives (p. 113, question 37). The majority of the participants (88.5%) agreed that they would use the course information in their lives. A Fisher's exact test was conducted which showed that there was no significant ( $p = .139$ ) group difference.

Instrumentality, or the participants' self-efficacy, was assessed between groups, both generally and specific to the classroom environment. The general measure of self-efficacy assessed all three groups (p. 115, question 42). A one-way ANOVA was conducted on the summed score but no significant effect was found. However, item analysis revealed significant differences between groups for the item, 'Thanks to my resourcefulness (creativity), I know how to handle unforeseen situations' [ $F(2,82) = 4.0, p = .022$ ] (see Table 4). Post hoc comparisons revealed that the enrolled group rated this item higher ( $M = 33.3, SD = 4.5$ ) than both the drop-out group ( $M = 31.9, SD = 4.7$ ) and pre-assessed groups ( $M = 32.5, SD = 4.9$ ) at a value approximating the chosen significance level,

Table 4

*ANOVA of perceived self-efficacy for groups.*

Source	df	SS	MS	F
Thanks to my resourcefulness (creativity), I know how to handle unforeseen situations.				
Between Groups	2	5.167	2.584	4.006*
Within Groups	82	52.880	.645	
Total	84	58.047		

\* $p < 0.05$

We explored self-efficacy in the context of the classroom among actively enrolled and dropped out groups (p.112, question 35). The actively enrolled scored significantly higher in self efficacy ( $M = 17.9, SD = 2.1$ ) compared to drop-outs ( $M = 16.0, SD = 2.7$ ) [ $F(1,59) = 8.9, p = .004$ ]. However, consideration of individual items revealed that group differences were driven by two items: 'I expect to achieve high level results for my efforts' [ $F(1,59) = 4.6, p = .036$ ] and for 'I believe I will complete my studies' [ $F(1,59) = 8.5, p = .005$ ], both of which we might expect to be more highly endorsed by current learners. At a value approximating the chosen significance level there was a group difference for the item, 'I am willing to 'speak up' when I have a problem with something I find difficult' [ $F(1, 59) = 3.2, p = .077$ ]. The enrolled group scored higher on self-efficacy than the drop-out group.

These groups were asked whether they felt shy to ask questions during class (p. 112, question 36). The majority of the participants (49.1%) stated that they disagreed, while 13.1% stated

that they neither agree nor disagree. The remainder (36.1%) agreed. A Fisher's exact test was conducted and a significant effect ( $X^2(4, N = 60) = 10.5, p = .026$ ) was found between the participants feeling shy to ask questions and the groupings. Post hoc tests indicated that the drop-out group (36.5%) were proportionally more likely to disagree (Kendall's tau-b =  $-.317, p = .003$ ) than the actively enrolled (28.2%) group.

Next, participants were asked about their outcome expectations for ABET in terms of relevance to future plans, work performance, promotion and salary increase and future study opportunities (p 114, question 40 and 41). 32.5% of the participants thought that the course would be very relevant to their plans while 26.7% thought it would be somewhat relevant. However, 39.5% stated that they thought it was not relevant. A Fisher's exact test was conducted and there was no significant ( $p = .257$ ) group difference.

The participants were asked their specific opinion of the relevance of the ABET course to performing the best at their job. The majority (45.3%) stated that the course was 'very relevant' to their performance, 22.0% stated that they thought it was 'somewhat relevant', while 9.3% stated that the course was 'not at all relevant' to their performance, and 23.3% stated that they 'did not know' if the course is relevant. A Fisher's exact test was conducted. Although not significant there was a group difference at a value approximating the chosen significance level ( $X^2(6, N = 86) = 12.9, p = .063$ ). Post hoc comparisons (Kendall's tau-b =  $-.102, p = .314$ ) also did not reveal significant pairwise differences between groups though there were proportionally more drop-outs who thought the course was relevant (33.7%) than actively enrolled (18.6%).

The participants were asked their specific opinion of the relevance of the course on the likelihood of receiving a promotion or a salary increase. The majority (36.0%) thought that the course would be relevant and 29.0% thought it would be somewhat relevant to receiving a promotion or salary increase, while 16.3% felt that the course had no relevance and 18.6% did not know if it had any relevance. A Fisher's exact test was conducted on opinion by grouping, which showed that there was no significant ( $p = .853$ ) group difference. When excluding the participants who responded 'don't know' (18.6%), there was still no significant group difference.

The participants were also asked whether they thought the ABET course would have any relevance to future study opportunities. As shown in Figure 5, the majority (53.4%) stated

that they found the course was very relevant and 25.8% found the course somewhat relevant. While 4.6% are of the opinion that the course is not relevant at all, 15.1% stated that they do not know whether the course is relevant. A Fisher's exact test was conducted and there was a significant effect ( $X^2(6, N = 86) = 14.4, p = .031$ ) found between the opinion of relevance of future study opportunities and the groupings (Appendix 11, p. 122). Post hoc comparison (Kendall's tau-b = -.035,  $p = .735$ ) did not reveal significant pairwise differences between groups although it indicates that proportionally more drop-outs thought the course was more likely to be relevant (38.4%) than enrolled (21.8%) and the pre-assessed (16.7%).

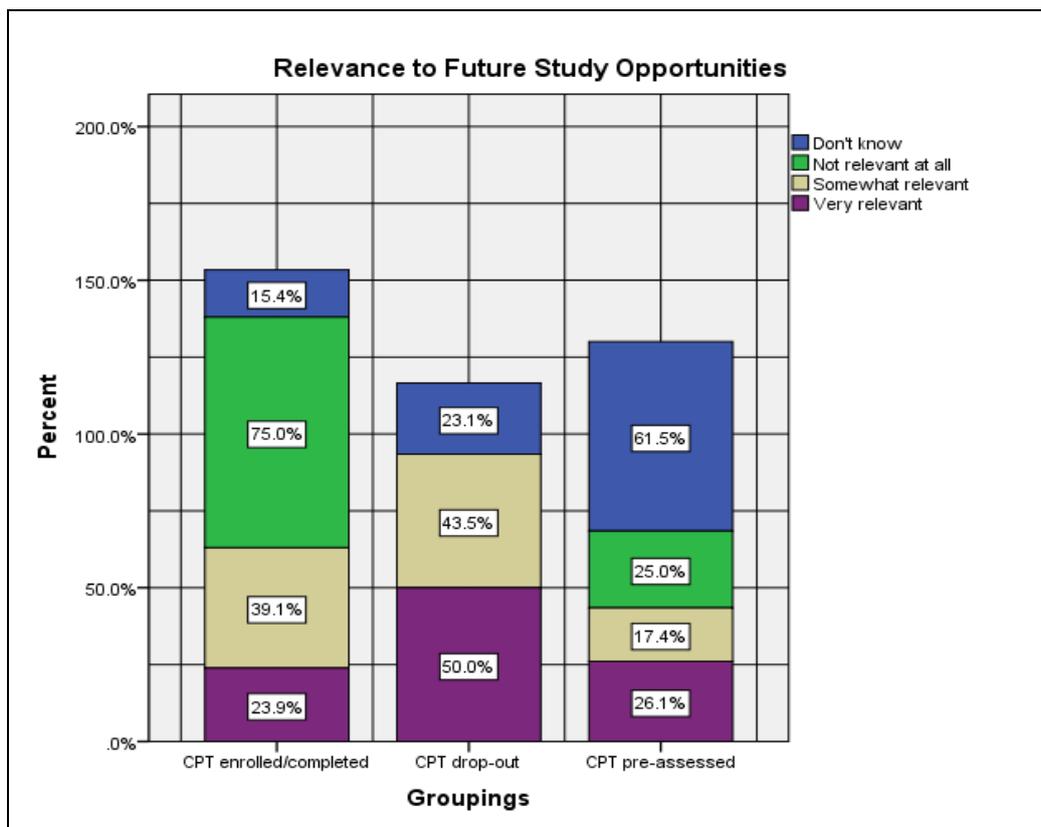


Figure 5. Relevance to future study opportunities

#### 5.4. Self-Regulation

Research Question: Do differences in dispositional self-regulation capacities (e.g. impulsivity) and in self-regulation strategies (e.g. emotional regulation and thought control) distinguish between non-enrolled, attending and dropped-out respondents?

The CERQ is used to measure how participants cognitively control their emotions when a negative or unfavourable event occurs. An ANOVA test indicated that there was no significant difference between groups in cognitive control of emotions profiles scores. The most common approaches among the three groups to control emotions were to ‘refocus on planning’ and ‘positive re-appraisal’ (See Table 5).

Table 5

*Mean (SD) for CERQ sub-scales for groups*

<b>Characteristic</b>	<b>Pre-Assessed</b>	<b>Enrolled</b>	<b>Drop-Out</b>	<b>Total</b>
Self- Blame	8.4 (2.8)	7.9 (2.3)	9.3 (2.7)	8.6 (2.7)
Acceptance	8.2 (3.3)	8.7 (2.1)	8.6 (3.2)	8.5 (2.9)
Rumination	12.3 (3.4)	11.9 (4.0)	12.8 (3.0)	12.4 (3.4)
Positive Refocusing	11.0 (3.1)	12.4 (4.0)	11.3 (4.0)	11.6 (3.8)
Refocus on Planning	14.6 (3.1)	14.9(3.9)	15.4 (3.0)	15.1 (3.3)
Positive Reappraisal	14.8 (3.6)	15.6 (3.8)	14.8 (3.2)	15.0 (3.5)
Putting into Perspective	12.9 (3.2)	13.8 (4.0)	12.6 (3.5)	13.1 (3.6)
Catastrophizing	10.2 (3.3)	10.3 (3.9)	10.2 (3.8)	10.6 (3.6)
Other blame	8.4 (1.9)	8.3 (3.2)	7.8 (2.5)	8.1 (2.6)

The TCQ measures how the participants control negative thoughts. There was no significant difference between groups in strategies to control negative thoughts on subscale scores. However, group comparisons approximated the chosen significance level for the worry subscale score [ $F(2, 83) = 2,8$   $p = 0.69$ ], with the enrolled group ( $M = 11.3$ ,  $SD = 3.3$ ) scoring lower than both pre-assessed ( $M = 12.9$ ,  $SD = 2.8$ ) and drop-out ( $M = 13.3$ ,  $SD = 3.8$ ) groups for worry. As shown in Table 6, the most common approaches to control negative thoughts for the sample were social control/reassurance and re-appraisal.

Table 6

*Mean (SD) for TCQ sub-scales per group*

<b>Characteristic</b>	<b>Pre-Assessed</b>	<b>Enrolled</b>	<b>Drop-Out</b>	<b>Total</b>
<b>Distraction</b>	13.8 (2.6)	14.2 (3.2)	13.2 (2.8)	13.6 (2.9)
<b>Social</b>	15.7 (1.7)	16.1 (2.0)	16.0 (2.0)	15.9 (1.9)
<b>Worry</b>	12.9 (2.8)	11.3 (3.2)	13.3 (3.8)	12.6 (3.4)

<b>Punishment</b>	13.2 (3.5)	12.0 (2.9)	12.3 (3.6)	12.5 (3.2)
<b>Re-appraisal</b>	15.0 (2.5)	14.9 (3.0)	14.9 (2.9)	14.9 (2.8)

The BIS measured impulsiveness and how it affected the participants' commitment to the course. An ANOVA indicated that there was no significant difference found for the total impulsivity score ( $p = .426$ ), first order factors or second order factors by grouping category. However, there was difference for the cognitive instability factor ( $F(2, 86) = 2.8, p = .064$ ) across groups at a value approximating the chosen significance level. The enrolled group ( $M = 5.6, SD = 1.5$ ) indicated a lower cognitive instability impulsivity score than the pre-assessed group ( $M = 5.8, SD = 1.4$ ) and the drop-out group ( $M = 6.5, SD = 1.7$ ). The highest (i.e., most impulsive) scoring sub-scale for the first order factors was motor impulsiveness and self-control impulsiveness and the highest scoring sub-scale for the second order factors was non-planning impulsivity (see Table 7).

Table 7

*Mean (SD) for BIS sub-scales per group*

Characteristic	Pre-Assessed	Enrolled	Drop-Out	Total
<b>First Order Factors</b>				
Attention	10.6 (2.3)	9.4 (2.7)	10.2 (2.7)	10.1 (2.6)
Motor	15.6 (2.7)	14.6 (3.7)	15.7 (3.3)	15.6 (3.2)
Self-control	13.8 (3.6)	11.9 (3.4)	13.2 (3.2)	13.0 (3.4)
Cognitive complexity	12.5 (1.8)	11.6 (2.9)	12.3 (2.2)	12.2 (2.3)
Perseverance	8.6 (2.2)	8.4 (1.3)	8.7 (2.3)	8.6 (2.0)
Cognitive instability	5.8 (1.4)	5.6 (1.5)	6.5 (1.7)	6.1 (1.6)
<b>Second Order Factors</b>				
Attentional Impulsiveness	16.3 (3.4)	15.0 (3.4)	16.7 (3.6)	16.1 (3.5)
Motor Impulsiveness	24.3 (3.3)	23.0 (4.4)	24.3 (4.4)	23.9 (4.1)
Non-planning impulsiveness	26.3 (4.4)	23.6 (5.4)	25.5 (4.5)	25.2 (4.9)

Commitment to the course and how participants deal with negative thoughts and emotions were also assessed. The enrolled and dropped-out participants were asked to rate their attendance in class (retrospectively for the drop-outs) (p.109, question 27). The majority (47.5%) of the groups stated that when attended, they did so 'regularly', 36.1% 'occasionally' attended whereas 16.4% seldom attended. The majority (48.0%) of actively enrolled stated

that they regularly attended classes and 40.0% occasionally attended. Surprisingly, the majority (47.2%) of the drop-outs claim to have regularly attended and 33.3% occasionally attended and only 19.4% seldom attended. Categorical analysis showed that the groups did not differ significantly ( $p = .711$ ) in ratings of regular class attendance.

The two groups were also asked if they ever thought of dropping out of the learning course while they were actively participating (p. 109, question 28). The majority (55.7%) stated that they did think of dropping out of the course numerous times, while 44.3% stated that they did not think about dropping out at all (See Figure 6). A Fisher's exact test was conducted. There was no significant ( $p = .204$ ) group difference in thinking of dropping out.

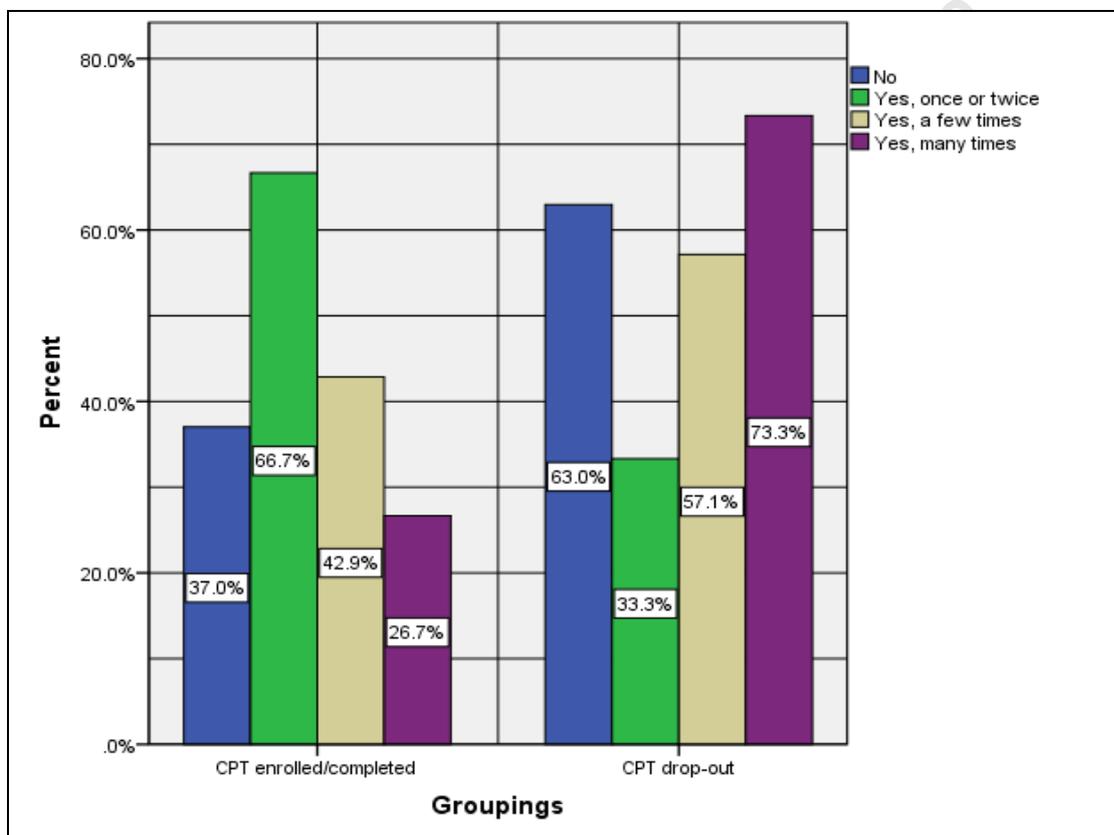


Figure 6. Thoughts of dropping out

Next, all three groups were measured in the areas that challenged their learning process. This consisted of situational and institutional deterrents to participation. The three groups of participants were asked to identify the importance of deterrents in their environment and to participating in the courses. A one-way ANOVA was conducted to compare the effects of deterrents to participation on the enrolled, dropped-out and the pre-assessed groups. A significant finding was found for the 'low self-confidence' variable and groupings [ $F(2, 82) =$

3.2,  $p = .045$ ). However, there were no other significant findings for the other factors. Post hoc comparison using the Tukey test indicated that from the three groups the pre-assessed group ( $M = 6.5$ ,  $SD = 1.7$ ),  $p = .052$  had significantly higher low self-confidence rating than the drop-out group ( $M = 5.5$ ,  $SD = 1.4$ ) and enrolled group ( $M = 6.3$ ,  $SD = 1.9$ ).

Table 8

*ANOVA of DPS for groups*

Source	df	SS	MS	F
Low Self-confidence				
Between Groups	2	17.955	8.977	3.229*
Within Groups	82	227.998	2.780	
Total	84	245.953		

\* $p < 0.05$

The most commonly reported deterrents to participation across all groups were self/school incongruence and situational constraints (See Table 9). There were no significant group differences.

Table 9

*Mean (SD) for DPS sub-scales per group*

Characteristic	Pre-Assessed	Enrolled	Drop-Out	Total
Self//school Incongruence	13.5 (3.7)	13.3 (3.3)	11.8 (3.0)	12.8 (3.3)
Low self-confidence	6.5 (1.7)	6.3 (1.9)	5.5 (1.4)	6.0 (1.7)
Lack of Access to classes	8.4 (2.4)	8.6 (2.6)	8.3 (2.0)	8.4 (2.3)
Situational constraints	15.4 (3.4)	14.2 (3.5)	13.7 (3.0)	14.4 (3.3)

The enrolled and the drop-out participants were asked if they experienced any teasing from their co-workers due to their involvement with the ABET course (p. 108, question 26). The majority of the participants (82.0%) stated that they had not been teased. A chi-squared test was conducted to assess the relationship between being teased and the groupings. There was no significant ( $p = .089$ ) difference.

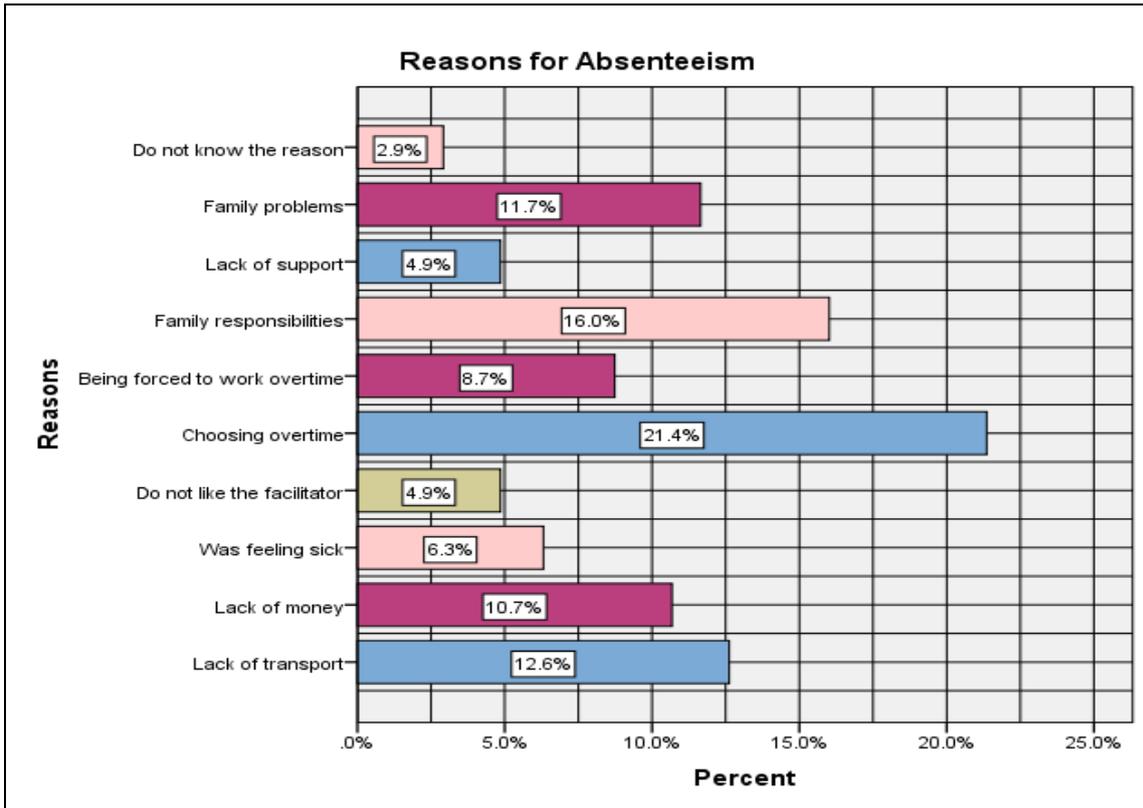


Figure 7. Main reasons for Absenteeism

The participants were asked to think of the main reasons for absenteeism among learners (see Figure 7) (p. 109, question 29). The majority (21.4%) stated that the main reason for absenteeism among learners was that they chose to work overtime instead of attend class. The second highest reason was that the learners chose to attend to family responsibilities (16.0%) and the third highest reason was lack of transport (12.6%). The lowest reasons were lack of support from the company (4.9%) and some of the learners disliked the course facilitator (4.9%).

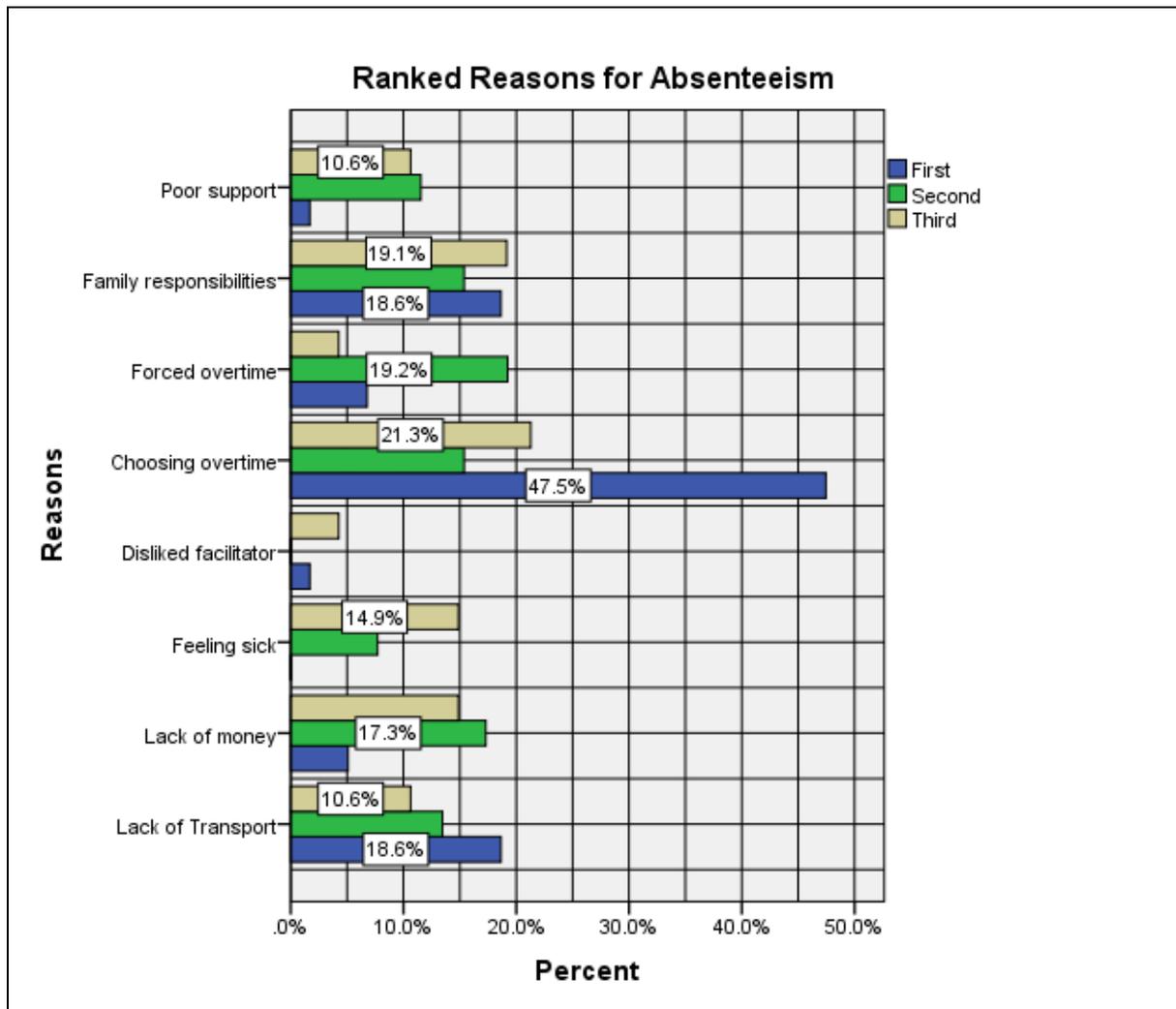


Figure 8. Ranked reasons for absenteeism

Thereafter, the participants were tasked with ranking the most important reasons from 1 to 3 for absenteeism (see Figure 8) (p. 110, question 30). The majority chose to work overtime at 47.5% while 18.6% stated lack of transport and family responsibilities respectively. The second highest reason ranked was being forced to work overtime at 19.2%. The third ranked choice for absenteeism was that 14.9% lacked money or were feeling sick respectively.

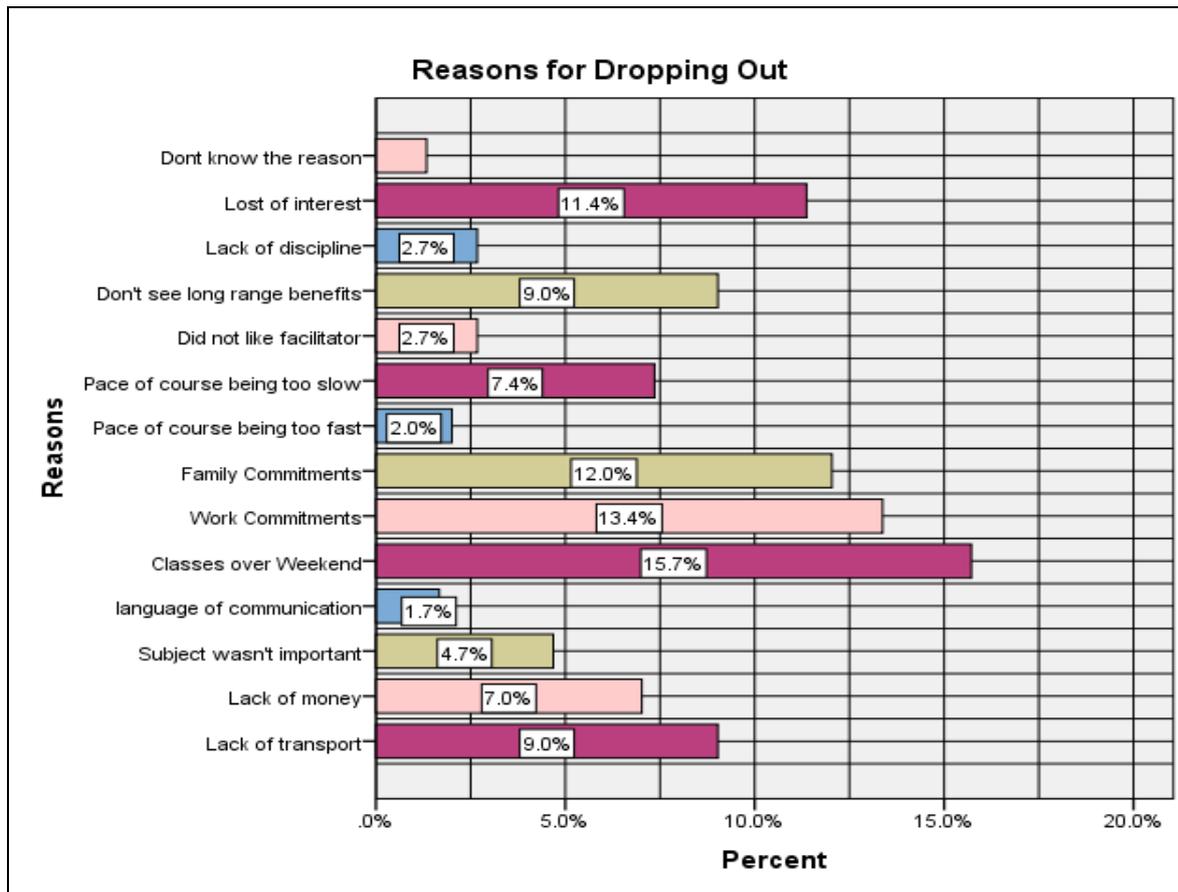


Figure 9. Main reasons for dropping out

The participants were asked to state the main reasons for why learners drop out of the ABET course (see Figure 9) (p. 110, question 31). The majority (15.7%) stated that it was due to the classes being conducted over the weekend, while others stated that work commitments (13.4%) caused them to drop out, while 12.0% said that family commitments was the main reason. The least reasons cited was language of communication (1.7%) as a deterrent while 2.7% stated that they disliked the facilitator, while (2.7%) said that they lacked discipline.

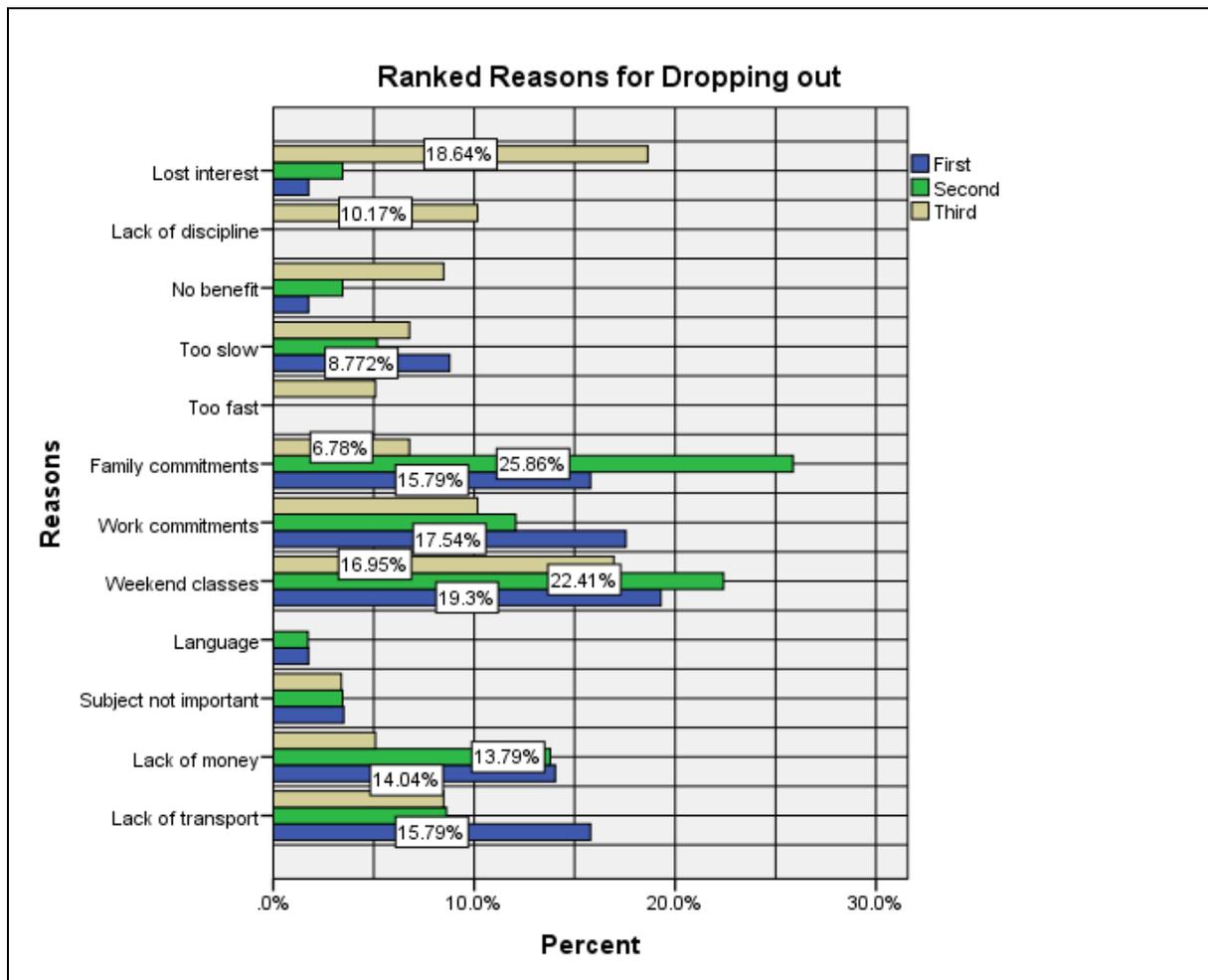


Figure 10. Ranked reasons for dropping out

The participants were then asked to rank the top three reasons for learners dropping out of the course (see Figure 12) (p. 111, question 32). The majority (19.3%) stated that the weekend classes was their first choice while 17.5% stated work commitments as their first choice and 15.8% selected lack of transport as the main reason. The second highest choice selected was family commitments (25.9%). The third most chosen reason was that learners lost interest (18.6%).

### 5.5. Focus Group Results

The focus group discussions provide the qualitative information required to create a holistic understanding of the sample participants. This section will show the perceptions, thoughts and opinions of each of the groups separately.

#### 5.5.1. Pre-Assessed Participants.

Valence/ Value and Motives: The participants did not see the value in the ABET course but rather thought it would be a waste of time. Some of them thought that it might benefit them by being able to help their children although they did not have the time while some thought that the course would assist them in getting a higher certificate and improve their numeracy and literacy skills as well as increase the possibility of opportunities at work. Some of the participants thought it would assist with building confidence to speak and interact with people.

Reasons for not starting: The participants did not enrol in the programme because they did not like the attendees, who made them feel self-conscious and aware of their short-comings.

- “These people make me feel that I’m not on the same level as them. They look down at me. If you surround yourself with people who give you low self-esteem it’s only going to make you feel worse”.

Some of the participants felt that if the course was directly linked to their work they would feel more motivated to participate. Also they felt that time was a constraint and classes at the weekend clashed with their working schedules and family commitments.

Confidence: The participants admitted that they did not feel confident in their abilities to complete the course. The idea of the course and the requirements made the participants nervous.

- “I never liked school and I was never good in school especially when it comes to writing and thinking so I felt intimidated. School was something I did to make my parents happy and not for myself so why would I do it now”.
- “I don’t handle rejection, criticism and disappointment well. These fears hold me back and make me nervous to participate”.

However, some felt confident but the length of time was off-putting and the participants felt that they could complete more courses in shorter time.

Expectations: All the participants expected the course to be the same as school.

Norms: The interviewees all agreed that the actively enrolled were not treated differently by their managers or the company. Some of the participants were of the opinion that when they apply for job opportunities the company will favour individuals who have a matric over an ABET certificate as, in their opinion, the company does not recognise ABET the same as a matric. Moreover, they all stated that none of the participants spoke about the course. The only time they heard about it was when the active participants complained about having to attend classes on a Saturday.

- “They don’t practice the learnt skills, they are not excited and they don’t show off what they have learned. They aren’t talking about the course and they are not the ones with the answers”.
- “They are just dodging (skipping) time off work because they are doing it for themselves and not for the company”.

All the participants agreed that there is no teasing and no special treatment. They agreed that the company had a learning supportive culture but this did not include the ABET course because they believe that the managers and supervisor do not see the link to performance.

Challenges: The interviewees felt that the main challenge of participating would be the financial sacrifice. The second challenge was that it would take too long to complete the course.

Pre-Assessment Opinion: All the interviewees felt that the pre-assessment was a missed opportunity. They felt that this was the time to ensure that the potential participants were exposed and understood how it would affect their lives. After the introductory phase they did not understand properly what the course was about.

#### *5.5.2. Actively Enrolled Participants.*

Valence/Values and Motives: Some of the participants valued the course because it would allow them to help their children with school. Others wanted to get the equivalent of matric certificate while other participants valued the course because it would allow them access to more opportunities at work. More specifically, it would cause managers and the supervisor to recognise their efforts in order to be nominated for other training courses.

Instrumentality: The participants were made to feel very confident by the support and commitment shown from their facilitators and the business school. Moreover, the possibility of a learnership once they completed the course increased the participants' confidence.

-“The course gives us the confidence to take on opportunities that we would not normally take on”.

Expectations: At first the participants thought that the course would be the same as their school experiences but they quickly realised the differences and this allowed them to overcome their fears. They expected that the course would allow access to more opportunities and further studies and help their children and their community by being an example.

Norms: The participants stated that generally they did not receive any special treatment.

Facilitator Support: The participants agreed that the facilitators prepared them for the exams and provided a supportive learning environment.

Co-workers Support: The interviewees all agreed that they do not receive support from their work colleagues. All the participants stated that they did not involve their co-workers and they would ignore any negative comments made.

- “People are negative and scared to do stuff but when you do stuff, it's almost like they are jealous and they want to knock you down, [but] they are too coward to do it and they are actually angry at themselves for not doing it so they take it out on us”.

Family and Friends Support: The participants found that their family and friends are supportive. However, they acknowledge that it clashes with the time that they could be spending with their families. For one of the participants, his children feel that they are no longer a priority and that work and school takes precedence.

- “I want to do good for them (family), it drives me so I can't fail”.

- “This opportunity gives me the possibility to give them a better life”.

Supervisor Support: Most of the participants found that their managers were supportive although their supervisors were not because they are concerned with getting the job done, and viewed the course as a hindrance. The managers would give the participant permission to

attend classes. However, some stated that even after they had received permission to attend the course, sometimes the manager would request them to come to work instead, which proved to be counter-productive and demotivating. They believe that their supervisors need to be more aware and informed about the course in order to support the active participants.

- “If my supervisor doesn’t even have matric, he is not going to support my efforts”.
- “If I’m interested in furthering myself the managers and supervisors should support me. But instead they are holding me back by not allowing me to make use of opportunities”.

Company Support: The participants felt that the organisation is supportive because they have made provision for the courses. Furthermore, the paid Wednesday classes and learnerships are viewed as an added benefit that shows the support from the company. They do, however; feel that the course needs to be shortened.

Organisational Procedures: The participants stated that they are aware that the HR department and business school are sensitive to interrupting the work schedules and therefore they should be responsible for discussing and informing management about the course to ensure that commitment is maintained from management. The interviewees were of the opinion that the HR department is not directly involved in the courses. They stated that they received prizes and vouchers for attendance, which made it exciting for some although they all agreed that they would prefer to finish the course in a shorter period of time than get prizes.

Self-regulation: The participants stated that they set themselves targets to motivate themselves. They stated that they made time at home to do their homework. If they missed classes they would make sure to make time to catch-up with the work so as not to fall behind in class. Moreover, they communicated with their fellow classmates if they needed assistance.

Challenges: The participants stated that the challenge is that they do not want to sacrifice their weekends and that situational forces make it difficult to remain completely committed to the course. They stated the length of the course was a deterrent and that it was difficult to remain disciplined and focused for that length of time. They said that they remain committed by reminding themselves of the goal that they are trying to accomplish, and that they found it difficult to balance their personal life, work and the course, which caused some aspects of

their lives to be neglected. They fear failing the course because if they fail they realise that they would have wasted a year, which would be a major setback.

### *5.5.3. Drop-out Participants.*

Valence/Value and Motives: The reason for joining the course was that they did not have money to go to other courses and this was an opportunity to update their skills, study further and access job opportunities. Moreover, the participants thought that the value of the course would assist in improving their communication skills and give them more confidence to communicate with people.

Instrumentality: The participants felt initially confident that they would succeed due to the course facilitators and the business school. However, as time progressed they realised the sacrifices that were expected from their personal lives, the interference from work with the class schedules; and their need to earn extra money from overtime also interfered with their confidence to achieve the goal.

Expectation: **The** majority expected that after completing the ABET certificate it would enable them to progress within the organisation to higher level jobs. The participants expected that the course would assist them in their everyday lives by improving their immediate circumstances.

- “When you are at school you don’t take everything in but now you are older so with this opportunity you get to do it again and learn what you took for granted when you were younger”.

Norms: Some of the participants they felt that managers and supervisors would perceive them differently. They felt that it gave them the reputation that they are willing to learn and be open to new activities by making an effort to change their circumstances.

- “Most companies will have a stigma ‘oh you’re stupid you’re going to ABET’ but here at our company, if you enter the class you will see there are team leaders and supervisors that are participating. When the company started they had lower entry level standards and requirements so majority entered on the same level so there is no stigma”.

Facilitators Support: The majority of the interviewees felt that the facilitators made the effort to find out if the participants were absent from class and generally felt that the support received was excellent. In the numeracy classes there were a large number of participants enrolled at different levels of mathematical comprehension all in one class, which was demotivating because the facilitator's attention was distracted.

Work colleagues' Support: The participants did not receive support from co-workers. There were a few negative comments made about the course being a waste of time. Some of the interviewees felt that these did not make a difference to their decision to participate in the course.

- "It was a personal choice; other people's opinion doesn't affect me or matter as I did this for myself. It would be something very difficult or personally clashing that would stop them from going further in the classes, that's why we stopped."

Family and Friends Support: The participants received support from their families and friends but the interviewees stated that they are responsible for their choices and had to motivate themselves. Their support did not matter, however, as financial constraints forced them to work overtime instead of attending classes.

Supervisor Support: Some of the interviewees received support from their managers but not from their supervisors. However, the majority of the interviewees did not receive any support. The approach adopted by the manager or supervisor was not seen as a benevolent one because there was no attempt to understand the individuals' circumstances and challenges.

Company Support: The participants stated that the company makes an effort to provide lunch and allow classes on some Wednesdays, which they believe is a luxury rather than a requirement. However, some of the interviewees are of the following opinion:

- "Whatever it takes you have to be the best meaning you have to work if there is work to be done, that takes precedence. The ABET course does not contribute to profitability and that is why the supervisors and some managers do not genuinely support the learners. Even though the company is providing this benefit, you have to please the bottom line first before you do things that are meant to be done on your own time".

Organisational Procedures: The business school asked the participants to sign a contract of commitment to the programme and checked if classes were missed. The participants felt that the HR department was not directly involved in motivating the staff but contributed to making the Wednesday classes a reality. The participants have stated that they receive attendance vouchers, certificates, reward ceremonies, lunch and successful participants are acknowledged in the newsletter. However, some of the interviewees are not convinced that the certificate received after completion has a significant contribution to increasing their likelihood of receiving more job opportunities.

Challenges: The interviewees lost interest in the course and found it difficult to maintain their commitment. Some of the interviewees' class participation was interrupted by their supervisors requesting them to work overtime. The other participants had difficulty finding a caretaker for their family' responsibilities without payment. Others found the main challenge to be sacrificing the money that they could have earned instead of attending class. Half of the participants stated that they didn't feel any fear but instead were excited by their choice to further their education while the other half stated that failing as an adult is their fear.

Self-regulation: When confronted with a personal activity at the weekend all the drop-out interviewees agreed that they would always choose the favourable activity over attending classes. The participants stated that external factors in their lives made it difficult to remain fully committed to attending classes on Saturdays.

- "Once you've missed the classes you get into this mind-set that you are so behind with the class work and convince yourself not to attend because you won't be able to catch-up".

Reasons for Dropping out: The perception of the interviewees is that the course is lower than matric and thus they would rather opt to attend what in their opinion is a matric course. They strongly felt that what they had learnt in high school was of higher difficulty therefore they grew bored and lost interest. The participants felt that the course took too long to complete and due to the length, they felt that the sacrifice was too long and meant they would have to sacrifice the extra money. Some of them felt that their work schedules largely contributed to their decision to drop out of the programme because they were required to work overtime on the weekends.

- “We had valid reasons because you must do something that interests you and that you have a passion for or else you’re going to be miserable. At the end of the day we were miserable because we saw a picture of what we wanted and we found out that we’re not going to get that picture”.
- “I felt like I had no time and I just couldn’t handle it. I had to cut out something between work, the ABET course and family. Then you think what could I have been doing while in class because I could have completed more things if I wasn’t in class”.

Regrets and Guilt: When the participants convinced themselves that the programme was not the right match and that it would not benefit their desired goals they decided to drop out and felt no guilt for not attending. Some of them felt that they would rather go to work and earn money than attend something that was not going to directly help their job.

Additional Comments: Some of the participants felt that the pre-entry test results assigned them to lower levels, which was demotivating. They felt that more ABET awareness is needed so that everyone fully understands what the course entails and that the enrolled participants currently should act as ambassadors to attract, motivate and advertise the course.

The results chapter documents the following analysis of both qualitative and quantitative data:

- there is a significant difference in individual income, with drop-outs earning significantly less than enrolled and pre-assessed groups;
- there is a significant difference in pre-assessment year between the actively enrolled and the drop-out groups;
- the level of literacy pre-assessment influenced groupings with more enrolled assessed on higher levels than drop-outs and pre-assessed;
- there is a significant difference on the launching variable score with enrolled scored lower on the lower than both the drop-outs and the pre-assessed;
- the enrolled group had significantly higher self-efficacy in comparison to the drop-out and pre-assessed however, were shyer to ask questions in class;
- proportionally more drop-outs thought the course was more likely to be relevant to performance at work and future study opportunity than the enrolled and pre-assessed;

- the enrolled group scored lower on cognitive instability impulsivity than the drop-out and pre-assessed groups at a value approximating the chosen significance level.
- the pre-assessed scored significantly higher on low self-confidence as a deterrent to participation.

The following chapter will review and interpret the results and state the relationship between the findings and the literature reviewed.

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## CHAPTER 6

### *Discussion and Summary*

#### *6.1. Introduction*

The following chapter discusses the findings of the present research in light of the research questions addressed and extant literature on the subject of motivation and self-regulation in the workplace. The chapter aims to restate the research problem by assessing and interpreting the results. Thereafter, implications and recommendations for future research will be discussed.

The research study examined motivation, self-regulation and more specifically self-regulation failure and deterrents to participation in the context of voluntary ABET courses. Three groups were investigated to compare and contrast their differences. These included the actively enrolled, drop-outs and non-enrollers. Both qualitative and quantitative findings reflect the underlying motives and self-regulation capacities and strategies which contributed to participants' enrolment, maintaining their commitment to the educational programme or dropping out. In what follows I discuss the findings of the present research in the context of the wider literature.

#### *6.2. Background differences*

There were 86 participants that made up the groups. The majority of them were Coloured, whose home language was Afrikaans. The majority stated that their highest level of school completed was Grade 11. However, based on the qualitative interviews, these figures may be inaccurate as many participants considered merely attending an academic year as completion of the grade even though they had not passed the examination. The participants' demographics did not differ except for their personal monthly income after tax, with drop-outs earning significantly less than other groups. This suggests that dropping out is a function of income differences, a conclusion reinforced by findings which indicate the lure of overtime instead of weekend class attendance. Interestingly, the pre-assessed (but not non-enrolling) group received the highest average household income over the enrolled group, while the drop-outs again received the lowest income. These findings are consistent with the

research review by Merriam and Caffarella (1991), who state that socioeconomic and financial constraints act as a deterrent to enrolment.

The year of enrolment was significantly different between groups. It's not clear why these years should have been different. Perhaps 2009 enrollers were more likely to have occurred as drop-outs simply due to the long duration of the course, which suggests that the company may want to examine course length/duration. Interestingly though, 2010 had proportionally more drop-outs than 2009 and 2011. This could have been due to assessment differences (e.g. lower assessments potentially demotivating participants) or due to a difficult financial year (with more participants dropping out to seek overtime). After enrolment 61 participants were placed into either the literacy or numeracy classes and divided into the four different possible levels. The course levels for literacy were found to significantly influence the groupings. One interpretation, based on supplementary qualitative analysis felt by participants at the lower the level, was that the length it would take to complete the course impacted on enrolment and drop-outs.

Course material and presentation did not appear to be a factor in enrolment and drop-out participants. For example, the majority of participants across groups received learning materials, which together with additional resources, they found useful to their learning experience. Similarly, the majority of the participants stated that the course facilitators were helpful and found the combined literacy and numeracy levels assisted their learning. Thirty-three participants stated that they had completed a literacy level and 34 participants had completed a numeracy level. However, based on the official transcripts the participants overstated the actual figures. There were only 23 literacy levels and 19 numeracy levels completed. Based on the qualitative interviews it seems that some of the participants are of the opinion that they completed the course because they had completed the academic year even though they did not pass the examination. This should be addressed by the company.

The majority of the participants agreed that the company provided a supportive learning culture and the business school especially supported their learning goals. Indeed, they were mostly supported by the business school, the course facilitators and their families. However, they stated that they never received support from their union representative, managers and their supervisors. Although not significantly distinguishing the groups, these findings are concerning. In addition, based on interview findings the majority of the enrolled and drop-out

groups acknowledged that they did not involve their co-workers therefore did not receive support from them. Moreover, they stated that the support received from their managers and supervisors was not consistent or genuine. Specifically, the support received was only provided if their attendance did not clash with targets. The pre-assessed group were of the opinion that the enrolled and dropped-out participants had not progressed within the organisation, which then compounded their negative opinion that the course had no value. The literature review suggests that individuals assess and observe their institutional and situational norms, which then acts as a motivator or deterrent for enrolment and participation.

Valence and Motives: The majority of the participants agreed that the ABET course would positively contribute to their daily lives. The actively enrolled and drop-out groups were significantly more influenced by the notion of launching toward possibilities of other jobs or educational opportunities as well as improving their communication skills and confidence levels. The most common reason for participation cited was self-improvement. The majority of the pre-assessed interviewees did not see the value in the course because the value was outweighed by the deterrent factors (e.g. course length and financial sacrifices).

Motivation to participate in an ABET course is derived from the value that the individual places on the knowledge that he/she will acquire from participating and whether the individual considers that acquired knowledge rewarding. Moreover, the participants must believe that the learning course will be functionally beneficial. The participants are concerned with the ultimate function of becoming literate; therefore incorporating the values and motives of the adults into the course and stressing the functionality of it will contribute to its value. Based on the quantitative and qualitative data collected the participants' value is based on self-improvement and of launching their careers or lives. The adult learners' perception of adult education is viewed as an investment activity that has the possibility of increasing their attractiveness to their employer (Allingham 2002 cited in Boeren, Nicaise & Baert, 2010). The challenge that the Business school faces is that the course is governed and developed by external entities (MerSETA) that have not created this course for the individual needs but rather for the masses.

The study revealed that the participants found value in the ABET course. However, there is a mismatch between the needs and expectations of the course outcomes. In order to combat this the business school has attempted to create a link between the participants' daily lives and the

company by adapting the learning materials to the company's working environment. The study has revealed that the reason for dropping out is not due to lack of motivation or lack of value in the ABET course but due to lack of understanding of the course's potential, which results in a negative assumption. The groups are not convinced of the course's functionality for improving their daily lives and achieving their goals and aspirations.

The current findings agree with some findings from Sibiya and van Rooyen's (2005) research study. Current participants' motives were also based on vocational reasons, such as the educating of children and family. Moreover, the current study also agreed with findings from Harris' (2008) research study, which are vocational reasons, value for formal education and self-improvement motives. In addition, the participants' motives are similar to the PD Consulting (2010) research. The reasons were self-improvement, future study opportunities, launching a career and the opportunity to receive a higher salary. However, the current study assesses the participants' self-efficacy and expectations to achieve these motives, which have shown to influence continued commitment to the course.

Instrumentality: All three groups were measured on their perceived self-efficacy where the actively enrolled significantly differed due to their perception of their resourcefulness in unforeseen circumstances. However, the actively enrolled felt shy to ask questions in class compared to the drop-out group. Furthermore, the enrolled groups' confidence significantly differed in their belief to complete their studies and achieve high results. The length of time, previous negative educational experiences and the sacrifices associated with enrolment acted as deterrents to the participants' confidence. As has been shown from the data collected, the enrolled and drop-out group, self-efficacy has deterred them from asking for assistance and has hampered their learning process, thus influencing their groupings. This finding confirms the research of Semmar (2006), which states that the higher an individual's self-efficacy belief is the higher the likelihood that it will positively impact the individual's self-regulation strategies, which will in turn sustain a high level of motivation and affect his or her overall performance.

Expectations: The majority of the three groups believed that the course was useful for their daily lives. Moreover, the drop-outs significantly believed the course to be relevant to their job performance and future studies while the overall majority did not view the course as contributing to a promotion or increased salary. Moreover, there were a number of

participants who stated that they really did not know the relevance of the course, which needs to be addressed by the company. Based on the qualitative data, the pre-assessed and actively enrolled groups expected the experience to be similar to previous educational experiences while the drop-outs expected the course to launch into other opportunities. This suggests that unmet or unrealistic expectations may play a large role in drop-out.

Expectancy theories stipulate valence as an essential component to motivating individuals and the link between the value and the outcome must be relevant and clearly attainable. Based on the findings the main value for the participants is to launch their careers and future opportunities, and the majority believe that the course is a platform for accessing these opportunities. However, based on Mathieu's and Martineau's modified VIE model (1997), the shortcoming of the current learning programme is that the pre-assessment only assessed the participants literacy and numeracy short-comings but does not assess the individuals' self-efficacy, self-regulatory strategies (if any) or their level of intrinsic and extrinsic motives to ensure the right fit. The model suggests alignment with the individual's working environment, therefore preparatory training needs to be conducted to manage expectations.

The adult learner will not participate in an action if there is nothing to gain and if he or she does not believe that the goal can be realistically achieved. Therefore, instrumentality and expectancy are closely linked as confidence will influence expectancy. The individual's confidence and expectancy may be influenced by past situational experiences. The current participants expected the course to impact their job performance and fuel their desire for future study opportunities; therefore a connection between their economic need, self-improvement needs and motivation needs to be maintained. If the participant perceives that the course cannot meet these needs then he or she will decide to no longer attend, which was evident from the focus group interviews. The interviewees had unrealistic expectations that did not match the courses.

Self-regulation: Cognitive approaches towards controlling emotions did not appear to influence the groupings. However, the actively enrolled group scored lower on cognitive instability impulsivity than the drop-out and pre-assessed groups at a value approximating the chosen significance level, possibly suggesting that the enrolled group were better able to cognitively control their impulses. Similarly, strategies to regulate negative thoughts did not appear to influence the groupings and nor did impulsivity. Both dispositional strategies and

capacities relevant to self-regulation thus do not explain current enrolment and drop-out. It is not entirely clear why this is so. Perhaps more structural or environmental variables dominate the current ABET landscape.

Self-regulation strategies are required to pursue the long-term goals of education as it is a time-consuming activity that requires full commitment. Goal-orientated behaviour is required to manage the long-term rewards associated with educational achievement therefore individuals will need to delay the short-term rewards. However, people are attracted to immediate gratification and quick benefits and the “balance between benefits and costs leads to a reduced participation as the perceived benefits do not over-rule the costs and sacrifices” (Boeren, Nicaise & Baert, 2010, p. 48). Adults can more accurately monitor and evaluate themselves as well as psychologically control and motivate their actions. This development evolves into self-regulation strategies that are directly linked to the achievement of outcomes. Emotional, cognitive and behavioural techniques are required to remain motivated and resilient to unforeseen challenges. Thus by utilising these strategies the individual can attain their goals by managing their behaviour, maintain their self-efficacy and monitor their progress in case a discrepancy occurs that requires timeous behavioural readjustment (Bothma & Monteith, 2004). Lord and colleagues state that self-regulation is an internal process that occurs at the high, intermediate and low levels.

The current study indicated that there was no statistically significant effects for impulsivity within the current sample of participants. However, based on data collected, the participants chose short-term rewards, such as social or favourable activities over class attendance. The impulsive tendency most commonly experienced by the participants is non-planning impulsivity. This will ultimately impact their participation because the majority are predisposed to making unplanned choices without thinking of the future consequences of falling behind with the class work. In terms of cognitive strategies the enrolled group did make time to complete work in their private time if they were absent from class. They also set targets to ensure that they achieved their desired goal. However, the majority still found difficulty with balancing their personal lives and work schedules, which hampered their commitment.

Challenges and Deterrents: The majority of the enrolled and drop-out participants stated that they were not teased for participating in the courses. The main reasons for absenteeism and

drop-out among learners were choosing to work overtime, family responsibilities or classes conducted over weekends. Low self-confidence was significantly more of a deterrent factor for the pre-assessed. Subsequently, this was confirmed from the interviews with this group admitting to feeling fearful of failure and criticism. The most common deterrents to participation were self/school incongruence and situational constraints. Based on the qualitative interviews, the most salient situational constraints were sacrificing overtime earnings.

One must consider the factors that can negatively influence the learner's motivation as well as his or her self-regulation strategies. The participant's value, confidence and expectations are challenged by factors such as situational and institutional demands. Moreover, the decision to participate in the ABET course has direct and indirect costs where the benefits need to be carefully considered. The direct cost is the sacrifices made of overtime payment to attend class, while the indirect costs is how the course may affect the participant's life, and the ripple effect it will have on family life and other responsibilities sacrificed in order to succeed in the programme. The indirect costs act as deterrents for potential participants. The majority of the sample participants are faced with situational characteristics that may not be conducive to maintaining the initial value that the course originally had.

Dispositional deterrents: the current participants' dispositional traits were statistically non-significant to predicting commitment to the ABET course. All three groups claimed responsibility for their enrolment or non-enrolment although situational and institutional constraints are considered the main deterrents to participation.

Situational deterrents: based on the findings from participants, the majority agreed that situational challenges were the main cause for non-enrolment, dropping out and absenteeism. The participants receive the minimum wage and therefore feel more attracted to the immediate gratification of overtime payment. Moreover, they stated that their family commitments and responsibilities did not allow them to participate. Generally, they had difficulty with balancing personal, academic and work schedules. Furthermore, the majority agreed that the course facilitators were supportive, although based on the qualitative data; drop-outs were influenced by the facilitators' teaching approach. Current findings, therefore, support Sparks' (1998) research, which reveals that experiences of educators may influence enrolment.

Institutional deterrents: the participants agreed that the company, HR Department and the business school are responsible for creating a supportive learning environment. However, supervisors do not support individual self-improvement initiatives. The enrolled and the drop-outs stated that poor support influenced their enrolment. The findings from the study agree with Park and Choi's (2009) research study as the majority of participants agreed that lack of managerial and supervisory support contributed to the decision to drop-out of the course.

### *6.3. Models*

The models' discussion is conducted with a view towards describing the overall findings. Based on Figure 1 (see Section 3.1), the current sample can be applied to Katzell and Thompson's (1990) integrative model of work attitudes, motivation and performance. The company has attempted to provide structures, policies and procedures to allow for participation. The majority of the participants agreed that the company and the business school provided a supportive learning environment. The company has created the incentive that learners have the possibility to achieve a learnership, further educational opportunities and advance possible job opportunities. As stated by the participants, the incentives contribute to active participation. However, if they do not see a direct value for the outcome then this will negatively affect their perception, attitude and confidence to continue participating, which may lead to dropping out. Due to the work shift schedule, they are aware of the amount of work and effort is required of them to succeed in their jobs. Moreover, they are aware that the courses are conducted over the weekend thus immediate gratification of overtime payment would need to be sacrificed. It is vital, therefore, that the participants join the course for the right reasons and have a clear understanding of the expected effort required.

Furthermore, the norms of the current company are that managers and supervisors do not always consistently support the participants, and interfere with the learning process due to work schedules which act as an institutional deterrent. If the participants believe that situational environment requires them to work overtime instead of attend class this will negatively impact their behaviour to attend future classes. The pre-assessed and drop-out groups have stated that this norm has acted as a deterrent to enrolment. However, the majority of participants have cited that the norm groups (business school, course facilitators and family) support their participation. This contributes to their instrumentality and attitude

to achieve their goals, although due to their situational deterrents (e.g. financial constraints) the individual chooses to work instead of attend classes. As gathered from the qualitative data, the participants have the expectation that the course is similar to the previous educational experiences and are somewhat aware of the amount of effort required to pass the examination process. The individual's situational environment will impact these expectations and his or her self-efficacy will either positively or negatively reinforce future attitude and behaviour towards the course.

Figure 2 (see Section 3.5) can be applied to the current sample. Before the individual decides to participate in the course he or she has to have a positive and strong self-identity (high level of self-regulation) made up of life experiences and perceptions created by memories. If the individual has a strong self-identity with positive experiences this will reinforce the perception that he or she has the ability to accomplish the educational goal. The learner would consciously join the programme and set specific goals, conceptualise the difficulty of achieving the goal and determine how much effort is required to complete the course (intermediate level of self-regulation). After enrolment, the individual's values and expectations can be influenced by positive or negative emotions, external constraints (e.g. financial constraints) and habit or behaviour (e.g. impulsivity), which in turn may influence the level of motivation to achieve the goal and thus impact overall performance (Lord *et al.*, 2010). Periodic external feedback is provided in the form of their class progress, homework, tests, and examination results so that the individual is able to re-evaluate effort and assess his/her progress towards the goal. This positive or negative feedback allows for revision of one's emotions, value, instrumentality and task plans. The intermediate level examines how the individual self-regulates and makes decisions regarding tasks and how he or she ensures commitment and perseveres towards the long-term goal after a negative experience or emotion disrupts intended plans.

#### *6.4. Limitations and Recommendations*

A possible limitation to the external validity of the study is its generalisations. It was conducted with one plastic manufacturing company in Cape Town. This is especially problematic given that South Africa's multi-racial workforce remains geographically segregated. This has directly impacted the study as only one particular racial and cultural group made up the majority of all three samples, therefore it does not represent of the target

population. The risk of selection bias is more probable in this research study because non-probable convenience sampling was conducted. Further investigation of the broader population will be needed in order to confirm the generalisability of the collected data. Moreover, due to the sample size being small there was limited statistical interrogation of the data and the findings cannot be generalised to the target population.

Valid scientific procedure in the translation of the measures was utilized. The researcher is not an Afrikaans speaker nor a South African therefore made use of two translators to translate and back-translate the questionnaires. Moreover, I utilised a pilot study where I systematically went through the questionnaire with a bilingual participant at the company noting incorrect or ambiguous words. Based on discussions with the manager and the teachers of the literacy school it was decided to use local colloquial Afrikaans, as the participants did not undergo formal Afrikaans training. The manager and the teachers stated that it would not be necessary to translate in Afrikaans as the participants would be able to manage without it. Nevertheless it was decided to proceed with the translation as a matter of respect to the workers and as little effort has been made in translating measures for use in Organisational Psychology to ensure the valid scientific approach to translation. The participants had the option of querying items during data collection and for the most part relied on the English items included in all questionnaires. Majority of the participants were fully bilingual as stated on page 33. The focus group participants' selection was based on convenience sampling of participants who were confident speakers. Subsequent consideration of the translated measures by an expert Afrikaans speaker revealed several translation deficiencies that could constitute a threat to the validity of the study findings. However, as described in the text, careful consideration of respondent comprehension during the data collection likely ameliorates this specific concern.

Due to the various pragmatic constraints a cross-sectional rather than longitudinal design was used, thus the findings can determine occurrences and recognise associations. However, these associations cannot differentiate if a variable caused the effect on another variable. An approach to overcome this limitation could involve a longitudinal design. The analysis afforded by this approach could be useful in testing a causal relationship between various motives, self-regulation strategies and characteristics and performance/attendance measures.

The study includes limited variables even though they were selected based on the literature reviewed. There are many other variables that could have been included, for example, the attention variable and personality traits. Moreover, a full objective evaluation of the educators and their teaching approach was not included in the present research.

### *6.5. Conclusion*

While a single research study cannot provide a solid source for understanding participation and non-enrolment for the wider spectrum of South African adult learners, this study would suggest that they are already involved in economic activities; although on marginal and precarious levels. It is therefore important to create a learning programme that speaks to their reality as for the most part situational challenges impact on participation and long-term commitments to ABET.

Educators and ABET course developers need to have a greater understanding of the dispositional and strategic differences in motivation and self-regulation that may influence enrolment. Moreover, alignments of the participants' work context and expectations with the learning material and an organisational training schedule is recommended to improve enrolment and retention. An effective ABET course should be based on livelihood aspirations and then developed to enhance them, so standing the chance to motivate adults to participate in educational activity. The rigidity of the massed-produced ABET courses, although beneficial, can also act as a de-motivator. Allowing business schools more leeway and flexibility to adapt their programmes to suit participants will likely contribute positively to increased participation and commitment.

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## *Appendix 1*

### **South African Legislation**

The next section will discuss the above acts and policies that are related to adult education.

#### Interim Guidelines

The Interim Guidelines were established to specify implementation of ABET. There were the first policy for ABET and their role was to unify the stakeholders involved to ensure that all bodies worked closely with one another. The aim was to provide a basis for life-long learning that linked to the national development of skills.

#### South African Qualifications Act

The South African Qualifications Act (SAQA) was given the responsibility for establishing the National Qualifications Framework (NQF). The NQF's role was to fill in the gaps of its predecessors by providing quality assurance and ensuring accreditation of adult education programmes. ABET programmes aim to address many different literacy needs such as language and numeracy. NQF created a structure with Levels 1 to 4; Level 4 being equivalent to Grade 9 and formal schooling for lower levels of the education spectrum as well as learnerships. The different levels attempt to provide a solution for each of the literacy needs and reinforce the concept of lifelong learning. NQF estimated that in 2002, there were 5.6 million workers who had acquired a NQF Level 1 qualification.

#### National Skills Development Strategy

National Skills Development Strategy (NSDS) is the overarching plan for executing the national vision of an inclusive society. The main objective of the strategy is to increase expenditure on training and human resource developmental activities. The NSDS contributes to the achievement of the country's economic growth and social development goals. It examined the skills requirements in relation to the government's priorities thereby aiming to support the development of the skills base. The strategy is aimed to invest in ensuring productive and critical citizenship. The NSDS has had three revisions over the period of 2001 to 2011. The first NSDS (February 2001-March 2005) addressed the structural problems of the labour market by providing solutions for the poor supply characteristics of the workforce through education and training. This was facilitated by the government, organised labour and employers. The second NSDS (April 2005-March 2010) was concerned with efficiency and

effectiveness of the implemented policies and initiatives. The strategy provided new interventions to address the skills shortage (Visser and Kruss, 2009). The third NSDS (April 2010-2015) must contribute to the economic growth and social development goals set out in the new Medium Term Strategic Framework (MSTF). The MSTF aims to speed up growth, strengthen skills and reduce poverty by linking the skills requirements needed to fulfil governments' priorities (DoL, 2010).

### Skills Development Act

The Skills Development Act (SDA) aims to promote active labour market practices by utilising 25 Sectoral Education and Training Authorities (SETAs), who act as custodians in their respective sectors. They are used to cement the relationship between education and training providers, employers and government. SETAs identify economic activities that “bring diverse and disparate stakeholders together to identify and define skills priorities in their respective economic sectors” (Badroodien, 2005, p. 91). They are responsible for continuously collecting information and researching their sector labour market trends. SETAs create Sector Skills Plans (SSPs) for every five years from the analysed national and provincial growth trends. These plans inform human resource development planning by forecasting the sectors economic growth, future skills and training required. SSPs identify skills shortages, gaps and needs for the industry or economic sector. They highlight the possibilities and shortcomings of the sector in relation to government's priorities. Lastly, the plans prioritise and assess the supply of skills against the demand for labour within the sector (DoL, 2010).

### Skills Development Levy Act

The Skills Development Levies Act (1999) is a compulsory national levy–grant scheme for employers who provide SETA-approved training for their staff. All tax paying organisations are required to pay 1% of their payroll which in turn is collected by South African Revenue Service (SARS) in addition to the expected tax regime. The levy is divided into two parts, 80% is re-distributed to organisations that conduct training and 20% is allocated to the National Skills Fund (NSF). The creation of the NSF is a financial resource for government. The funds are used to invest into national priority projects identified by the NSDA such as strategic industry training programmes, learnerships programmes and pre-employment training (Badroodien, 2005). From the 80%, SETAs are permitted to use 12.5% and are responsible for distributing the remainder of the funds to the sector (Kraak, 2004). The levy-

grant system acts as a benefit for organisations because they are able to claim grants to compensate for the costs incurred for training. The Act obliges employers to increase their investment in education and training initiatives within the workplace. However, the administration and distribution has proven to be problematic. In 2002, out of the 136 645 employers who paid their levies only 14 261 grants were disbursed (DoL 2002, p. 10).

### Human Resource Development Strategy

Working alongside the NSDS to achieve the government's goals is the Human Resource Development strategy (HRDS) which takes "purposeful action towards increasing levels of skills in order to maximise opportunities" and support economic growth and development (DOE, 2010, p. 8). The strategy aims to mobilise the relevant stakeholders to improve the supply characteristics of the workforce. HRDS promotes opportunities focused on extensive adult literacy campaigns, youth participation and endorsing learnerships. The apprenticeship system was replaced by learnership system, which was introduced as a policy tool for NSDS. SETAs were responsible for ensuring implementation and monitoring of their progress.

It was viewed as an "important mechanism to improve the quality of education and training while preparing learners for the world of work" (Badroodien, 2005, p. 92). It integrates the theoretical learning experience with work-based training. Learnerships were used to address the formal sector and vulnerable groups such as woman or unemployed.

## **Don't miss out on a chance to WIN! WIN! WIN!**

### **ABET LEARNERS:**

- If you took part in the pre-assessment but chose not to start ABET.
- If you started classes then stopped attending ABET.
- If you are currently attending ABET.
- If you have completed ABET.

**I would like to invite you to take part in a research study.**

**I'm a Master's student from the University of Cape Town doing a study on ABET for my thesis.**

When you participate you will automatically be entered into the competition. You can stand a chance to win these exciting prizes.

**1<sup>st</sup> Prize: Supermarket Food Voucher worth R 500.00**

**2<sup>nd</sup> Prize: Dinner for two worth R 350.00**

**3<sup>rd</sup> Prize: R 150.00 Cash**

*How do you participate?*

**All you need to do is complete a questionnaire which I will talk you through.**

*When and Where?*

**The process will take place on every Monday, Tuesday and Wednesday in the month of September.**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>07:30 am</b>	<b>07:30 am</b>	<b>07:30 am</b>
<b>08:30 am</b>	<b>08:30 am</b>	<b>08:30 am</b>
<b>09:30 am</b>	<b>09:30 am</b>	<b>09:30 am</b>

**At the PolyOak Business School. It will only take 1 hour of your time.**

*If you want to know any more information, please SMS Retuura on 078 277 2269.*

**Moenie hierdie geleentheid misloop nie.  
WEN! WEN! WEN!**

**ABET LEERDERS:**

- As jy gekeur was om deel te neem aan ABET maar nie begin het nie
- As jy begin het met ABET maar gestop het
- As jy huidiglik deelneem aan ABET
- As jy ABET voltooi het

**Ek wil jou graag uitnooi om deel te neem aan hierdie navorsings studie.  
Ek is 'n Meesters student by die Universiteit van Kaapstad en is besig om 'n studie van ABET vir my tesis te doen.**

Almal wat deelneem kwalifiseer outomaties vir die kompetisie en staan 'n kans om van hierdie besondere pryse te wen.

**1<sup>ste</sup> Prys: Voedselwinkel koop bewys van R 500.00**

**2<sup>de</sup> Prys: Ete vir twee vir R 350.00**

**3<sup>de</sup> Prys: R 150.00 kontant**

*Hoe om deel te neem?*

**Al wat jy nodig het om te doen is om die vrae te beantwoord wat ek aan jou gaan stel.**

*Wanneer en Waar?*

**Die proses sal elke Maandag, Dinsdag en Woensdag in September plaasvind.**

<b>Maandag</b>	<b>Dinsdag</b>	<b>Woensdag</b>
<b>07:30 am</b>	<b>07:30 am</b>	<b>07:30 am</b>
<b>08:30 am</b>	<b>08:30 am</b>	<b>08:30 am</b>
<b>09:30 am</b>	<b>09:30 am</b>	<b>09:30 am</b>

**Plek: PolyOak Business School. Dit sal slegs 1 uur van u tyd neem.**

*As jy meer wil weet, SMS Retuura by 078 277 2269.*

### Appendix 3

Ingeligte instemming document/**Informed Consent Document**

**TITEL VAN NAVORSING/TITLE OF RESEARCH:** “Onklaar raak van wilstrag”: Motivering, self-regulasie en opleiding/**“Breakdown of Will”:** Motivation, self-regulation and training

**NAVORSER/RESEARCHER:** Retuura Katjimune

Universiteit van Kaap-stad /**University of Cape Town**

**INSPETTEUR /SUPERVISOR:** Dr Andrew Dellis

Universiteit van Kaap-stad/**University of Cape Town**

#### **DOEL/PURPOSE**

Dankie dat U belangstelling geneem het in ons navorsing. Ons vra U om deel te neem in ons navorsing studie, ge-organiseer deur ons navorsers in part verklaring van ‘n meesters verhandeling. Die navorsing studie poging om te verstaan wat mense motiveert of afskik om deel te neem in Volwassenes se Basiese Opleiding kursesse soos ABET. Ook stel die navorsers belang hoekom mense nie meer wil deelneem in die kursesse nie. Ons gaan U vrae vra oor hierdie onderwerpe en U sal U antwoorde neerskryf. Die beantwoording van die vrae so ‘n uur duur. U se antwoorde word streng konfidensieel gehou en die vraestelle word U naam en besonderhede nie uitgeken nie omdat dit nie nodig is nie.

Ons vra U om saam te stem om gekontak te word vir moontlike deelneeming in ‘n focus groep bespreking. Lees of luister asseblief na die instemming vorm deeglik en vra navorsers vir opheldering as U nie seker is oor enige iets nie. As U die instemming vorm tekken, dan gee U toestemming vir U hulp met ons navorsing. Maar egter mag U ontrek op enige tyd sonder om te verduidelik.

**Thank you for taking an interest in the research study. Taking part in the research study will be used to complete a Master’s dissertation. This research study aims to understand what motivates or discourages people to participate in Adult Basic Education courses like ABET. Also, the researcher is interested in why people drop-out of the courses. We will ask you questions about these topics and you will write down your answers. Answering the questions should take about one hour. Your answers will be kept strictly confidential and for the questionnaires your name and details will not be known as you will not be required to state them.**

**We are asking you to agree to be contacted for possible participation in a focus group discussion (group interviews). Please read or listen to this consent form carefully and ask the researcher for clarification if you are unsure about anything. If you sign the consent form, you thereby give permission for your help with our research. However, you may withdraw at any time without explaining why.**

Deelneemer se voorletters of merk/**Participant's Initial or mark** \_\_\_\_\_

### RISIKO'S EN ONGEMATLIKHEID/RISKS AND DISCOMFORTS

U mag ongemaklik voel om sommige vrae te beantwoord oor U se deelneeming of nie-deelneeming in die ABET kursesse oor U se emosies. U hoef nie vrae te beantwoord wat U pla nie.

**You may feel uncomfortable answering some of the questions regarding your participation or non-participation in the ABET courses. You will be free not to answer any questions that may bother you.**

### VOORDELE/BENEFITS

Daar mag dalk nie 'n direkte voordeel vir U is nie, maar ons sal voorsien vir bronne van hulp vir opvoeders, werkgewers en Menslike hulpbron opleiding departemente. Die toepaslike deelhebbers sal 'n groter insig in die redes vir deelneming. Nie-deelneeming en uitsakking wat hulle in staat sal stel om programme te struktuur om meer potentiaale leerders aan te trek en hulle te behou daarna. Verdere, die studie kan waardevol wees vir leerders en opvoeders deur voorstelle te maak van spesifieke instussenkoms vir regulatouring beheer wat motiveering, self-regulasie en gefasiliteerde toewyding.

**There may be no direct benefit to you but the results will provide help for educators, employers and Human Resource training departments. The relevant stakeholders (people) will have greater insight into the reasons into ABET participation, non-participation and drop-out which will enable (help) them to structure programmes to attract more potential learners and retain them thereafter. Furthermore, the study could be of value to learners and educators by suggesting specific interventions (steps) for regulatory control that could improve motivation, self-regulation and facilitate commitment.**

### KONFIDENSIEEL/CONFIDENTIALITY

Inligting wat verkrig is oor U vir die studies sal privaat gehou word, tot verleng toestemming van die wet. Net die navorsers van die Universiteit van Kaapstad wie ontwerp en wat die studies sal analiseer sal toegang het met die informasie wat U identifiseer by naam.

**Information obtained about you for this study will be kept private to the extent allowed by law. Only the researchers at the University of Cape Town who designed the study and who will analyse the study will be able to access your responses.**

### ONTREKKING/WITHDRAWAL

U is vry om nie deel te neem in die studie nie en U kan die onderhoud enige tyd stop. **You are free to not take part in this study and you can stop the interview at any time.**

Deelneemer se voorletters of merk/**Participant's Initial or mark** \_\_\_\_\_

### KAS VAN DEELNEEMING/COST OF PARTICIPATION

Daar is geen koste om in die studie deel te neem nie.

**There is no cost to participate in this study.**

### BETALING VIR DEELNEEMING IN DIE NAVORSING/PAYMENT FOR PARTICIPATION IN THIS RESEARCH

U sal ingeskryf word in 'n kompetisie om 'n item te wen wanneer U die opname klaar maak.

**You will be entered into a draw competition to win an item when you finish this survey.**

### BELANGRIKKE NUWE UITFUNDINGS/SIGNIFICANT NEW FINDINGS

U sal ingelig word as daar enige nuwe informasie beskikbaar is wat dalk toepaslik is vir U keuse om deel te neem in die studie.

**You will be informed if any new information becomes available that might be relevant to your decision to participate in this study.**

### KONTAK OOR TOEKOMSTIGE STUDIES/CONTACT ABOUT FUTURE STUDIES

Ons mag U dalk vra of U gewillig is om deel te neem in ander toekomstige studies op Volwasse leerderkursesse deelneeming, motiveering of self-regulasie. Alhoewel U se deelneeming in die huidige studie nie afhanklik is van U se saamstemming om in verband gehou te word vir toekomstige nie.

**We may ask you if you would be willing to participate in another future study on adult learning courses on participation, motivation or self-regulation. However, your participation in the current study does not depend on you agreeing to be connected for any future ones.**

### VRAE/QUESTIONS

As U enige vrae het oor enige aspek van U navorsing deelneeming, is U genooi om hulle nou te vra. As U enige byvoede vrae later het, kontak asseblief vir Mej Retuura Katjimune en bel of SMS; 0782772269 of e-pos dit na [ktjret002@uct.ac.za](mailto:ktjret002@uct.ac.za). As op enige stadium na U se deelneeming in die projek en U wil 'n langer verduideliking he, dan kan U haar kontak.

**If you have any questions about any aspect of your research participation, you are invited to ask them now. If you have additional questions later, please contact Ms Retuura Katjimune, by calling or SMS; 0782772269 or emailing [ktjret002@uct.ac.za](mailto:ktjret002@uct.ac.za). If at any stage after your participation in the project you would like a longer explanation of the study, you can contact her.**

Deelneemer se voorletters of merk/**Participant's Initial or mark** \_\_\_\_\_

HANDTEKKENNINGE/SIGNATURES

U handtekenning hier onder dui aan dat U saamstem om deel te neem in die studie. U sal 'n of druk van die instemming vorm ontvang.

**Your signature below indicates that you agree to participate in this study. You will receive a copy of this signed consent form.**

---

Handtekenning of merk van deelnemer

Datum

**Signature or mark of Participant**

**Date**

---

Handtekenning van Ondersoeker of persoon wat instemming behou

Datum

**Signature of Person obtaining consent**

**Date**

University of Cape Town

## Appendix 4

### Bewysyns Emosie regulasie vraestell/Cognitive Emotion Regulation Questionnaire (CERQ)

Garnefski, Kraaij en Spinhoven, 2001

Hoe om met gebeurtenisse tred te hou? Almal word gekonfronteer met negatiewe of onaangename gebeurtenisse nou en dan en almal reageer na dit in hy of sy se eie manier. Met die volgende vrae word U gevra om aan te dui wat U gewoonlik dink, waneer U negatiewe of onaangename gebeurtenisse ervaar.

**How do you cope with events? Everyone gets confronted with negative or unpleasant events now and then and everyone responds to them in his or her own way. By the following questions you are asked to indicate what you generally think, when you experience negative or unpleasant events.**

	(almost) Never	Some-times	Regularly	Often	(almost) Always
	(amper) Nooit	Partykeer	Gewoonlik	Gereeld	(amper) Altyd
1. I feel that I am the one to blame for it Ek voel dat ek die een is wat daarvoor blameer word.	1	2	3	4	5
2. I think that I have to accept that this has happened Ek dink dat ek moet aanvaar dat dit gebeur het.	1	2	3	4	5
3. I often think about how I feel about what I have experienced Ek dink gereeld oor hoe ek voel oor wat ek ervaar het.	1	2	3	4	5
4. I think of nicer things that what I have experienced Ek dink aan leuke dinge wat ek al ervaar het.	1	2	3	4	5
5. I think of what I can do best Ek dink aan iets wat ek die beste in is.	1	2	3	4	5
6. I think I can learn something from the situation. Ek dink ek kan iets uit die situasie uit leer.	1	2	3	4	5
7. I think that it all could have been much worse Ek dink dit kan erger gewees het.	1	2	3	4	5
8. I often think that what I have experienced is much worse than what others have experienced Ek dink gereeld dat wat ek ervaar het is baie erger as wat anders ervaar het	1	2	3	4	5
9. I feel that others are to blame for it Ek voel dat anders da orvaar blameer moet word.	1	2	3	4	5
10. I feel that I'm the one who is responsible for what has happened Ek voel dat ek die een is wat veraanvoordelik is vir wat gebeur het.	1	2	3	4	5
11. I think that I have to accept the situation Ek dink dat ek die situasie moet aanvaar.	1	2	3	4	5
12. I am preoccupied with what I think and feel about what I have experienced Ek is behep met wat ek dink en voel aan my ervaring	1	2	3	4	5
13. I think of pleasant things that have nothing to do with it Ek dink aan aangename dinge wat niks te doen het met dit nie.	1	2	3	4	5
14. I think about how I can best cope with the situation Ek dink aan die beste manier om met die situasie hanteer.	1	2	3	4	5
15. I think that I can become a stronger person as a result of what I has happened Ek dink ek kan 'n sterker persoon raak os gevolg van my ervaring	1	2	3	4	5
16. I think that other people go through much worse experiences Ek dink ander mense gaan deur baie erger ervaring	1	2	3	4	5
17. I keep thinking about how terrible it is what I have experienced Ek hou aan dink oor die verskiitlike ervaring wat ek gehad het.	1	2	3	4	5
18. I feel that others are responsible for what has happened Ek voel dat anders daarvoor veratwoodelik is	1	2	3	4	5

	(almost) Never	Some- times	Regularly	Often	(almost) Always
	(amper) Nooit	Partykeer	Gewoonlik	Gereeld	(amper) Altyd
19. I think about the mistakes I have made in this matter Ek dink oor die foute wat ek in die verband gemaak het.	1	2	3	4	5
20. I think that I cannot change anything about it Ek dink ek kan niks daaraan verander nie.	1	2	3	4	5
21. I want to understand why I feel the way I do about what I have experienced Ek wil verstaan hoekom ek voel soos wat ke voek oor wat ek ervaar het.	1	2	3	4	5
22. I think of something nice instead of what has happened Ek dink aan iets leuke in plaas van wat gebeur het.	1	2	3	4	5
23. I think about how to change the situation Ek dink oor hoe ek die situasie kan verander	1	2	3	4	5
24. I think that the situation also has its positive sides Ek dink oor dat die situasie 'n positiewe kant het	1	2	3	4	5
25. I think that it hasn't been too bad compared to other things Ek dink dis nie te erg as dit vergelyk word met ander dinge nie.	1	2	3	4	5
26. I often think that what I have experienced is the worst that can happen to a person Ek dink gereeld dat wat ek ervaar het is die ergste wat met 'n persoon kan gebeur.	1	2	3	4	5
27. I think about the mistakes others have made in this matter Ek dink aan die foute wat anders gemaak het in die verband	1	2	3	4	5
28. I think that basically the cause must lie within myself Ek dink basies dat die fout in myself le	1	2	3	4	5
29. I think that I must learn to live with it Ek dink ek moet leer om met dit te leef	1	2	3	4	5
30. I dwell (concentrate) upon the feelings the situation has evoked in me Ek dwaal (konsentreer) oor die gevoelens wat die situasie in my opgewek het.	1	2	3	4	5
31. I think about pleasant experiences Ek dink aan aangename ervarings	1	2	3	4	5
32. I think about a plan of what I can do best Ek dink aan 'n plan met wat ek die beste kan doen.	1	2	3	4	5
33. I look for the positive sides to the matter Ek kyk vir positiewe kante van die saak	1	2	3	4	5
34. I tell myself that there are worse things in life Ek se vir myself dat daar erger dinge in die lewe is.	1	2	3	4	5
35. I continually think how horrible the situation has been Ek dink aanhoudend oor hoe erg die situasie was.	1	2	3	4	5
36. I feel that basically the cause lies with others Ek voel basies dat die oorsaak in anders le.	1	2	3	4	5
<b>Thank you for filling out the questionnaire!</b>					
<b>Dankie vir die infilling van die vraestel!</b>					

## Appendix 5

### Gedagte beheer vraestel/**Thought Control Questionnaire (TCQ)** Wells and Davies, 1994

Baie mense ervaar onaangename en/of onaanvaarbare gedagtes (in praat en/of peentjie vorm). Wat moeilik is om te beheer. Ons stell belang aan die tegniek wat U gewoentlik gebruik om gedagtes te beheer.

Hier ander is daar 'n nommer van dinge wat mense doe nom hul gedagtes te beheer. Lees asseblief elke verklaring aandagtig en duik aan hoe gereel U elke tegniek gebruik deur 'n sirtel an U keuse te maak. Daar is geen reg of verkeerde antwoorde nie. Moenie te veel tyd spandeer an oor een ding te dink nie.

**Most people experience unpleasant and/or unwanted thoughts (in verbal and/or picture form) which can be difficult to control. We are interested in the techniques that you generally use to control such thoughts.**

**Below are a number of things that people do to control these thoughts. Please read each statement carefully, and indicate how often you use each technique by circling the appropriate number. There are no right or wrong answers. Do not spend too much time thinking about each one.**

When I experience an unpleasant/unwanted thought:	Never	Sometimes	Often	Almost always
Wanneer ek 'n onaangename/onaanvaarbare gedagte ervaar het:	Nooit	Partykeer	Gereeld	Amper Altyd
1. I call to mind positive images (pictures) instead In plaas daarvan het ek positiewe beelde (prente) in my gedagtes voorgestel	1	2	3	4
2. I tell myself not to be so stupid Ek se vir myself om nie so dom te wees nie	1	2	3	4
3. I focus on the thought Ek fokus op die gedagte	1	2	3	4
4. I replace the thought with a more trivial (unimportant) bad thought Ek vervang my gedagtes met meer oppervlakkig (onbelangrike) slegte gedagtes	1	2	3	4
5. I don't talk about the thought to anyone Ek praat met niemand oor die gedagte	1	2	3	4
6. I punish myself for thinking the thought Ek straf myself omdat ek oor die gedagte dink	1	2	3	4
7. I dwell (concentrate) on other worries Ek dwaal (konsentreer) op ander bekommernisse	1	2	3	4
8. I keep the thought to myself Ek hou die gedagte vir myself	1	2	3	4
9. I occupy myself with work instead In plaas daarvan hou ek myself met werk besig	1	2	3	4
10. I challenge the thought's validity (truthfulness) Ek uitdag die gedagte se geldigheid (waarheid)	1	2	3	4
11. I get angry at myself for having the thought Ek raak kwaad vir myself oor dat ek die gedagte het	1	2	3	4
12. I avoid discussing the thought Ek vermy oom oor die gedagte te praat	1	2	3	4
13. I shout at myself for having the thought Ek skree op myself omdat ek die gedagte het	1	2	3	4
14. I analyse the thought rationally (realistically) Ek analiseer die gedagte rasioneel (realisties)	1	2	3	4
15. I slap or pinch myself to stop the thought Ek klop of knuip myself om nie aan dit te dink nie	1	2	3	4
16. I think pleasant thoughts instead In plaas daarvan dink ek aan aangename gedagtes	1	2	3	4
17. I find out how my friends deal with these thoughts Ek vind uit oor hoe my vriende die gedagtes aanteer	1	2	3	4
18. I worry about more minor things instead	1	2	3	4

Ek bekommer myself oor kleiner dinge in plaas daarvan.				
When I experience an unpleasant/unwanted thought:	Never	Sometimes	Often	Almost always
Wanneer ek 'n onaangename/onaanvaarbare gedagte ervaar het:	Nooit	Partykeer	Gereeld	Amper Altyd
19. I do something that I enjoy	1	2	3	4
Ek doen iets wat ek geniet				
20. I try to re-interpret (I try to think of things differently) the thought	1	2	3	4
Ek het probeer om die gedagte te herinterpreteer				
21. I think about something else	1	2	3	4
Ek dink oor iets anders				
22. I think more about the minor problems I have	1	2	3	4
Ek dink meer aan kleiner probleme wat ek het				
23. I try a different way of thinking about it	1	2	3	4
Ek probeer 'n verskillende manier van dink daarvoor				
24. I think about past worries instead	1	2	3	4
Ek dink liever aan verlede bekommernisse				
25. I ask my friends if they have similar thoughts	1	2	3	4
Ek vra my vriende of hulle die selfde gedagtes het				
26. I focus on different negative thoughts	1	2	3	4
Ek fokus op ander negatiewe gedagtes				
27. I tell myself that something bad will happen if I think the thought	1	2	3	4
Ek se vir myself iets sleg sal gebeur as ek aan die gedagte dink				
28. I talk to a friend about the thought	1	2	3	4
Ek praat met 'n vriend oor die gedagte				
29. I keep myself busy	1	2	3	4
Ek hou myself besig				
<b>Thank you for filling out the questionnaire!</b>				
<b>Dankie dat U die vraestel ingefill het!</b>				

## Appendix 6

### Barrett Impulsiveness Scale

Mense dink en tree verskillend op in verskillende situasies. Hier is 'n maatstaf vir sommige van die maniere waarop u optree en dink. Kies die stelling wat geld aan jou die meeste.

**People differ in the ways they act and think in different situations. This is a measure of some of the ways in which you act and think. Choose the statement that applies to you the most.**

	Rarely / Never	Occasionally	Often	Almost always
	Selde/Nooit	Soms	Dikwels	Amper altyd
1. I plan tasks carefully Ek beplan take deeglik	1	2	3	4
2. I do things without thinking Ek doen dinge sonder om te dink	1	2	3	4
3. I make up my mind quickly (I decide what to do quickly) Ek neem vinnig besluite (Ek maak vinnig my "mind" op)	1	2	3	4
4. I am happy-go-lucky (I am easy going. I am carefree) Ek is "happy-go-lucky" (Ek is sorgeloos. Ek is kommerloos)	1	2	3	4
5. I don't "pay attention" Ek let nie op nie	1	2	3	4
6. I have "racing" thoughts (I have quickly changing thoughts that I can't stop or control) Gedagtes maal deur my kop (gedagtes jaag deur my kop en kan nie ophou of dit beheer nie)	1	2	3	4
7. I plan trips well ahead of time (Trips doesn't only mean holidays, or long-distance journeys) Ek beplan ritte vroegtydig (Ritte verwys nie net na vakansies of reise oor 'n lang afstand nie)	1	2	3	4
8. I am self-controlled Ek is selfbeheerde	1	2	3	4
9. I concentrate easily Ek konsentreer maklik	1	2	3	4
10. I save regularly Ek spaar gereeld geld	1	2	3	4
11. I "squirm" at speeches or meetings (I have trouble keeping still at speeches or meetings.) Ek is kiewelrig tydens praatjies of vergaderings (Ek kan nie stil sit in praatjies of vergaderings nie)	1	2	3	4
12. I think carefully about things Ek oordink dinge deeglik	1	2	3	4
13. I plan for job security (I think about what I need to do to make sure I am employed or have an income in the future) Ek beplan vir werksekuriteit (Ek dink oor wat ek moet doen om seker te maak dat ek 'n werk of inkomste in die toekoms het)	1	2	3	4
14. I say things without thinking Ek sê dinge sonder om te dink	1	2	3	4
15. I like to think about complex problems Ek hou daarvan om oor komplekse probleme te dink	1	2	3	4
16. I decided to change jobs (This means leaving a job, not losing it) Ek kies om van werk te verander (met ander woorde om 'n werk te verlaat, nie om dit te verloor nie)	1	2	3	4
17. I act "on impulse" Ek tree impulsief op	1	2	3	4
18. I get easily bored when solving thought problems (I get easily bored when working on games of thought like riddles and number games) Ek raak vinnig verveeld wanneer ek breinspeletjies oplos. (Ek raak vinnig verveeld wanneer ek speletjies soos raaisels of nommerspeletjies speel)	1	2	3	4

	Rarely / Never	Occasionally	Often	Almost always
	Selde/Nooit	Soms	Dikwels	Amper altyd
19. I act on the spur of the moment (I act without thinking)	1	2	3	4
Ek tree op die ingewing van die oomblik op (ek tree op sonder om te dink)				
20. I am a steady thinker (I can think about one thing without getting distracted)	1	2	3	4
Ek is 'n goeie en aandagtige denker (Ek kan lank oor een ding dink sonder dat my aandag afgetrek word)				
21. I decide to change where I live	1	2	3	4
Ek besluit om van woonplek te verander				
22. I buy things on impulse	1	2	3	4
Ek koop dinge impulsief				
23. I can only think about one problem at a time	1	2	3	4
Ek kan slegs aan een probleem op 'n slag dink				
24. I change hobbies (Hobbies include sports and other recreational activities)	1	2	3	4
Ek verander my stokperdjies (stokperdjies sluit sport en ander ontspanningsaktiwiteite in)				
25. I spend or buy more on credit than I earn	1	2	3	4
Ek spandeer of koop meer op krediet as wat ek verdien				
26. I have outside thoughts when thinking (I have distracting or unintended thoughts when I'm trying to think about something else.)	1	2	3	4
Ek het indringende gedagtes (ek het verwarrende of onwelkome gedagtes wanneer ek aan iets anders probeer dink.)				
27. I am more interested in the present than the future (I am more concerned about the present than the future)	1	2	3	4
Ek stel meer belang in die hede as die toekoms (Ek is meer besorg oor die hede as die toekoms)				
28. I am restless at talks or in church	1	2	3	4
Ek is rusteloos of praat in die kerk				
29. I like puzzles (I like games and tasks that require thinking about one thing for some time)	1	2	3	4
Ek hou van raaisels (Ek hou van speletjies en take wat vereis dat mens oor een ding dink)				
30. I plan for the future	1	2	3	4
Ek beplan vir die toekoms				
<b>Thank you for filling out the questionnaire!</b>				
<b>Dankie vir die infilling van die vraestel!</b>				

## Appendix 7

### Motiveerde Profile van Volioassenes se basiese opvading student/**Motivational Profiles of Adult Basic Education Learners.** (Berder en Valentine, 1990)

Almal het hulle se motiewe vir deelneeming in die vollwassenes opvoeding program. Deur die volgende vrae te beantwoord word U gevra om aan te dui wat U motiveer. **Everyone has their motives for participating in an adult education programme. By answering the following questions you are asked to indicate what motivates you or what might motivate you.**

	Not True	Somewhat True	Very True
	Nie Waar	Op 'n Manier Waar	Baie Waar
1. I need to feel better about myself Ek nodig om beter te voel oor myself	1	2	3
2. I need to have more confidence in myself Ek nodig meer selfvertroue op myself	1	2	3
3. I want to set a better example for my children Ek wil 'n beter voorbeeld wees vir my kinders	1	2	3
4. I enrolled (joined) in this class because I had nothing better to do Ek het myself ingeskryf by die program omdat ek niks beter het om te doen nie	1	2	3
5. I want to be better at writing Ek wil beter met skryf	1	2	3
6. I want to help more in my church Ek wil meer help by my kerk	1	2	3
7. I want to be able to do my job better Ek wil geskik wees om my werk beter te doen	1	2	3
8. I expect to get married (or remarried) soon Ek verwag om te trou (of weer trou) spoedig.	1	2	3
9. I need to earn more money Ek moet meer geld verdien	1	2	3
10. I want to prove to myself that I can finish the course Ek wil myself bewys dat ek kursus kan klaar maak	1	2	3
11. My friends urged (advised) me to attend this class My vriende het my aangedring an die klas by te woen.	1	2	3
12. I want to be more intelligent Ek wil meer intelligent wees.	1	2	3
13. I enjoy learning new things Ek geniet dit om nuwe dinge te leer.	1	2	3
14. I need to be a better parent Ek moet 'n beter ouer wees.	1	2	3
15. I enrolled (joined) in this class because I wanted to try something new Ek het ingeskryf vir die klasse omdat ek wou an iets nuut te probeer	1	2	3
16. I need to be better at reading Ek moet beter raak in lees	1	2	3
17. I want to be able to read the Bible/Koran (or religious books) better Ek wil die bybel/Koran (of geloof boeke) beter lees	1	2	3
18. I want to get promoted Ek wil opgewerk word in my werk	1	2	3
19. I expect to have a child soon Ek werwag an 'n kind te he spoedig.	1	2	3
20. I want a more challenging job Ek wil 'n meer uitdagende werk he.	1	2	3
21. I want to get a high school diploma (ABET certificate) Ek wil 'n hoe skool diploma (ABET kertifikaat)	1	2	3
22. My family urged me to attend this class My familie het my aangedring om die klas by te woen.	1	2	3
23. I need to improve myself Ek moet myself verbeter	1	2	3

	Not True	Somewhat True	Very True
	Nie Waar	Op 'n Manier Waar	Baie Waar
24. I want to learn new things Ek wil nuwe dinge leer	1	2	3
25. I want to be better able to help my children with their homework Ek wil geskik wees om my kinders beter te help met hul huiswerk	1	2	3
26. I enrolled (joined) in class because I wanted to meet people Ek het ingeskryf in die klas om mense te ontmoet.	1	2	3
27. I need to be able to communicate better with people Ek wil geskik wees om beter met mense te kommunikeer.	1	2	3
28. I want to know more about how the government works Ek wil meer oor die regering se werke ken	1	2	3
29. I want to get a better job Ek wil 'n beter werk kry	1	2	3
30. I want to move out of the place where I now live Ek wil uit die plek uit teek waar ek nou bly	1	2	3
31. I want to enter job training (learn more job skills) Ek wil werk opleiding by woon.	1	2	3
32. I want to go to university/college Ek wil universiteit toe gaan	1	2	3
33. People at work urged (advised) me to attend Mense by die werk het my aangedring om die klasse by te woen	1	2	3
34. I need to have more control over my life Ek wil meer beheer oor my lewe he	1	2	3
35. I want to be more important Ek wil meer belangrik wees	1	2	3
36. I need to be better at taking care of my family Ek wil beter wees om vir my familie te sorg.	1	2	3
37. I enrolled (joined) in class because I was bored with my life Ek het in die klasse ingeskryf want ek is verveelig met my lewe	1	2	3
38. I need to learn to speak better Ek moet leer om beter te praat	1	2	3
39. I want to be a smarter voter (I want to understand political matters) Ek wil 'n slimmer stemmer wees (Ek wil politieke sake verstaan)	1	2	3
40. I will probably change jobs in the next year Ek sal waarskynlik werk verander in die volgende jaar	1	2	3
41. I need to be able to prevent people from taking advantage of me Ek moet in staat wees om te verhoed dat mense die voordeel van my vat	1	2	3
42. I want to be more independent Ek wil meer anafhanklik wees	1	2	3
43. I don't want to rely on anyone for financial assistance Ek wil nie op iemand staatmaak vir finasieele bystaaning nie	1	2	3
44. I need to make better use of my free time Ek moet 'n beter gebruik maak van my vry tyd	1	2	3
45. I need to be a better husband or wife Ek moet 'n beter vrou of man wees	1	2	3
46. Other people don't respect me Ander mense respek my nie	1	2	3
47. My children recently move out of the house My kinders het onlangs uit die huis uitgetrek	1	2	3
48. I need to be able to communicate better with people Ek moet geskik wees an beter met mense te kommunikeer	1	2	3
49. I want to be able to help other people Ek wil geskik wees om ander mense te help.	1	2	3

	Not True	Somewhat True	Very True
	Nie Waar	Op 'n Manier Waar	Baie Waar
50. I want to improve my number skills	1	2	3
Ek will graag my numerieke vaardigheid verbeter.			
<b>Thank you for filling out the questionnaire!</b>			
<b>Dankie vir die infilling van die vraestel!</b>			

University of Cape Town

## Appendix 8

### Afskikkende na deelneeming stelsel (DSP voorm LL) in volwassenes se basiese opvoeding/**Deterrents to Participation Scale (DPS Form LL) in Adult Basic Education** (Hayes, 1988)

Daar is verskillende afskikkende na deelneeming vir verskillende mense. Dura an hoe belangrik elke item was as afskikkend na U deelneeming in die ABET klasse. **There are different reasons not to participate for different people. Please indicate either your reasons for not starting (dropping-out) on ABET or why you think some people might not start and indicate how important each item is.**

	Not Important	Somewhat Important	Very Important
	Nie Belangrik	Op 'n manier waar	Baie Belangrik
1. I thought starting classes would be difficult, with lots of questions and forms to fill out. Ek het gedag om die klassies te begin sal moeilik wees, met baie vrae en vorms om in te vul.	1	2	3
2. I felt that my friends or people I work with wouldn't like it if I returned to adult learning classes Ek het gevoel dat my vriende of mense waarmee ek werk nie gelukkig gaan wees nie as ek terugkeer volwasse leerdery klasse toe	1	2	3
3. I couldn't pay for childcare Ek kan nie vir kindersorg betaal nie.	1	2	3
4. I couldn't pay for transportation Ek kan nie vir vervoer betaal nie.	1	2	3
5. I didn't like the other students who go to the classes Ek het nie van ander student gehou nie wat ook na die klasse toe gaan	1	2	3
6. It was more important to work overtime than to go to adult learning classes Dit was meer belangrik an oortyd te werk as an volwasse leerdery toe te gaan.	1	2	3
7. I was afraid I would not cope with the learning classes Ek was bang dat ek nie hanteer is om die werk te doen nie	1	2	3
8. I felt my family wouldn't like it if I took part in the adult learning course Ek het gevoel dat my familie nie daarvan sal hou as terug keer volwasse opleiding toe nie	1	2	3
9. I didn't have any transportation to the course Ek het geen vervoer na die kursies gehad nie	1	2	3
10. I didn't want to be treated like a child Ek wou nie soos 'n skoolkind gebehandel word nie	1	2	3
11. I didn't have time to go to the course Ek het geen tyd gehad om klasse te gaan nie	1	2	3
12. I felt I was too old to learn Ek het gevoel dat ek te oud is om te leer	1	2	3
13. I felt returning to a learning course wouldn't help me Ek het gevoel dat dit sou my nie help om terug te gaan na die geleerdheid klasse toe nie.	1	2	3
14. I had family problems Ek het familie problem gehad	1	2	3
15. I heard that the adult learning classes were not very good Ek het gehoor dat die volwasse leer klasse was nie baie goed nie	1	2	3
16. I didn't know anyone who was going to the adult learning classes Ek het niemand geken wat na die volwasswes klasse gaan nie	1	2	3
17. I didn't want to admit that I needed help with reading Ek wou nie erken dat ek help nodig het met lees nie	1	2	3
18. I thought "book learning" was not important Ek het gedink "boek kennis" is nie belangrik nie.	1	2	3
19. I was worried because classes were held over the weekend Ek was bekommerd want die klasse was oor die naweek en gehou.	1	2	3

	Not Important	Somewhat Important	Very Important
	Nie Belangrik	Op 'n manier waar	Baie Belangrik
20. I don't like doing extra activities Ek hou nie van ekstra aktiwiteite nie	1	2	3
21. I thought it would take too long for me to finish the course Ek het gedink dit sal te lank vat an kursus klaar te maak	1	2	3
22. I didn't know anyone who was going to the classes Ek het niemand geken wat na die klasse toe gaan nie	1	2	3
23. I was concerned about what my co-workers would think Ek het gekonsentreer oor wat my medewerkers oor my sal dink	1	2	3
24. I did not understand what ABET was about. Ek het nie verstaan waaroor die ABET gaan nie.	1	2	3
25. I was satisfied with where I was and did not see the need to change anything. Ek was tevrede met waar ek was en het nie die behoefte om iets te verander.	1	2	3
26. I did not think I would be able to stick it out (see the course through to the end) Ek het gedink dit sal vir my te lank vat om kursus klaar te maak.	1	2	3
<b>Thank you for filling out the questionnaire!</b>			
<b>Dankie dat U die vraestel ingefill het!</b>			

## Appendix 9

### Structured Questionnaire (Please put a cross or tick against an option which best describes you).

Sammestelling Vraestel (Sit asseblief n kruis teken of reg merk teken by die opsie wat jou die beste beskryf).

#### Demographics/Demografie

<b>1. Gender</b>	
Geslag	
Male	1
Manlik	
Female	2
Vroulik	

<b>2. Age (Years) Please specify:</b>	
Ouderdom (jare) Spesiefiseer asseblief:	

<b>3. Race</b>	
Ras	
Black	1
Swart	
White	2
Wit	
Coloured	3
Kleurling	
Indian	4
Indies	
Other (Please specify):.....	5
Ander (Spesiefiseer asseblief):.....	

<b>4. What is your home language?</b>	
Wat is jou huis taal?	
Afrikaans	1
Afrikaans	
English	2
Engels	
IsiNdebele	3
Ndebele	
IsiXhosa	4
Xhosa	
IsiZulu	5
Zoeloe	
Sepedi	6
Noord-Sotho	
Sesotho	7
Suid-Sotho	
Setswana	8
Tswana	
SiSwati	9
Swazi	
Tshivenda	10
Venda	
Xitsonga	11
Tsonga	
Other (Please specify):.....	12

Ander (Spesiefiseer asseblief):.....	
--------------------------------------	--

<b>5. Highest Level of School Completed?</b>	
Hoegste Skool Vlak Voltooi?	
No schooling	1
Geen skoolopleiding nie	
Grade 0	2
Graad 0	
Grade 1 / Sub A	3
Graad 1 / Sub A	
Grade 2 / Sub B	4
Graad 2 / Sub B	
Grade 3 / Standard 1	5
Graad 3 / Standerd 1	
Grade 4 / Standard 2	6
Graad 4 / Standerd 2	
Grade 5 / Standard 3	7
Graad 5 / Standerd 3	
Grade 6 / Standard 4	8
Graad 6 / Standerd 4	
Grade 7 / Standard 5	9
Graad 7 / Standerd 5	
Grade 8 / Standard 6	10
Graad 8 / Standerd 6	
Grade 9 / Standard 7	11
Graad 9 / Standerd 7	
Grade 10 / Standard 8	12
Graad 10 / Standerd 8	
Grade 11 / Standard 9	13
Graad 11 / Standerd 9	
Grade 12 / Standard 10 / Form 5 / Matric/ NTCIII	14
Graad 12 / Standerd 10 / Vorm 5 / Matriek/ NTCIII	
Certificate with less than grade 12	15
Sertifikaat met minder as graad 12	
Diploma with less than grade 12	16
Diploma met minder as graad 12	
Certificate with grade 12	17
Sertifikaat met graad 12	
Diploma with grade 12	18
Diploma met graad 12	
Bachelors degree	19
BA-graad	
Bachelors degree and diploma	20
BA-graad en diploma	
Honours degree	21
Honneursgraad	
Higher degree (masters or Doctorate)	22
Hoër graad (meesters- of doktorsgraad)	
Other (Please specify):.....	23
Ander (Spesiefiseer asseblief):.....	

<b>6. How many children (0-18 years old) are you financially responsible for (whether at home or outside of your household)? (Please specify)</b>	
Vir hoeveel kinders (0-18 jaar oud) is jy finansiaal veraanwoordelik? (of as by jou huisgesin of buite jou huisgesin)? (spesifiseer asseblief)	

<b>7. Relationship Status</b>	
Verhouding status	
Single	1
Enkellopend	
Married/Partnered	2
Getroud/Gemaat	
Re-married	3
Weer-getroud	
Separated	4
Geskei	
Divorce	5
Geskei	
Widowed	6
Weduwee/Wewenaar	

<b>8. Length of Employment at Polyoak? (Please specify)</b>	
Tydperk van werk by Polyoak? (Spesifiseer asseblief)	

<b>9. What is your employment status?</b>	
Wat is jou werkskaf status?	
Permanent	1
Permanent	
Contract	2
Kontrak	

<b>10. Name of your department? (Please specify):</b>	
Naam van departement? (Spesifiseer asseblief)	

<b>11. What is your job title? (Please specify):</b>	
Wat is jou werks tittle?( Spesifiseer asseblief)	

<b>12. What is your monthly household income after tax but before deductions including all earnings, e.g. pensions, grants, loans etc.? (Please specify)</b>	
Wat is jou maandlike inkomste na belasting maar voor aftrekkings ingesluit alle inkomste v.b. pensioen, leunings, grants ens.?( Spesifiseer asseblief)	

<b>13. How much money does your household receive in a typical month from everyone after tax but before deductions including all earnings, pensions, grants, loans? (Please specify)</b>	
Hoeveel geld onvtang jou huis in n tipiese maand van almal na belasting,maar voor aftrekkings ingesluit alle inkomste v.b. pensioen,grants,leunings?(Spesifiseer asseblief)	

<b>14. Type of Housing: (One mention only)</b>	
Tipe woning: (Slegs een antwoord)	
Informal dwelling/shack, not in a backyard	1
Informeel huis/plakkershut, nie in agterplaas nie	
Informal dwelling/shack in a backyard	2
Informeel huis/plakkershut in agterplaas	
Caravan or mobile home	3
Karavaan of mobiele huis	
Matchbox-type house on a separate stand/yard	4
Matchbox-tipe huis op 'n aparte standplaas/erf	
Improved matchbox type house on a separate stand/yard	5
Verbeterde matchbox-tipe huis op 'n aparte standplaas/erf	
Suburban type house (2 or more bedrooms, inside bathroom) on separate stand/yard	6
Voorstedelike-tipe huis (2 of meer slaapkamers en badkamer binne) op 'n aparte erf	
Second house/cottage on this property	7
Tweede huis/kothuis op hierdie eiendom	
Granny flat on the property/flat-let	8
Oumawoonstelletjie op hierdie eiendom / woonstelletjie	
Garage/modified garage/rooms in the back	9
Motorhuis/aangepaste motorhuis / kamers agteraan	
Part of a house/share a house	10
Gedeelte van 'n huis / deel 'n huis	
Townhouse or cluster house in complex	11
Meenthuis of "cluster" in 'n kompleks	
Semi-detached or joint house	12
Semi- of duet-huis	
A unit in a block of flats	13
'n Eenheid in 'n woonstelblok	
RDP house	14
HOP-huis	
Hostel/compound	15
Hostel	
Hotel/Boarding House	16
Hotel/losieshuis	
Other (Please Specify):.....	17
Ander (Spesifiseer):.....	

**Enrolment Information/Inskrywing Inligting:**

<b>15. How did you hear about ABET? (You can tick more than one)</b>	
Hoe het jy gehoor oor ABET? (jy kan meer as een kies)	
Fellow worker Mede Werker	1
Supervisor Opsiener	2
Line Manager Voer Bestuurder	3
Union Representative Unie Teenvoordiger	4
Posters Aanplakker	5
HR Department Menslike Handeling Departement	6
Polyoak Business School Polyoak Besigheid Skool	7
Other (Please Specify):.....	8
Ander (Spesifiseer asseblief):.....	

<b>16. In what year did you write the pre-assessment?</b>	
In watter jaar het jy 'n voor - assesment gedoen?	
2008	1
2009	2
2010	3
2011	4

<b>17. Are you currently participating on ABET (or just recently completed)</b>	
Is jy op die oomblik op ABET (of onlangs voltooi)	
Yes or just completed Ja	1
No, I dropped out Nee,	2
I chose not to start Ek verkies om nie te begin nie	3

<b>18. In what year did you start ABET?</b>	
In watter jaar het jy ABET begin?	
2008	1
2009	2
2010	3
2011	4
I chose not to start Ek verkies om nie te begin nie	5

<b>19. Please indicate (by ticking√) what level of literacy and numeracy you started at (or were pre-assessed at).</b>			
Wys asseblief (reg merk√) watter vlak van gelettertheid en numerieke jy by begin het (of op geskat is)			
Literacy	Geletterdheid	Numeracy	Numerieke
1			1
2			2
3			3
4			4

20. Indicate (by ticking✓) the learning areas you have successfully completed.			
Wys (met n regmerk✓) die leer areas wat jy suksesvol compleet het.			
Literacy	Geletterdheid	Numeracy	Numerieke
1		1	
2		2	
3		3	
4		4	
None/Geen	5	None/Geen	5

**If never started ABET SKIP to question 39.** As u nooit gebegin met ABET SLAAN oor na vraag 39.

21. Did you receive learning materials as you needed them?	
Het jy leer materiaal ontvang waneer jy dit nodig gekry het?	
Yes	1
Ja	
No	2
Nee	

22. How helpful did you find the additional resources provided to you (e.g., Dictionaries, calculators, stationary)	
Hoe hulpvol het jy die addisionele behulpmoedels wat voorgesien is aan u,(v.b., optelmashien,woordeboek,penne etc)	
Not at all helpful	1
Glad nie hulpvol	
Slightly helpful	2
Bietjie hulpvol	
Helpful	3
Hulpvol	
Very helpful	4
Baie hulpvol	

23. How helpful did you find your facilitators?	
Hoe behulpsaam het jy jou fasiliteerder gevind?	
Not at all helpful	1
Glad nie hulpvol	
Slightly helpful	2
Bietjie hulpvol	
Helpful	3
Hulpvol	
Very helpful	4
Baie hulpvol Baie hulpvol	

<b>24. How did having learners at different levels in the same class as you help your learning?</b>	
Hoe het gevoel om leerling te he op verskillende leer vlaktes in die selfde klass as jy?	
Not at all helpful	1
Glad nie hulpvol	
Slightly helpful	2
Bietjie hulpvol	
Helpful	3
Hulpvol	
Very helpful	4
Baie hulpvol	
Not Relevant	5
Nie relevant	

**Perceptions/ Persepsies:**

<b>25. To what extent have you received support from the following?</b>	Never	Some-times	Often	Almost always	Don't Have
Tot op watter vlak het jy ondersteuning gekry op die volgende?	Nooit	Partykeer	Gereeld	Amper Altyd	Het nie
Family	1	2	3	4	5
Familie					
Spouse/Partner	1	2	3	4	5
Huweliksmaat/Gemaat					
Friends	1	2	3	4	5
Vriende					
Fellow worker	1	2	3	4	5
Medde Werker					
Supervisor	1	2	3	4	5
Opsiener					
Line Manager	1	2	3	4	5
Voer Bestuurder					
Union Representative	1	2	3	4	5
Unie Teenvoordiger					
Course facilitator	1	2	3	4	5
Kurses fasiliteerder					
HR Department	1	2	3	4	5
Menslike Handeling Departement					
Polyoak Business School	1	2	3	4	5
Polyoak Besigheid Skool					
Other (Please specify): .....	1	2	3	4	5
Ander (spesifiseer asseblief)					

<b>26. Did you experience any teasing from your colleagues because you enrolled in the course?</b>	
Het jy enige terging ervaar deur jou kollegas omdat jy in hierdie kurses deelgeneem het?	
Yes	1
Ja	
No	2
Nee	

<b>27. How would you rate your attendance on ABET?</b>	
Hoe sou jy jou klasse koers by die ABET bywoon?	
I regularly attend/ attended	1
Ek gaan gewoonlik/gegaan	
I occasionally attend/attended	2
Ek gaan graag/gegaan	
I seldom attend/attended	3
Ek gaan min/gegaan	

<b>28. Have you ever thought of dropping out of the learning programme?</b>	
Het jy al gedink om die leer program te verlaat?	
No	1
Nee	
Yes, once or twice	2
Ja, een of twee keer	
Yes, a few times	3
Ja, 'n paar keer	
Yes, many times	4
Ja, baie keer	

<b>29. What do you think are the MAIN reasons for absenteeism (missing classes) among learners? (You can tick more than one)</b>	
Wat dink jy is die <b>HOOF</b> redes vir die afwesigheid (ontbrekende klasse) onder leerders? (Jy kan meer as een regmerk).	
Lack of transport	1
Geen vervoer	
Lack of money	2
Geen Geld	
Was feeling sick	3
Het sieklik gevoel	
Disliked the facilitator	4
Hou nie van die fasiliteerder nie	
Choosing to work overtime	5
Kies om oortyd te werk	
Being forced to work overtime	6
Geforseer om oortyd te werk	
No one to look after family responsibilities on weekends	7
Niemand om naweke na die familie veraandwoordlikhede te kyk nie	
Poor support from the company	8
Slegte ondersteuning van die maatskapy	
Family problems	9
Familie problem	
Do not know the reason	10
Ken nie die reede nie	
Other (Please specify): .....	11
Ander (Spesifiseer asseblief):.....	

<b>30. Which do you think are the <b>MOST IMPORTANT</b> reasons for absenteeism (missing classes). Please pick TOP three options (write 1, 2, 3).</b>	
Waarin dink jy is die <b>BELANGRIKSTE</b> redes vir afwesigheid (ontbrekende klasse). Asseblief kies jou top drie opsies (skryf 1, 2, 3).	
Lack of transport	
Geen vervoer	
Lack of money	
Geen geld	
Was feeling sick	
Het sieklik gevoel	
Disliked the facilitator	
Hou nie van die fasiliteerder nie	
Choosing to work overtime	
Kies om oortyd te werk	
Being forced to work overtime	
Geforseer om oortyd te werk	
No one to look after family responsibilities on weekends	
Niemand om naweek na die familie veraanvoordlikhede te kyk nie	
Poor support from the company	
Slegte ondersteuning van die maatskapy	
Do not know the reason	
Ken nie die reede nie	
Other (Please specify): .....	
Ander (Spesifiseer asseblief):.....	

<b>31. What do you think are the <b>MAIN</b> reasons learners have dropped out of ABET? (You can tick more than one)</b>	
Wat dink jy is die <b>HOOF</b> redes leerders het gedaal van ABET? (Jy kan meer as een regmerk).	
1. Lack of transport	1
Geen vervoer	
2. Lack of money	2
Geen geld	
3. The subject was not important to me	3
Die vak was nie belangrik vir my nie	
4. Did not understand the language of communication	4
Verstaan nie die taal van kommunikasie nie	
5. Classes are conducted over weekend	5
Klasse is oor die naweek	
6. Work commitments	6
Werk veraanvoordlikhede	
7. Family commitments	7
Familie veraanvoordlikhede	
8. The pace of the course being too fast	8
Die kursus is te vining	
9. The pace of the course being too slow	9
Die kursus is te stadig	
10. Did not like the facilitator	10
Hou nie van die fasiliteerder	
11. Do not see the long range benefit of the course	11
Sien geen lang termyn voordeel van die kursus	
12. Lack of discipline	12
Geen disipline	
13. Lost interest	13
Belangstelling verloor	
14. Do not know the reason	14

Ken jy die reede	
15. Other (Please specify):.....	15
Ander (spesifiseer asseblief):.....	

<b>32. Which do you think are the MOST IMPORTANT reasons that learners dropped out of ABET? Please pick your TOP three options (write 1, 2, 3).</b>	
Waarin een dink jy is die <b>BELANGRIKSTE</b> redes dat leerders val uit van ABET? Asseblief jou top drie opsies kies (skryf 1, 2, 3).	
Lack of transport	
Geen vervoer	
Lack of money	
Geen geld	
The subject was not important to me	
Die vak was nie belangrik vir my nie	
Did not understand the language of communication	
Verstaan nie die taal van kommunikasie nie	
Classes are conducted over weekend	
Klasse is oor die naweek	
Work commitments	
Werk veraanwoordlikhede	
Family commitments	
Familie veraanwoordlikhede	
The pace of the course being too fast	
Die kursus is te vining	
The pace of the course being too slow	
Die kursus is te stadig	
Did not like the facilitator	
Hou nie van die fasiliteerder	
Do not see the long range benefit of the course	
Sien geen lang termyn voordeel van die kursus	
Lack of discipline	
Geen disipline	
Lost interest	
Belangstelling verloor	
Do not know the reason	
Ken jy die reede	
Other (Please specify):.....	
Ander (spesifiseer asseblief):.....	

**Programme Evaluation/Program evaluasie:**

<b>33. How useful is the learning material?</b>	
Hoe behulpsaam was die leer materiaal?	
Not at all useful	1
Glad nie hulpsaam	
A little useful	2
N bietjie hulpsaam	
Somewhat useful	3
In n maate hulpsaam	
Very useful	4
Baie behulpsaam	
Other (Please specify):.....	5
Ander(spesifiseer asseblief)	

<b>34. What did you think about the learning material?</b>	
Wat dink jy oor die leer materiaal?	
Very easy to follow	1
Baie maklik om te volg	
Easy to follow	2
Maklik om te volg	
Required work but not too hard	3
Werk wat moet gedoen word maar nie te hard nie	
Hard to follow	4
Moilik om te volg	
Very hard to follow	5
Baie moeilik om te volg	

<b>35. Self-Efficacy/Confidence:</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Self-doeltreffendheid/Vertroue	Stem Sterklik Saam	Stem Saam	Neutraal	Stem nie Staam nie	Stem sterklik nie saam nie
I am willing to 'speak up' when I have a problem with something I find difficult.	1	2	3	4	5
Ek is gewilig om uit te praat wanneer ek 'n probleem het met iets wat ek moeilik vind					
I expect to achieve high level results for my efforts.	1	2	3	4	5
Ek verwag om 'n hoog standard punte vir my moite.					
I believe I will complete my studies.	1	2	3	4	5
Ek glo ek sal my studies voltooi					
I take responsibility for my own learning process.	1	2	3	4	5
Ek neem veraanwoordlikheid vir my eie leer proses					
I persist with my study even when I find the content hard to understand.	1	2	3	4	5
Ek hou aan met my studies al vind ek dit moeilik om die werk te verstaan					
I believe I have control over the pace of my learning.	1	2	3	4	5
Ek glo ek het kontrole oor die spoed van my leerdery					

<b>36. Do you sometimes feel shy to ask questions during class?</b>	
Het jy soms voel skaam om vrae te vra tydens die klas?	
Strongly agree	1
Stem ten sterkste saam	
Agree	2
Stem saam	
Neither	3
Stem nóg saam, nóg verskil	
Disagree	4
Verskil	
Strongly disagree	5
Verskil ten sterkste	

<b>37. Do you think that you will use the information that you have learnt in your life?</b>	
Dink jy dat jy sal die inligting gebruik wat jy geleer het in jou lewe?	
Strongly agree	1
Stem ten sterkste saam	
Agree	2
Stem saam	
Neither	3
Stem nóg saam, nóg verskil	
Disagree	4
Verskil	
Strongly disagree	5
Verskil ten sterkste	

<b>38. Do you think the training centre is supportive of your goals?</b>	
Dink jy die opleiding sentrum is ondersteunend van jou doelwitte?	
Strongly agree	1
Stem ten sterkste saam	
Agree	2
Stem saam	
Neither	3
Stem nóg saam, nóg verskil	
Disagree	4
Verskil	
Strongly disagree	5
Verskil ten sterkste	

<b>39. Do you think that Polyoak has a learning culture?</b>	
Stem jy saam dat Polyoak 'n leer kultuur het?	
Strongly Agree	1
Stem sterklik saam	
Agree	2
Stem saam	
Neutral	3
Neutraal	
Disagree	4
Stem nie saam nie	
Strongly Disagree	5
Stem glad nie saam nie	

<b>40. How would you describe the usefulness of ABET to your future plans?</b>		
Hoe sou jy die gebruik van die JESTART vir jou toekoms se planne beskryf?		
Don't know		1
Weet nie		
Not relevant		2
Nie relevant		
Somewhat relevant		3
Op n maate relevant		
Very relevant		4
Baie relevant		

<b>41. In your opinion how relevant and useful is the ABET programme for the following:</b>					
In jou opinie hoe relevant en hulpsaam is die ABET program vir die volgende:					
Being 'the best' at Polyoak		'Promotion and higher pay at work		Future study opportunities	
Om die best te wees by Polyoak		Promosies en hoer betaling by werk		Toekomstige studie geleenthede	
Don't know	1	Don't know	5	Don't know	9
Weet nie		Weet nie		Weet nie	
Not Relevant at all	2	Not Relevant at all	6	Not Relevant at all	10
Glad nie Relevant		Glad nie Relevant		Glad nie Relevant	
Somewhat relevant	3	Somewhat relevant	7	Somewhat relevant	11
Op n maate relevant		Op n maate relevant		Op n maate relevant	
Very Relevant	4	Very Relevant	8	Very Relevant	12
Baie Relevant		Baie relevant		Baie relevant	

**42. These questions ask about how you handle things that come up on a day-to-day basis. Please answer by indicating how true the statement is about how you handle things.**

Hierdie vrae gaan oor hoe jy dinge op n dagliks basis hanteer. Antwoord asseblief by hoe waar die sin is oor hoe jy dinge hanteer op n daglikse basis.

	Not at all true	Hardly true	Moderately true	Exactly true	Don't know
	Glad nie waar nie	Skaars Waar	Soort van Waar	Presies Waar	Weet nie
I can always manage to solve difficult problems if I try hard enough.	1	2	3	4	5
Ek kan alytd moeilike probleme oplos as ek hard genoeg probeer					
If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4	5
As iemand teen my gaan, sal ek maniere kry om te kry wat ek wil he.					
It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4	5
Dit is maklik vir my om by my mikpunte te hou en dit te behaal.					
I am confident that I could deal efficiently with unexpected events.	1	2	3	4	5
Ek vertrou dat ek goed genoeg is om met onverwagte situasies te hanteer.					
Thanks to my resourcefulness (creativity), I know how to handle unforeseen situations.	1	2	3	4	5
Dankse aan my hulpmiddelsaamgeid, weet ek hoe om onvoorsienbare situasies te hanteer					
I can solve most problems if I invest the necessary effort.	1	2	3	4	5
Ek kan meeste probleme uitrig as ek die nodig moite insit.					
I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4	5
Ek kan kalm wees waneer ek moeilik situasies deurmaak want ek vertrou op my deurstettings vermoehes.					
When I am confronted with a problem, I can usually find several solutions.	1	2	3	4	5
Wanner ek met n probleem gekonfronteer word, kan ek dit gewoonlik oplos.					
If I am in trouble, I can usually think of a solution.	1	2	3	4	5
As ek in die moeilikheid, ek kan gewoonlik van 'n oplossing dink.					
I can usually handle whatever comes my way.	1	2	3	4	5
Ek kan gewoonlik alles hanteer wat op my pad kom.					

<b>43. Would you recommend this programme to anyone else?</b>	
Sal U die programme aan iemand voorstel?	
Yes, without a doubt	1
Ja, sonder twyfel	
Not at all	2
Nee, glad nie	
I might recommend	3
Ek sal miskien dit voorstel	
Other (Please Specify):.....	4
Ander (Spesifiseer asseblief):.....	

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**Thank you for taking the time to fill out the questionnaire!**

**Dankie dat U die tyd geneem het om die vraestel te neem!**

University of Cape Town

## Adult Basic Education and Training Interview

North Carolina State University (NCSU, 2007)

Focus Group Guide and Interview Sheet

**Research Title:** “Breakdown of Will” Motivation, self-regulation and training

**Research Dates:**

**Method:** Focus Group

**Target Audience:** Employees of Plastic Manufacturing Company who have participated, drop-out or been approached to participate in ABET courses.

**Principle Moderator:** Retuura Katjimune

Total Participation time required: 1 hour

Breaks: 0 minutes

### OVERALL QUESTIONS TO ANSWER IN FOCUS GROUP DISCUSSION:

(Exact words and instructions that moderator will use)

#### Purpose of the Focus Group:

Thank you for agreeing to participate in this focus group discussion today. I’m {Moderator’s name and title}. I’ll be your moderator for this session and I will be taking notes.

The purpose of this focus group is to provide information for a UCT Master student’s thesis. The discussion will be regarding participation, drop-out and non-participation of employees in the ABET courses provided at the business school. The focus group sessions help to clarify issues that are difficult to capture with questionnaires.

#### Process:

In this type of environment, it is important that you express yourself openly. There are no right or wrong answers. I would like to know what you think. I am going to tape record the sessions in order to ensure accuracy in writing up the report. However, your response will not be linked with your name.

#### Ground Rules:

As I’m taping and taking notes, I may remind you occasionally to speak up and to talk one at a time so that I can hear you clearly. Each time I ask a question, there is no need for everyone around the table to respond. However, it is important that a wide range of ideas is expressed. If you would like to add to an idea, or if you have an opinion that contrasts with those of the group, feel free to express them. You do not have to respond in a circle. There is no such thing as ‘your turn’.

Again, I am pleased that you have taken the time to help with this assessment.

#### Participant introductions

Let’s start by asking everyone to introduce themselves to the group.

Please remember for each of the discussions and questions think about your own experience and opinion of ABET programmes.

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### Section A

This section is for **enrollers and drop-out** to respond because both groups have enrolled in an adult learning course.

Valence/ Value and Motives:

1. What value did you think the adult learning course would add to your life?
  - a. Probe into the value that they place into participating.
2. What were your reasons for joining the adult learning course?
  - a. Probe into the motivation behind their original reason for participating.
  - b. Which is the most important reason to you?

Instrumentality:

3. How confident are you/were you that you'll succeed at your course?
  - a. Why is that?

Expectation:

4. What are your expectations for the benefits that the course can give you?
  - a. How do you think it's going to help you?
  - b. Do you think it's going to help you and if so, how?

Norms:

5. How are participants perceived by others within the company?
6. Do/Did you feel you received enough assistance and support from your:
  - i. facilitator
  - ii. your colleagues
  - iii. family
  - iv. supervisors
  - v. company
- b. In what ways do/did they show their support?
- c. What actions of support do/did you receive to make participation easier?
7. What do your colleagues think about you participating in this course?
  - a. And family/friends?
8. What actions would you like to receive from your:
  - i. facilitator
  - ii. your colleagues
  - iii. family
  - iv. supervisors
  - v. Company?

Organisational Procedures

9. Do the company procedures/policies assist you in staying motivated to continue learning?
  - a. How? What do they do?
10. What does the HR department do to assist you to stay committed to the learning programme?
  - a. What would you like them to do?
11. What could the company do to make the programme more attractive?

Reinforcement (work and company support)

12. Is there any recognition from the company for participating in the learning courses?
  - a. If so what are they?
  - b. What other forms of recognition would you appreciate?
13. Are there any rewards that you receive from the company for participating in the learning programme?

- a. If so what are they?
- b. What other rewards would you like to receive?
- 14. What do you think of these rewards and/or recognition efforts?
- 15. Has the course helped you to achieve your personal goals?
  - a. How?
- 16. Do/Did you use what you have learnt in class in your daily life?
  - a. How? Give me example
- 17. Has the course helped in advancing your career?
  - a. How?

Challenges:

- 18. What is/was your experience with the adult learning courses?
  - a. How much did you enjoy or dislike the courses?
  - b. What made them enjoyable or unenjoyably?
- 19. What were the main difficulties that you found with participating?
- 20. Were the courses difficult?
  - c. What about the courses were difficult?

Self-regulation

- 21. What do/did you do to stay committed to the learning programme?
- 22. How do/did you balance work, studies and personal life?
  - a. Was it difficult or easy to balance these different aspects?
- 23. How do/did you manage when you want/ed to do something that you like, for example, spending time with family over the weekend when you had to attend the class?
- 24. What did you do when you were faced with a difficult task in class?
  - a. How do/did you handle it?
- 25. Do you ever do extra work at home voluntarily?
  - a. What are/were the reasons you didn't want to do extra work?
- 26. Was there ever a time when you didn't go to class?
  - a. What was the reason for not attending?
- 27. How did you feel when you didn't go to class?
- 28. What is/was your greatest fear of participating in the adult learning course?
  - a. How were you able to overcome that fear?

**Section B: Drop-Out Only**

- 29. When was the first time you had thoughts about dropping out?
  - a. What were those thoughts?
  - b. What happened that convinced you to drop out?
- 30. What was your main reason for dropping out of the course?
- 31. Did you look for help before you dropped out?
  - a. Did you talk to anyone about your feelings or fears?
  - b. Was it difficult to leave the programme?
- 32. When you dropped out, how did you feel about yourself?
  - a. Probe?
- 33. Do you regret dropping out of the programme?
- 34. Would you ever enrol again in the programme?
- 35. Was there anything that you would do differently if you were in the programme again?

36. Do you think that the adult learning course prepared you enough to succeed?
37. What would you say to other people who are thinking about dropping out of the course?

### **Section C: Closure for Enrollers and Drop-Outs:**

38. Would you recommend anyone else to participate in the adult learning course?
    - a. Why?
  39. Is there anything that we have left out that you would like to add or discuss?
    - a. Other concerns about how the programme is run?
    - b. Other ideas to get people to stay committed to the course when it gets difficult?
    - c. Is there anything I should have asked that you would like to comment on now?
- 

### **Section D: Non-Enrollers Only:**

#### Valence/ Value

1. What have you heard/know about the ABET programme?
2. What is your opinion of the ABET programme?
3. Why did you decide to be assessed and then not start the programme.
4. What was your main reason for not enrolling in the learning course?
  - a. Probe into the motivation behind their original reason for not participating.
5. Do you feel there is any worth in participating in the ABET learning programme?

#### Instrumentality:

6. How confident are you that if you wanted to you could succeed at ABET?
  - a. Why is that?

#### Expectation:

7. What are your expectations of the learning course?
8. Do you think these people stand a better chance of being recognized by the company?
  - a. If not, why?
  - b. Why are you better off not participating?

#### Norms:

9. Do you know anyone who is participating in the learning course?
  - a. What is your opinion of these individuals?
10. Do you think that they receive special treatment compared to those workers who don't participate?
  - a. Have you witnessed any teasing of individuals who participated in the course?

#### Challenges

11. What is your opinion of people participating in the course?
12. How do you think these workers are seen by the company? By other workers?
  - a. Why?
13. How hard do you think the learning course is?
  - a. Why?
14. What are the main reasons for others no to participate in the learning programme?
15. What are your main reasons for not participating?
16. Do you think people are afraid of the course?
17. Do you believe the organisation provides a supportive learning environment?
  - a. Why? What do they do?

18. What would the organisation have to do to attract you to participate in the learning programmes?

**Section E: Closure:**

19. Would you recommend anyone to participate in ABET?

- b. Why?
- c. How would it benefit someone else?

20. Is there anything that we have left out that you would like to add or discuss?

- a. Other concerns about how the programme is run?
- b. Other ideas to get people to stay committed to the course when it gets difficult?
- c. Is there anything I should have asked that you would like to comment on now?

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Thank you very much for participating. This information will be valuable to me and to the educators and the HR department to make improvements and to assist future ABET learners.

University of Cape Town

Appendix 11

*Cross-Tabulation Question 41.3: In your opinion how relevant and useful is the JETSTART programme for future study opportunities.*

		CPT enrolled/ completed	CPT drop- out	CPT pre- assessed	Total
Don't know	Count	2	3	8	13
	% within	15.4%	23.1%	61.5%	100.0%
	% within what group	8.0%	8.3%	32.0%	15.1%
Not relevant at all	Count	3	0	1	4
	% within	75.0%	.0%	25.0%	100.0%
	% within what group	12.0%	.0%	4.0%	4.7%
Somewhat relevant	Count	9	10	4	23
	% within	39.1%	43.5%	17.4%	100.0%
	% within what group	36.0%	27.8%	16.0%	26.7%
Very relevant	Count	11	23	12	46
	% within	23.9%	50.0%	26.1%	100.0%
	% within what group	44.0%	63.9%	48.0%	53.5%
Total	Count	25	36	25	86
	% within	29.1%	41.9%	29.1%	100.0%
	% within what group	100.0%	100.0%	100.0%	100.0%
	group				

*Chi-Square test Question 41.3: In your opinion how relevant and useful is the JETSTART programme for future study opportunities.*

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	12.877a	6	.045*
Likelihood Ratio	12.349	6	.055
Linear-by-Linear Association	1.632	1	.201
N of Valid Cases	86		

*Note.* Statistical significance was determined by Chi-square.

\* $p < 0.05$

*Post Hoc Comparison Question 41.3 In your opinion how relevant and useful is the JETSTART programme for future study opportunities.*

		<b>Value</b>	<b>Asymp. Std. Error</b>	<b>Approx. T</b>	<b>Approx. Sig.</b>
Ordinal by Ordinal	Kendall's tau-b	-.035	.104	-.338	.735
N of Valid Cases		86			

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